



# 2019 EFFECTIVENESS RESULTS

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*Kokoda Track Foundation*



# EXECUTIVE SUMMARY

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KTF's 2019 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 16 Provinces in remote and rural PNG as well as the quality of operations of schools throughout the Kokoda Track catchment region. Highlights include wrapping up the training of 3,685 elementary teachers via Teach for Tomorrow enabling 136,000+ children to remain in school and receive an education from certified and qualified teachers. PNG Schools Project has enabled 35 schools to remain open throughout 2019 and supported their teachers to deliver a high-quality and resourced education to almost 4,000 children; Kokoda College has supported the training of 127 FODE students who are on pathways to becoming teachers and health workers (99 sat examinations); and we opened our sister College in Balimo, and supported 105 students on FODE matriculation pathways (84 sat examinations). Teach for Tomorrow II continued its activities in five new Provinces, up-skilling and supporting 112 teacher trainers to deliver ongoing professional development training to over 6,500 elementary teachers across the five Provinces. This year's program included a new professional learning exchange to Australia.

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 four years, over 20,000 children have been immunised including over 10,000 in 2018 and 2019 who received immunisations against the recently re-emerged and now contained polio virus. 40,000 people in the catchment region now have reliable access to primary healthcare. Our new Bebi na Mama project commenced in 2019 and delivered training in child and maternal healthcare to 106 health workers across two provinces.

In Livelihoods, KTF's SolarBuddy and Village Connect have delivered solar solutions to over 17,000 people in 2019 via individual and household technology systems. Reliance on kerosene has reduced by up to 92% and time spent on homework after dark by children has increased by 141%. KTF's Strongim Meri Bisnis project has built the capacity and skills of 9 women's groups, with a change in scope this year to focus on female hygiene kits across four provinces. In total, these projects have improved the lives of almost 37,000 people.

In Leadership, the Archer Leaders alumni has grown to 57 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. In 2019 we continued at the increased annual intake of 8 program positions via an ongoing partnership with a 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 VISION

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

We do this by: assisting remote and rural communities with access to elementary and primary education; improving access to quality and accessible healthcare; improving livelihoods and access to sustainable income-generation opportunities, especially for women; and by fostering the next generation of leaders.



# EFFECTIVENESS FRAMEWORK

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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:

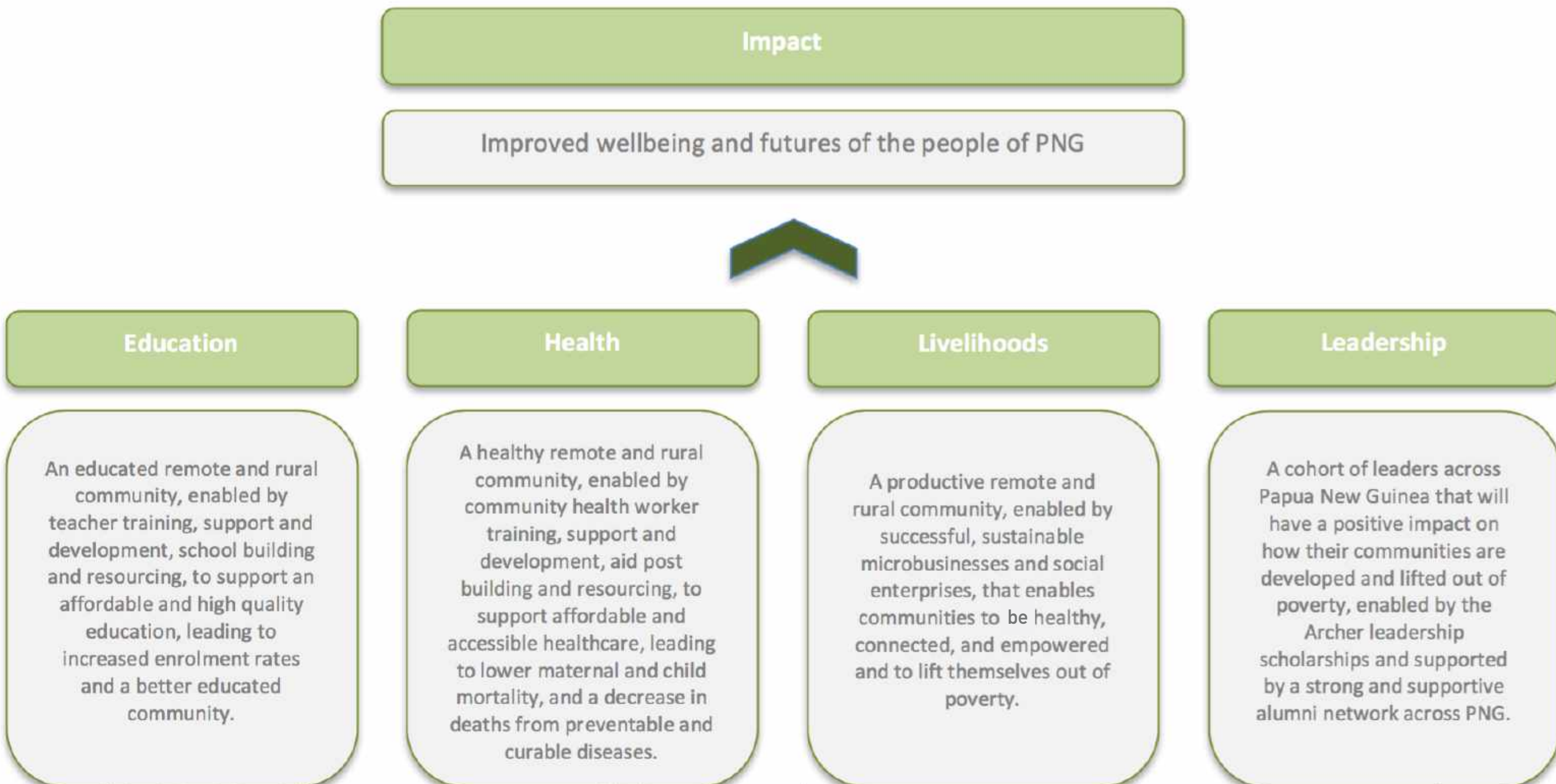
- Education
- Health
- Livelihoods
- Leadership

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

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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.

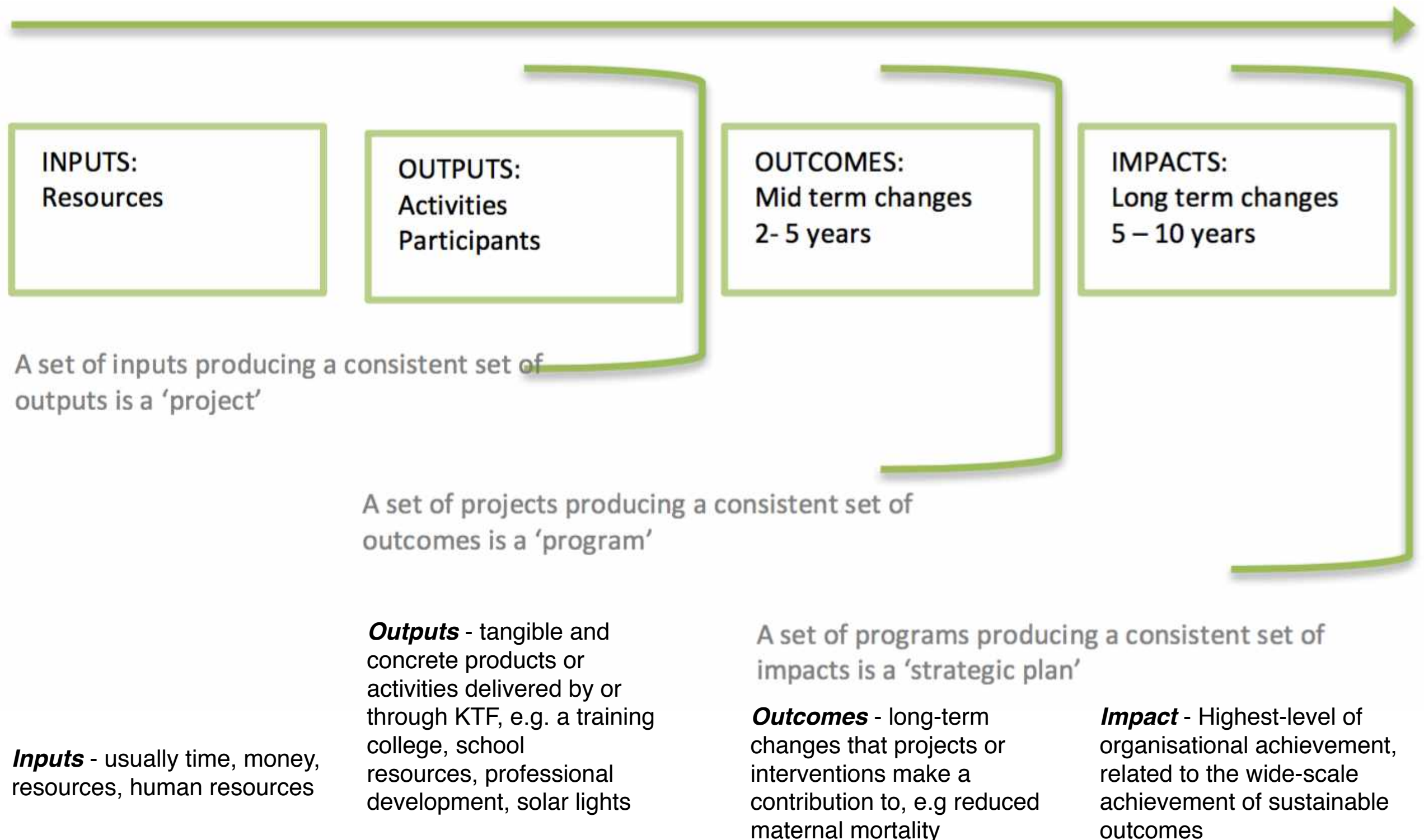




# PROGRAM LOGIC MODEL

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









# ORGANISATIONAL & GEOGRAPHICAL EXPANSION

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Over the past 4 years, KTF has significantly expanded its revenue, suite of programs and projects, and geographical footprint:

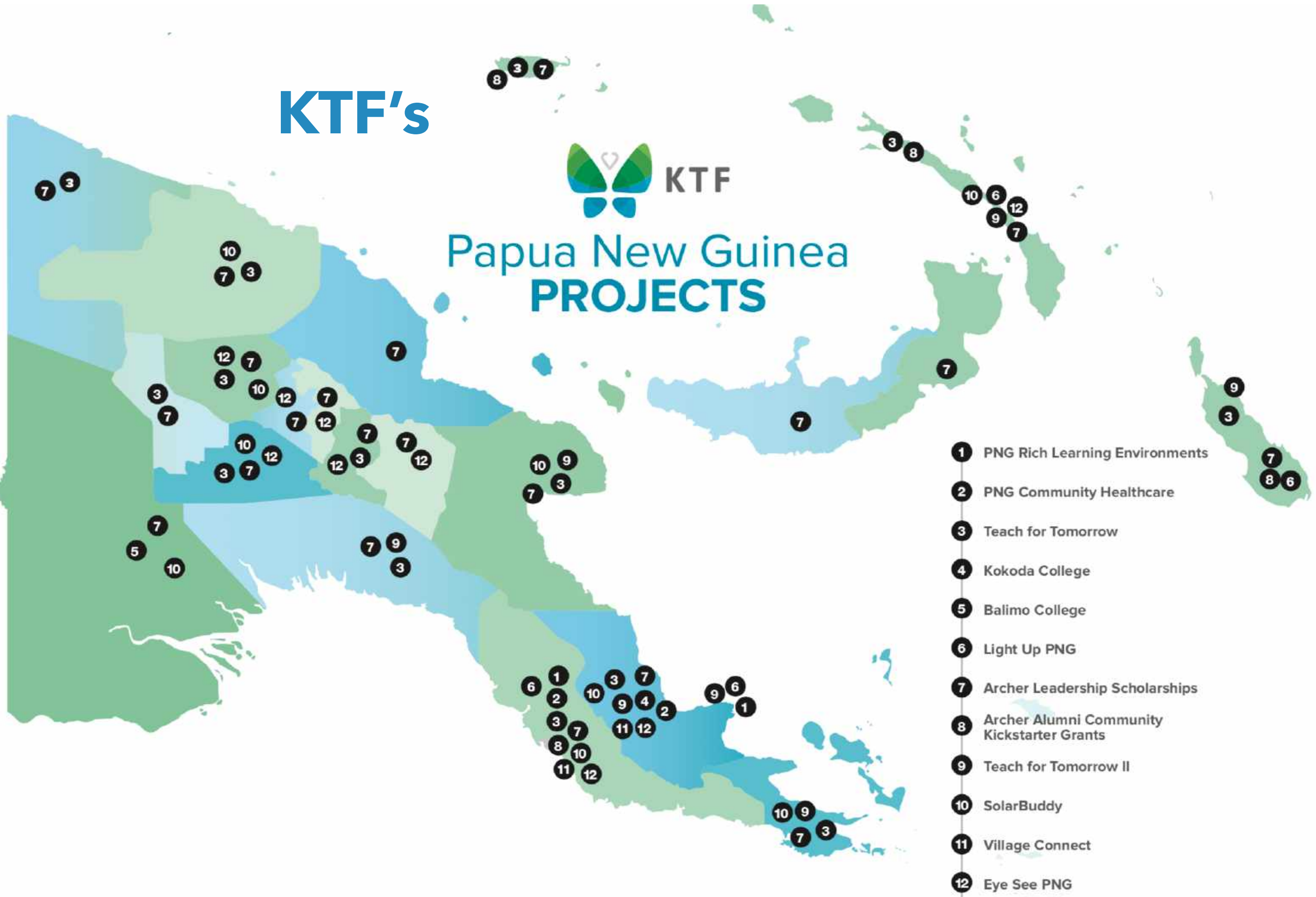
- The number of KTF projects has increased from 9 in 2015 to 13 in 2019, a 44% increase in number of projects.
- KTF's revenue has increased from \$1.1 million in 2015 to \$3.15 million in 2019, a 186% increase in annual turnover.
- KTF's staff headcount has increased from 12 to 14 between 2015 and 2019; in addition to increased staff numbers attached to specific projects e.g. Kokoda and Balimo Colleges. 84% of our employees are Papua New Guinean.
- KTF's geographical footprint has increased from operating in 2 Provinces in 2015 to 17 Provinces in 2019 as demonstrated by the map on the following pages. Archer Leaders who now comprise the Archer Reignite Alumni have come from all 22 Provinces.
- 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 initially but continue to sit at 35 communities. Our health activities in this region increased from operating in 5 communities in 2015 to 12 communities in 2019. Many new activities in livelihoods were introduced in this region during this period too and in 2019 we ran livelihoods projects in 30 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 Rich Learning Environments
- 2 PNG Community Healthcare
- 3 Teach for Tomorrow
- 4 Kokoda College
- 5 Balimo College
- 6 Light Up PNG
- 7 Archer Leadership Scholarships
- 8 Archer Alumni Community Kickstarter Grants
- 9 Teach for Tomorrow II
- 10 SolarBuddy
- 11 Village Connect
- 12 Eye See PNG

● PNG Schools Project

● Healthy Communities

● Village Connect

● Light up PNG

● SolarBuddy

● Kokoda College

- Teach for Tomorrow
- Eye See PNG
- First Aid Training
- FODE Studies

● Sight for PNG

● Eye See PNG

• Gona  
 • Ononda  
 • Killerton  
 • Bagou  
 • Ango  
 • Sanananda  
 • Doboduru  
 • Hariko  
 • Popondetta  
 • Hagaro  
 • Buna

• Ilimo  
 • Eiwo  
 • Gorari  
 • Waju

• Ambene  
 • Kebara  
 • Kou Kou

Botue  
 Saga  
 Savaia  
 • Kovello  
 • Kokoda

• Sefoa  
 • Tufi  
 • Baga  
 • Tainabuna  
 • Orotaba/Jebo  
 • Siu

Boridi  
 Kavovo  
 Kagi  
 Alola  
 Naduri  
 Abuari  
 Efogi 1  
 Efogi 2  
 Manari  
 Owers Corner

• Sogeri



# PROJECTS along the KOKODA TRACK



# TRACKING OUTPUTS

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*2016-2019*

# TRACKING OUTPUTS: 2016-2019

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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 are tracked by project staff and project partners 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 - 2019.





# EDUCATION OUTPUTS



# 1. PNG SCHOOLS PROJECT

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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 only in PNG.





# PROJECT OUTPUTS: PNG SCHOOLS PROJECT (2016-2019)

	Program	Project	Output	Indicators (2016) Q1 - Q4	Indicators (2017) Q1 - Q4	Indicators (2018) Q1 - Q4	Indicators (2019) Q1 - Q4
1	Education	PNG Schools Project	Number of schools built or maintained	8	6	6	12
2	Education	PNG Schools Project	Number of schools provided with educational supplies	52	42	46	35
3	Education	PNG Schools Project	Number of students enrolled in schools provided with educational supplies	6,980	5,000	6,610	3,875
4	Education	PNG Schools Project	Number of water supply systems completed in schools	2	0	7	2
5	Education	PNG Schools Project	Number of people served by improved water supplies	120	-	215	400
6	Education	PNG Schools Project	Number of teacher postings supported (wages)	19	20	18	15
7	Education	PNG Schools Project	Number of students served directly by teacher postings supported	580	615	550	532
8	Education	PNG Schools Project	Number of students in schools with KTF teacher postings supported	1,250	1,312	1,060	1,000
9	Education	PNG Schools Project	Number of primary scholarships supported	-	-	-	1,846
10	Education	PNG Schools Project	Number of primary schools supported via scholarships	-	-	-	12

# PNG SCHOOLS PROJECT OUTPUTS: QUALITATIVE DISCUSSION

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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 2019, fifteen teachers were supported through the salary programme to operate schools that contributed to 15 schools remaining open during the year. A total of 35 schools throughout Oro and Central Provinces received educational equipment in 2019. Twenty-six 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 delivered to the schools 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.

A new component to PNG Schools was introduced in 2019 via a partnership with the Kokoda Track Authority (PNG Government). Via this partnership, KTF introduced a scholarship program across the catchment region to support parents and schools with the parental contribution project fees (K200 per person across the region). 1,848 primary scholarships were supported in 2019 across 12 schools. Each of these schools utilised their project fee funding to undertake maintenance, capacity building, resourcing and skills development activities. KTF undertook financial capacity building with all schools which was followed by the signing of a Memorandum of Understanding between KTF and each School Board of Management (BOM). School BOMs, principals, head teachers and representatives from the P&C participated in the financial capacity building workshops.

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.

Partnerships were fostered in 2019 with the Provincial Governor's offices, Departments of Education and other key partners including the Kokoda Initiative and No Roads Foundation. A transition plan was developed for 10 schools to transition across to Government support pathways in 2020.

“If KTF didn't support the students wouldn't be learning properly – they would be going up and down to Efogi 1 for their learning; it's good that KTF is supporting so we have our own school in the village. It's a long walk from Efogi 2 to Efogi 1.” (Teacher, Efogi 2 Elementary School)

“The training I got from KTF has given me confidence to teach my students well and my parents say that I'm teaching my class the real lessons. I'm teaching quality lessons and my students want to be in my class.” (Teacher, Kokoda Elementary School)

“If KTF didn't support my school, it would close. It's important by looking at the students I am just by myself teaching. There is no support from the parents because they are doing their own things; working within the gardens. But it's important that KTF is supporting me because the Government is not doing anything.” (Teacher, Hoi Elementary School)

“At Efogi 1 and Efogi 2 the parents are happy; some parents are poverty stricken and they struggle to pay fees; so when the KTF and KTA paid the funds all of them are very happy. We want more next year and onwards.” (Head Teacher, Efogi 2 Elementary School)



# Case Study: Aron Sega

Aron is from Alola village, three-quarters of the way along the Kokoda Track. Aron trained as a teacher with KTF in 2012 via a program delivered at the Kou Kou Community hall with 60 participants from the region. Aron then enrolled in the PNG Education Institute's mixed-mode, multi-grade SIU certificate of elementary teaching which he completed with KTF under the 2016 Teach for Tomorrow project in Popondetta.

After graduating from the KTF training in 2012, Aron was employed as a full-time teacher by KTF to deliver schooling in Alola. At the time, the village had no permanent classroom; but Aron was one of 3 teachers to deliver elementary schooling supported by KTF.

Over the following years, the population of Alola decreased as some families relocated to Kokoda or Port Moresby to pursue opportunities related to trekking. Aron's peer teachers also left the village, leaving Aron as the sole teacher for the community. Aron had to immediately apply his multi-grade training to his work and deliver schooling across all three elementary grades – Preparatory, Grade 1 and Grade 2.

In 2014, KTF built a classroom in Alola which KI renovated in 2017. KTF also introduced its SolarBuddy and Village Connect projects to the community and the school and students all received solar infrastructure on their homes and portable solar units for study after dark.

Aron is an extremely dedicated teacher and is recognised and supported by his community to continue in his role. As a result of Aron's commitment to the teaching profession, over 150 children have graduated from Alola Elementary School and pursued their primary studies at nearby Abuari Community School, or at Kokoda Primary School. Aron is looking forward to the introduction of 1-6-6 schooling and having the skills and opportunity to deliver Grades 3 and 4 at Alola School so that children don't have to move to Abuari or Kokoda at these early ages.



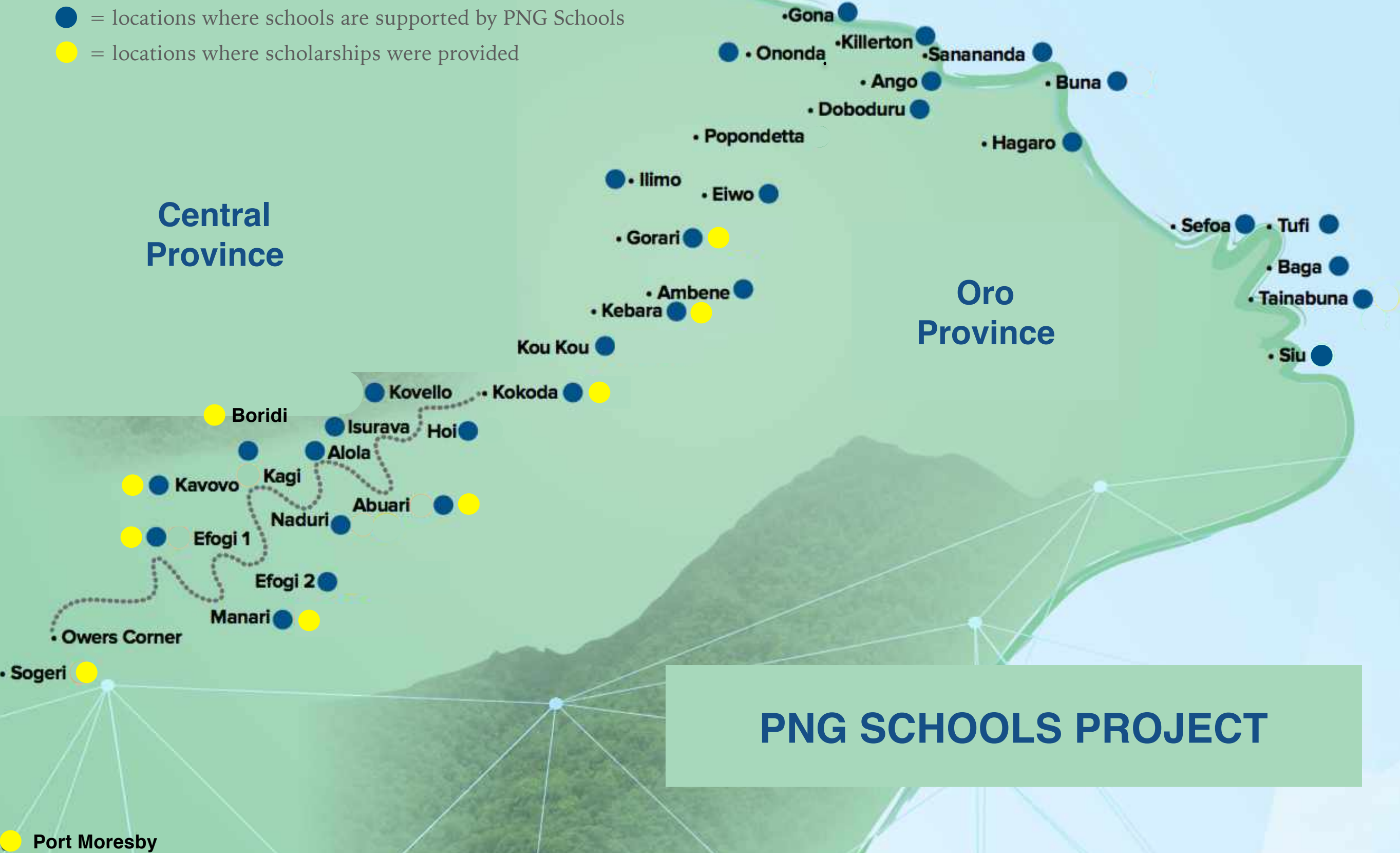


● = locations where schools are supported by PNG Schools

● = locations where scholarships were provided

## Central Province

## Oro Province



# PNG SCHOOLS PROJECT

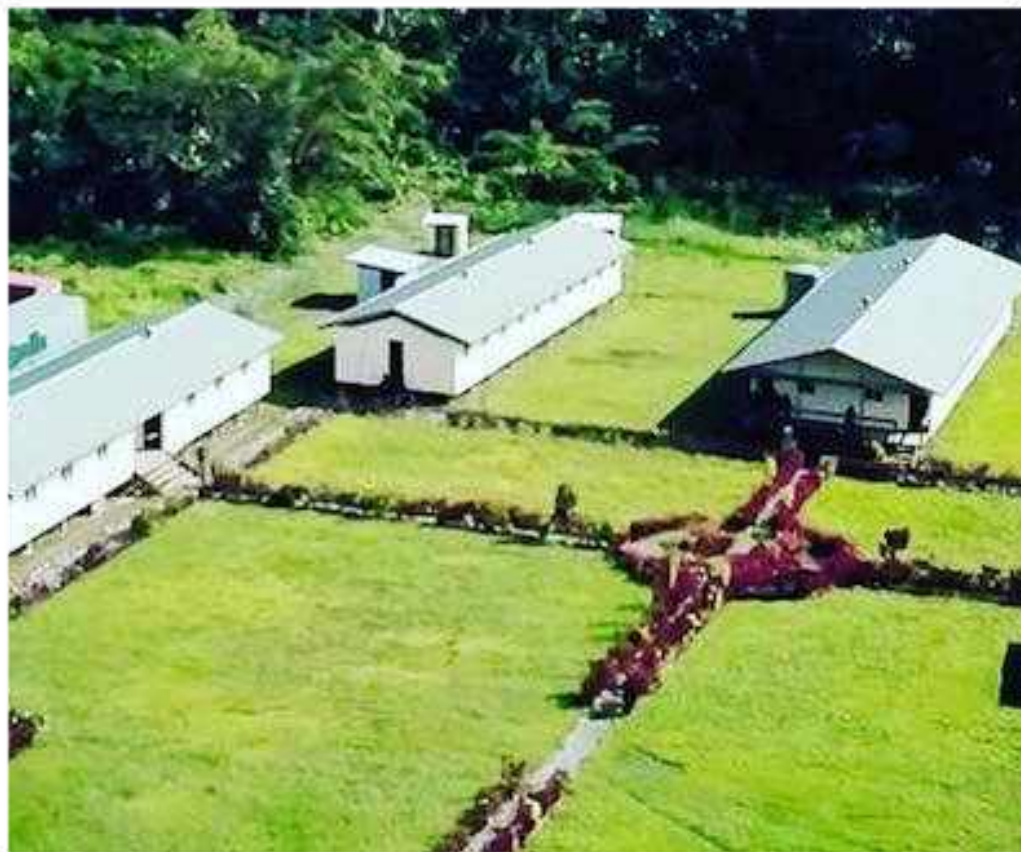


## 2. KOKODA COLLEGE SCHOOL OF EDUCATION (FODE)

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Kokoda College (School of Education) is a holistic centre of excellence for the training and professional development of teachers and health workers. Kokoda College offers in-service courses for the training and upskilling of 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 health workers in a range of postgraduate specialist content areas including vision and eye health and child and maternal health.

A major focus of the Kokoda College from 2017 - 2019 was the delivery of the Flexible and Open Distance Education program that enables Grade 10 school leavers to upgrade their qualifications to Grade 12 – the new minimum entry requirement for all teachers and health workers across the country. Only students who are committed to training as teachers and health workers are accepted into the FODE program, and once they graduate they are expected (and supported) to pursue tertiary studies in teaching or health work. The FODE project outputs are reported in this section.



# PROJECT OUTPUTS: KOKODA COLLEGE SCHOOL OF EDUCATION (2017-2019)

	Program	Project	Output	Indicators (2017)	Indicators (2018)	Indicators (2019)
				Q1 - Q4	Q1 - Q4	Q1 - Q4
1	Education	FODE	Number of students who undertook initial PET testings for enrolment	38	56	127
2	Education	FODE	Gender breakdown of students enrolled (f / m)	-	-	53% / 47%
3	Education	FODE	Number of students who sat Grade 10 examinations	38	47	67
4	Education	FODE	Number of students who sat Grade 11 examinations	19	18	19
5	Education	FODE	Number of students who sat Grade 12 examinations	19	29	22
6	Education	FODE	Number of students progressing to Grade 11 at end of academic year	0*	32	67
7	Education	FODE	Number of students progressing to Grade 12 at end of academic year	-	-	19
8	Education	FODE	Number of students matriculating at end of academic year	-	-	22
9	Education	FODE	Number of students committed to becoming teachers at completion of studies	19	16	56
10	Education	FODE	Number of students committed to becoming health workers at completion of studies	19	16	49

*\*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

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In 2019, the College continued upgrading students' qualifications from Grade 10 to Grade 12 which is the new minimum entry requirement for teaching and health work. Only students who are committed to long-term career pathways in teaching and health work or nursing are accepted into the College and KTF worked with its community and government partners to determine the needs of schools and health facilities across the catchment region. Tuition and boarding fees are fully subsidised through KTF's partnership with corporate, philanthropic and Government partners, including the Kokoda Initiative and DFAT's ANCP program.

Throughout 2019, FODE students participated in lectures and tutorials. Students study at a self-determined pace and complete as many modules as their skills enable them to. The College also provided student support officers with special skills in gender and inclusive education on campus to support the students during their candidature.

The FODE Centre again utilised a digitised version of the FODE curriculum; and all students were given a tablet in order to support their studies. Students rotated between face-to-face group lectures, one-on-one tutoring, and self-directed study at home. They shared their time between campus and home every term.

In 2019, the Kokoda College project was aligned with KTF's Village Connect project and approximately 30% of students enrolled at the College had their villages illuminated via Village Connect. Household solar lighting and power systems were installed onto all houses and facilities in the nominated communities, enabling students to charge their tablets and to study after dark during the self-directed study periods. In 2020, KTF will endeavour to continue expanding the Village Connect project to all students enrolled at the College.

Attendance among students was relatively high throughout the year, with the average student attending 83% of classes throughout the year. Students with attendance lower than 60% represent those with either difficult personal circumstances (e.g. deaths in the family) or those who have community commitments such as being an existing teacher or health worker, or pastor in some cases. In these cases, students were case managed by the student liaison officer and academic staff at the College in close consultation with KTF's Program Manager and Project Coordinator to try and identify additional areas of support to increase the chance of students remaining at the College.

Across all three cohorts, the gender split was 53% females and 47% males. We employed a strategic attempt to ensure that pathways for women into the FODE program were fostered.

This included:

- Supporting safe transportation for female students between their home villages and the College (including vehicle hire, boat hire, and porters for those travelling by foot)

# KOKODA COLLEGE / FODE OUTPUTS: QUALITATIVE DISCUSSION

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- Investing in the female dormitories at the College, including new mattresses, cabinets; and strict policies for dormitory access
- Investing in new gender-specific, safe, lockable dehydrating toilets with hand-washing facilities.
- Providing reusable sanitary pads and female hygiene kits to female staff and students
- Employing a student liaison officer with skills to support female students; and employing a female community health worker to operate the College aid post.

There are however 4 “at-risk” female students and 3 “at-risk” male students (in addition to those who dropped out mid-year) who are at risk of discontinuing their studies in 2020 due to the lack of support from their respective partners. The academic and student support team at the Kokoda College is case managing each of these students to provide additional support for their ongoing participation.

Across all three cohorts, 16% of students report having a disability. Most report were of physical disabilities with the most common being vision problems. KTF will bring its Sight for PNG project to all students in 2020 (after a successful pilot in 2018 and revision of technology in 2019) and ensure that corrective eyewear is provided to all students who require it. More complex vision problems will require referrals to Popondetta or Port Moresby

We again employed a strategic attempt to ensure that pathways for people with a disability into the FODE program were fostered. This included:

- Supporting the travel into and out of the college to try and eliminate logistical issues for students with physical disabilities
- The college being located in the local area from which we are identifying students also means travel is less and boarding allows for flexibility to stay overnight if needed.
- Tablets allow for increase size in text and images of the assignment materials and learning content.
- Alignment with KTF’s health activities including Sight for PNG and an on-site community health worker and aid post facility ensures greater access for people with a disability for supportive health care

We are currently undertaking community awareness sessions over the Lahara season to educate and empower people with disabilities to enrol in 2020 FODE studies and to map out what additional support they require in order to enrol next year.



# Case Study 1: Elizabeth Ami

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Elizabeth 29 years of age and is from Saga and Fala villages. Elizabeth is a single mother with 3 children and has been separated from her husband for some years. She's also a Village Health Volunteer and is upgrading her year 10 marks to Grade 12 via FODE in order to be eligible for formal tertiary training in community health work.

Elizabeth walks 1-2 hours daily to get to the Kokoda College for her classes. She is committed to her FODE studies and inspired about the college because she finds the motivation at the college to learn. She arrives before 8am everyday to start the days classes.

She is an above average student and did quite well in her mock exams where she scored more than 80% in all subjects. She had submitted all her assignments despite the challenges of caring for her children and other family obligations. She's very open and asks for advise or queries for help. She is quiet but does not hesitate to seek assistance when she needs some. Her attendance records are excellent and sit around 80-90%.





# Case Study 2: Lance Gray

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Lance is 32 years of age and is from Manari village. Lance is a serving Community Health Worker at the Manari aid post. He is married with 2 children.

Lance walks 2-3 days to attend classes at Kokoda College, four times each year and resides at the College for 2 weeks. He is mature with good character and is a good role model for others younger than him. He takes time to give advice to men and women younger than him on school work and other general matters especially on how to respect others and property and students look up to him.

Lance's assignment scores are always above average. Despite walking long distances and the challenges he encounters, he makes sure he reaches the college before school commences each term. He's very committed and submits his assignments on time.

Lance shows initiative and sometimes steps in to cover for the Kokoda College CHW to treat students and some community members when the need was great. He is currently completing his Grade 11 and wants to develop his qualifications to diploma or degree level in nursing in the future with this FODE upgrade.





# Case Study 3: Ruth Wurai

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Ruth is one of KTF's Grade 12 upgraders at the Kokoda College and hails from Moavi village, lower Musa in the Oro Province.

She was disowned by her step mother when she did not secure a place in any tertiary institutions and was forced to look for other casual jobs to support herself. She worked at Papindo in Popondetta when she heard about KTF college and with no hesitation she came to KC to enroll. She prayed and pleaded that there would be a space for her. With the little money she earned through working at Papindo, she was able to put down her deposit for the tablet.

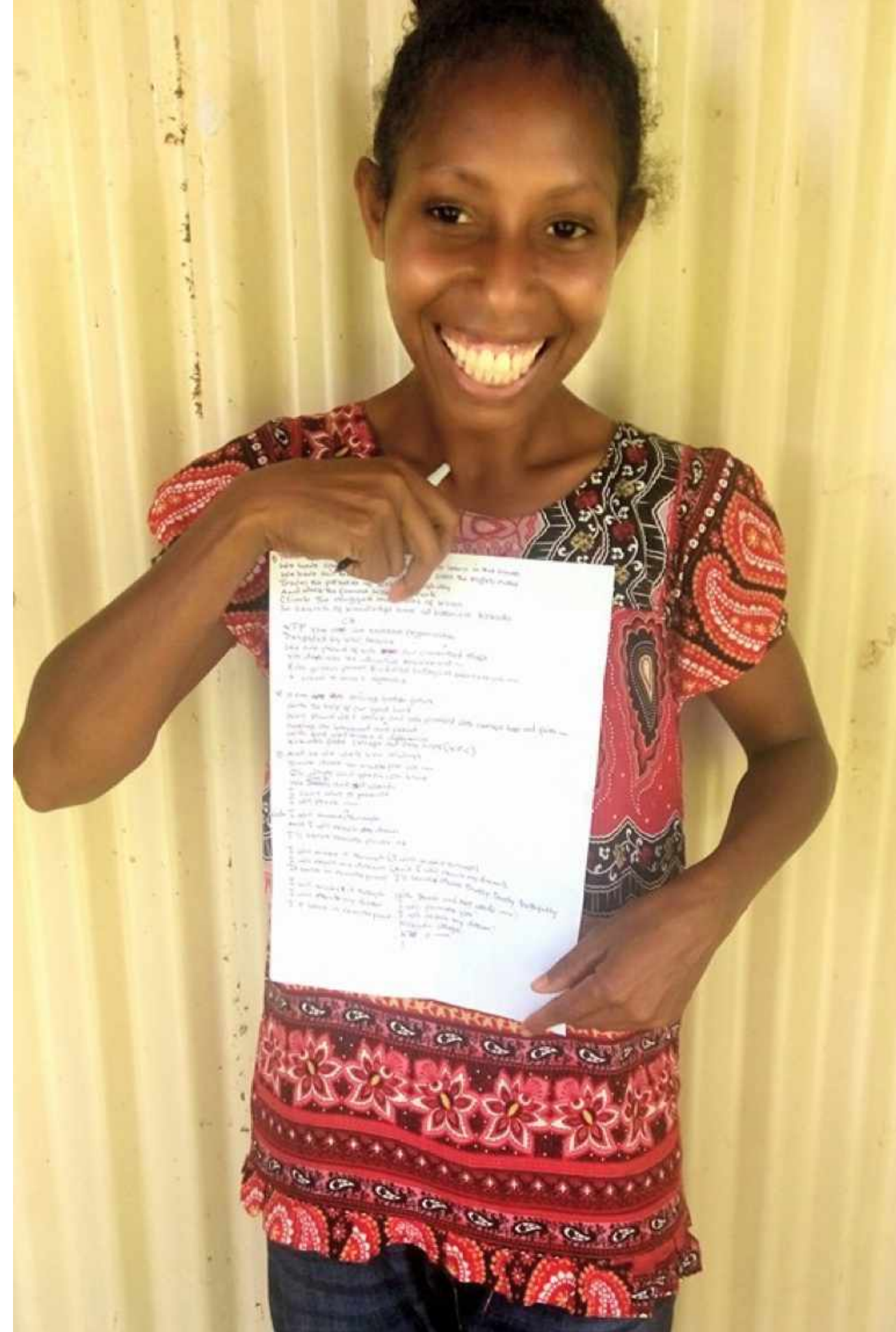
With no family and friends to support her financially for bus fee, she resides at the College, cleans around the college just so she could have a roof over her head, a plate of food to fill her belly and a desk where she can study. Since then she has been residing at the College and concentrating on her studies.

When asked how she felt about her studies and exam she replied with her smile that she did well because she prepared well for the exams. She was very happy with KTF and the warm welcome she received from our KC staff especially Enosh and Patricia. They were like a family to her and treated her with love and kindness. Things she previously missed out on.

After getting her FODE certificate she plans to apply to a teaching college and become a Teacher.

Her heart towards KTF is written in a song in which she sang during the Grade 10 and 12 dedication service. She wants to do a proper recording and video clip for this song.

Thank-you KTF for giving her a second chance in Education.





# 3. BALIMO COLLEGE SCHOOL OF EDUCATION (FODE)

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In 2019, KTF replicated its Kokoda College project and opened a new FODE Centre in Balimo, Western Province. Like Kokoda, the Balimo College will be a hub of education and health initiatives including in-service upgrading programs for teachers and health workers and a pre-service tertiary College for the training of teachers and health workers. As with Kokoda, the Balimo FODE program has only enrolled students who are on pathways to becoming teachers and community health workers and who need to upgrade their school grades in order to be eligible to gain entry. The majority of students come from the remote catchment across the Middle Fly district in Western Province, one of the least developed districts in the country. Some students also come from South and North Fly Districts. The College did not offer boarding facilities in 2019 and students were required to access the facility as day students or board with relatives in the area. Students demonstrated extraordinary signs of commitment and resilience and there were numerous reports of students having to travel long distances in order to access their education.





# PROJECT OUTPUTS: BALIMO COLLEGE SCHOOL OF EDUCATION (2019)

	Program	Project	Output	Indicators (2019) Q1 - Q4
1	Education	FODE	Number of students who undertook initial PET testings for enrolment	105
2	Education	FODE	Gender breakdown of students enrolled (f / m)	47% / 53%
3	Education	FODE	Average age of students enrolled	27 years
4	Education	FODE	Number of students who sat Grade 10 examinations	32
5	Education	FODE	Number of students who sat Grade 11 examinations	49
6	Education	FODE	Number of students who sat Grade 12 examinations	3
7	Education	FODE	Number of students progressing to Grade 11 at end of academic year	32
8	Education	FODE	Number of students progressing to Grade 12 at end of academic year	49
9	Education	FODE	Number of students matriculating at end of academic year	3
10	Education	FODE	Number of students committed to becoming teachers at completion of studies	67
11	Education	FODE	Number of students committed to becoming health workers at completion of studies	33

# BALIMO COLLEGE / FODE OUTPUTS: QUALITATIVE DISCUSSION

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In 2019, the Balimo College opened a FODE Centre and began upgrading students' qualifications from Grade 10 to Grade 12 to develop a cohort of school leavers prepared to undertake tertiary studies in teaching and health work. Only students who are committed to long-term career pathways in teaching and health work or nursing are accepted into the College and KTF worked with its community and government partners to determine the needs of schools and health facilities across the catchment region. Tuition and boarding fees were fully subsidised through KTF's partnership with PNGSDP.

Throughout 2019, FODE students participated in lectures and tutorials. Students studied at a self-determined pace and complete as many modules as their skills enable them to. The College also provided student support officers with special skills in gender and inclusive education on campus to support the students during their candidature.

As with Kokoda College, the Balimo FODE Centre also utilised a digitised version of the FODE curriculum; and all students were given a tablet in order to support their studies. Students rotated between face-to-face group lectures, one-on-one tutoring, and self-directed study at home. Balimo had no boarding facilities in 2019 and as such students had to attend lectures and tutorials as day students and either live nearby or board with relatives. Students came from a broader catchment area across Middle Fly (and some from South and North fly) and as such many travelled long daily distances, or had to board with relatives.

A total of 84 out of the original 105 students (80%) sat for national examinations. Due to changes in personal circumstances and logistical challenges associated with reaching the campus as well as a number of family commitments and community deaths at the time of examinations, not all students who originally enrolled at the outset sat for exams. Some of the 20% who did not sit for their exams still completed assignments and will be able to return next year and undertake two years of examinations consecutively. Those students who didn't sit for exams were mentored throughout the year and supported as best as possible. They are currently being contacted for additional support in 2020 and to determine their commitment to completing their FODE studies at Balimo. Changes to billeting boarding systems in 2020 will assist some of them with their participation challenges.

The personal and professional circumstances for the majority of students enrolled at the Balimo College are difficult. They include unsupportive partners and/or relatives; difficulties juggling big work loads with studies and work commitments; health issues experienced by students; family commitments for single parents and orphaned students; deaths in families and communities; and the difficulties in travelling to and from the College, particularly due to adverse wet weather conditions and flooded waterways.



# BALIMO COLLEGE / FODE OUTPUTS: QUALITATIVE DISCUSSION

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There are enormous logistical challenges in coordinating the students' travel to and from the College each term and some students have been unable to overcome these challenges, withdrawing from the program or delaying their examinations to 2020. Despite clearly stating during the registration and interview period that students must be from the immediate area of Balimo (surrounding the college), some students' circumstances changed and they were required to travel long distances to reach the college.

Despite these challenges, 80% is still a good rate of students sitting examinations and is comparable with the Kokoda College and higher than other FODE centres across the country.

Balimo College, like Kokoda College, encourages women participation and empowerment and the creation of opportunities for women from all walks of life to complete their studies. In 2019:

- 32 Grade 10 students registered to sit for the national examinations (21 were female; 14 were male)
- 49 Grade 11 students registered to sit for the national examinations (24 were female; 25 were male)
- 3 Grade 12 students registered to sit for the national examinations (1 was female; 2 were male)

The gender split at the time of enrolment was 47% female and 53% male; whereas the gender split at the time of examinations was 56% female and 44% male. This means that more male students were part of the cohort of students that dropped out between enrolling and sitting for examinations. KTF will explore the reasons behind this as it moves into the 2020 program and develop and enhance its strategies to support students who are at risk of dropping out to continue their studies.

Various strategies were employed at Balimo College in 2019 to encourage gender equality and the participation of women, including:

- Nursing mothers could attend to their babies during class hours when the need arose; breastfeeding areas were set up for those needing privacy but mothers could nurse during classes too;
- Female students were encouraged and supported to move to and from their homes in groups
- Supported female students to take time out to attend to unwell children
- Nominated female Student representative and employed female student liaison officer
- One female student delivered her baby the night before the examinations and was supported to take the examinations.

# Case Study 1: Moleta Wiyawa

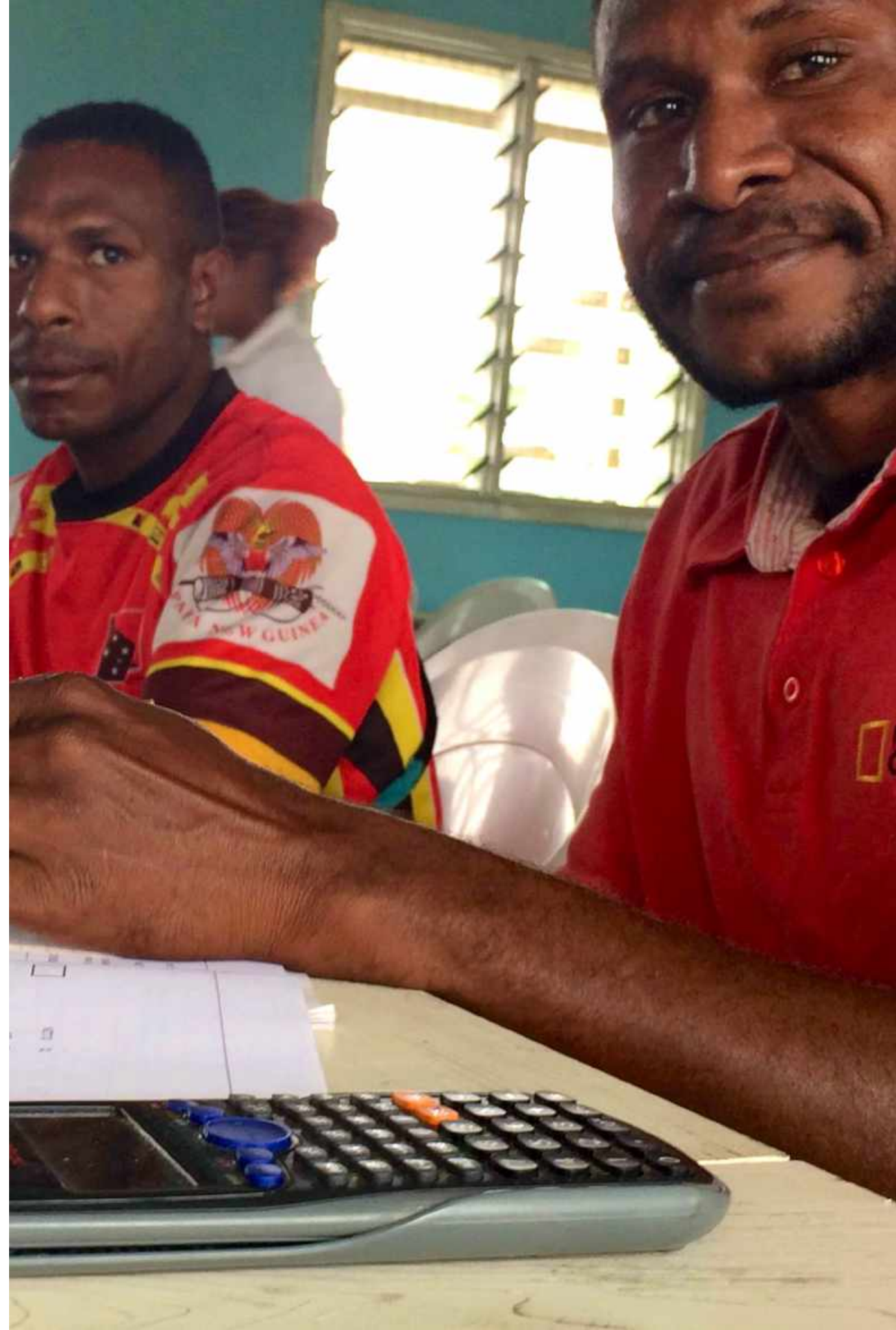
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Moleta is a male student from Adiba Village, Western Province. He is 37 years of age, has 5 children and enrolled in Grade 10 at Balimo College in 2019.

Moleta was struggling when he first commenced his FODE studies due to the long absence since he was last engaged in any academic work; but the mentoring provided to him by Balimo College Principal Nauli, coupled with the encouragement of his wife, Moleta's attitude to school work improved significantly and his interest in school work picked up throughout the academic year.

He has matured and become a very responsible student, often taking the lead during group work.

He wants to pursue a career in education. Moleta's wife is also a FODE student and also wants to become a teacher so that the couple can open and operate a school in their community.





# Case Study 2: Maxine Dabema

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Maxine is a female student from Kewa Village in Western Province. She is 36 years of age and has 4 children who she raises as a single mother.

Maxine is very committed to her studies and is a high achiever academically. Throughout the year, Maxine would always be the first to submit assignments of which were of exceptionally high quality.

Maxine is passionate about health and wants to become a Community Health Worker so that she can provide a health service to her remote community.



# 4. TEACH FOR TOMORROW II

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Our Teach for Tomorrow II supports the ongoing professional development and in-service training for elementary teachers in rural and remote communities across PNG. The project follows the pathways of KTF's Teach for Tomorrow project (2016 – 2018), enabling the continual growth and strengthening of teachers across PNG.

Teach for Tomorrow II was originally designed to ensure that teachers graduating from KTF's Teach for Tomorrow project, as well as existing teachers that were trained via Government and Church supported pathways, continue to receive ongoing professional development and in-service opportunities after they return to their teaching posts. With the change in structure of the education system, KTF anticipated that a large skills gap would continue to grow between teachers trained under the old system versus teachers trained under the new system. As a result, via Teach for Tomorrow II, KTF developed a tailored professional development in-service program in partnership with Provincial Departments of Education to provide the upskilling support teachers required.

However, since the original design of the Teach for Tomorrow II project (2017), the National Government has flagged policy reform and will enforce a mandatory in-service program for all elementary teachers across PNG, to prepare them to teach in Junior Primary Schools once the education system restructure is implemented. As well as mandatory in-service, the Government has also flagged the possibility of enforcing minimum schooling qualifications that might be applied to elementary teachers in retrospect. That is, elementary teachers who do not have Grade 12 minimum schooling may be required to upgrade and complete their matriculation studies (via PNG's Flexible Open Distance Education FODE program, or second chance education).

The revised Teach for Tomorrow II project works in partnership with the PNG National Department of Education (NDoE) and PNG Education Institute (PNGEI) to pilot, formalise and accredit in-service training in anticipation of policy changes to elementary education and minimum training standards for teachers across remote and rural PNG. The project is delivered via a three-way partnership between KTF, the National Department of Education and Provincial Departments of Education. The project engages and strengthens the capacity of trainers from National and Provincial elementary teacher training units. Once the mandatory in-service curriculum is accredited, the project will roll out the training to all eligible elementary teachers across PNG.



# PROJECT OUTPUTS: TEACH FOR TOMORROW II (2017 – 2019)

	Program	Project	Output	Indicators (2017) Q1 - Q4	Indicators (2018) Q1 - Q4	Indicators (2019) Q1 - Q4
1	Education	Teach for Tomorrow II	Number of district elementary trainers / senior educators trained	55	61	112
2	Education	Teach for Tomorrow II	Number of district elementary trainers trained (females)	12	20	35
3	Education	Teach for Tomorrow II	Number of district elementary trainers trained (males)	43	41	77
6	Education	Teach for Tomorrow II	Number of T4TII Train the Trainer workshops delivered	4	3	9
	Education	Teach for Tomorrow II	Number of exchange programmes delivered	-	-	4
8	Education	Teach for Tomorrow II	Number of T4T II PD & upskilling group & informal sessions delivered by trainers	190	610	2,016
4	Education	Teach for Tomorrow II	Number of elementary teachers participating in PD and up-skilling by district trainers	1,167	2,481	6,703
5	Education	Teach for Tomorrow II	Number of students taught by teachers engaged in PD	47,172	61,470	167,951
9	Education	Teach for Tomorrow II	Number of Provinces Teach for Tomorrow II training delivered to	3	3	5

# TEACH FOR TOMORROW II OUTPUTS: QUALITATIVE DISCUSSION

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The Teach for Tomorrow II project delivered from 2017 - 2019 was 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:

“It was valuable training for me as a trainer than previous experiences. I have covered so many new strategies, ideas and activities from your training. I really appreciated and believe that I will give my best to my teachers in Simbu commencing next year. My favourite thing I have learnt was the word building which makes up a story. I have learnt so much from your sessions and presentations comparing to the kind of presentation and my way of training teachers. We (Simbu elementary) use lecturing approaches to train teachers and teachers are applying the same type of approach (in the classroom) they gain from us. Teaching and learning is supposed to be fun and child centred and not teacher dominating the lessons. I have learnt from this training that teaching should be participant centred (teachers or children) approach so that they have to be involved in a lot of activities to gain the knowledge and skills to apply in classrooms. This training had changed my knowledge of training approaches. I have gained a lot of meaningful approaches which really equipped me to change my approaches. “ (PETTC, Simbu Province)



# PROJECT DESIGN CHANGES: T4TII

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Over the past three years, KTF has trained 3,685 elementary teachers across 14 Provinces via its Teach for Tomorrow project; and as outlined in the previous slide, commenced three years of targeted and tailored professional development and mentoring for teachers across 11 Provinces via Teach for Tomorrow II. These teachers were part of a large cohort of partially-trained elementary teachers who, between 2016 – 2018, needed to urgently complete their training. Our graduates are now elementary education to children in Preparatory, Grade 1 and Grade 2 across the country, with many having already been moved onto Government payroll and a commitment for the remaining to be processed by the end of the year. Our graduate teachers are dedicated to their profession and are currently teaching 136,000+ 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.

From 2019, however, the structure of schooling in PNG is changing and the layer of elementary schooling is being removed or merged with early childhood education. All existing elementary teachers will need to prepare to teach as either Junior Primary Teachers (under the new 1-6-6 structure) or Early Childhood Teachers and will be required to upskill via a mandatory in-service program. KTF is working closely with National and Provincial Government authorities and a range of partners to provide this training. The Government of PNG has a 10 year transition plan in order to reach all teachers and schools across the country.

In 2019, KTF's Teach for Tomorrow II project was re-designed in light of this changing context and significant preparation went into planning for and coordinating additional components to the training, including the mandatory in-service program for elementary teachers to upgrade to junior primary teachers. Moving forward, T4TII will deliver an accredited program of in-service and professional development for elementary teachers and trainers across PNG. KTF is working closely with its partners at National Department of Education and PNG Education Institute to ensure that these teachers are supported in the upcoming educational reform in PNG. There are 4 main outcomes and phases of the project:

- O1.** Increased number of provincial teacher trainers with improved skills, knowledge, networks, and confidence;
- O2.** Increased number of elementary teachers with formal, accredited teaching qualifications to teach at junior primary level;

# PROJECT DESIGN CHANGES: T4TII

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**O3.** Increased number of teachers participating in bi-annual professional development & learning opportunities to improve their skills, knowledge and confidence teaching in the classroom;

**O4.** Quality teaching & learning being delivered by certified junior primary teachers across remote & rural PNG.

There are currently 27,000 elementary teachers operating schools across all of PNG's 22 Provinces. The large majority of these teachers only have Grade 10 qualifications and the majority of them were trained under the previous *mixed-mode, multi-grade SIU training*. To date, T4TII has designed an in-service training program for elementary trainers including a bespoke exchange program, and has thus far piloted the program in Oro, Gulf, Milne Bay, Morobe, Southern Highlands, Hela and New Ireland Provinces and the Autonomous Region of Bougainville.

These trainers now form a critical group of Provincial trainers who we can partner with to deliver the upgrading training that the Government of PNG are introducing and making mandatory for all elementary teachers.

The main project activities moving forward are:

- Deliver a program of professional learning activities to provincial teacher trainers including professional learning workshops, professional exchange, e-learning and support roll-out in remote communities. There are 130 Provincial trainers across all 22 Provinces in PNG.
- Deliver an accredited in-service program to all elementary teachers across rural PNG that will certify them as Junior Primary Teachers under the new 1-6-6 structure. This will commence with a “Lahara” program in December 2019 – January 2020 and will involve a number of modules delivered in Port Moresby and in remote Provinces. There are 27,000 elementary teachers who need to complete this mandatory in-service over the next 5 – 10 years.
- Deliver an annual program of professional development, mentoring and up-skilling via trained and supported Provincial trainers that ensure that all elementary / junior primary teachers participate in 2 professional development and learning activities each year.

All training will be certified by PNGEI and co-delivered by KTF, PNGEI and Provincial Department of Education officers and implemented from 2020 onwards.



# 5. TEACH FOR TOMORROW (WRAP-UP)

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Between 2016 and 2018, KTF 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.

3,685 graduates are now 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 136,000+ 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.

In 2019, an interim external evaluation was undertaken on KTF's Teach for Tomorrow project - results are summarised in the Outcomes reporting of the 2019 Effectiveness Results. A final evaluation will be undertaken in 2020 in order to follow and report on the outcomes for teachers once they fully transition to Government payroll.



# PROJECT OUTPUTS: TEACH FOR TOMORROW (2016-18)

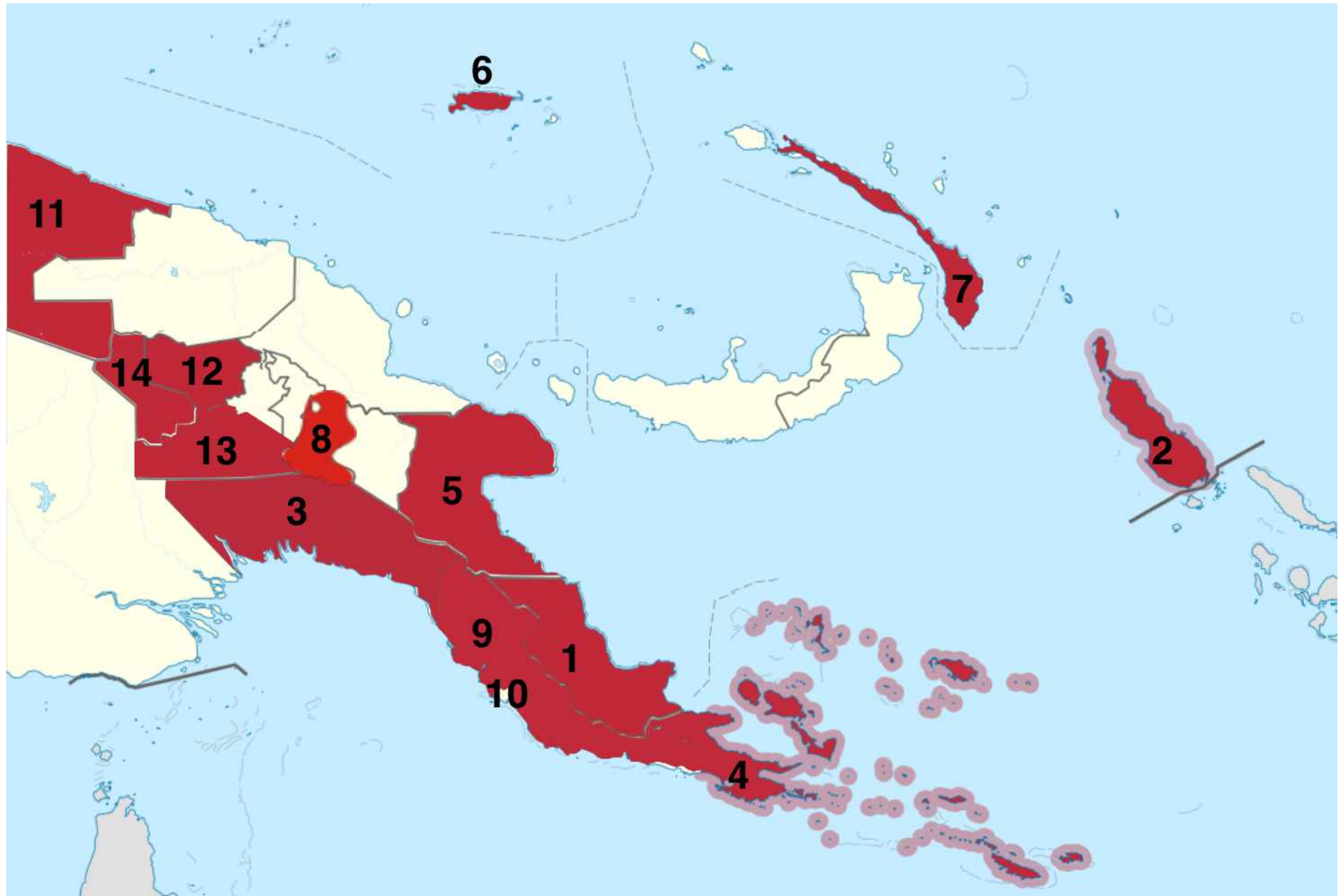
	Program	Project	Output	Indicators (2016) Q1 - Q4	Indicators (2017) Q1 - Q4	Indicators (2018) Q1 - Q4	Total (at project end)
1	Education	Teach for Tomorrow	Number of elementary teachers trained & eligible for certification	536	1,754	1,395	3,685
2	Education	Teach for Tomorrow	Number of female elementary 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*

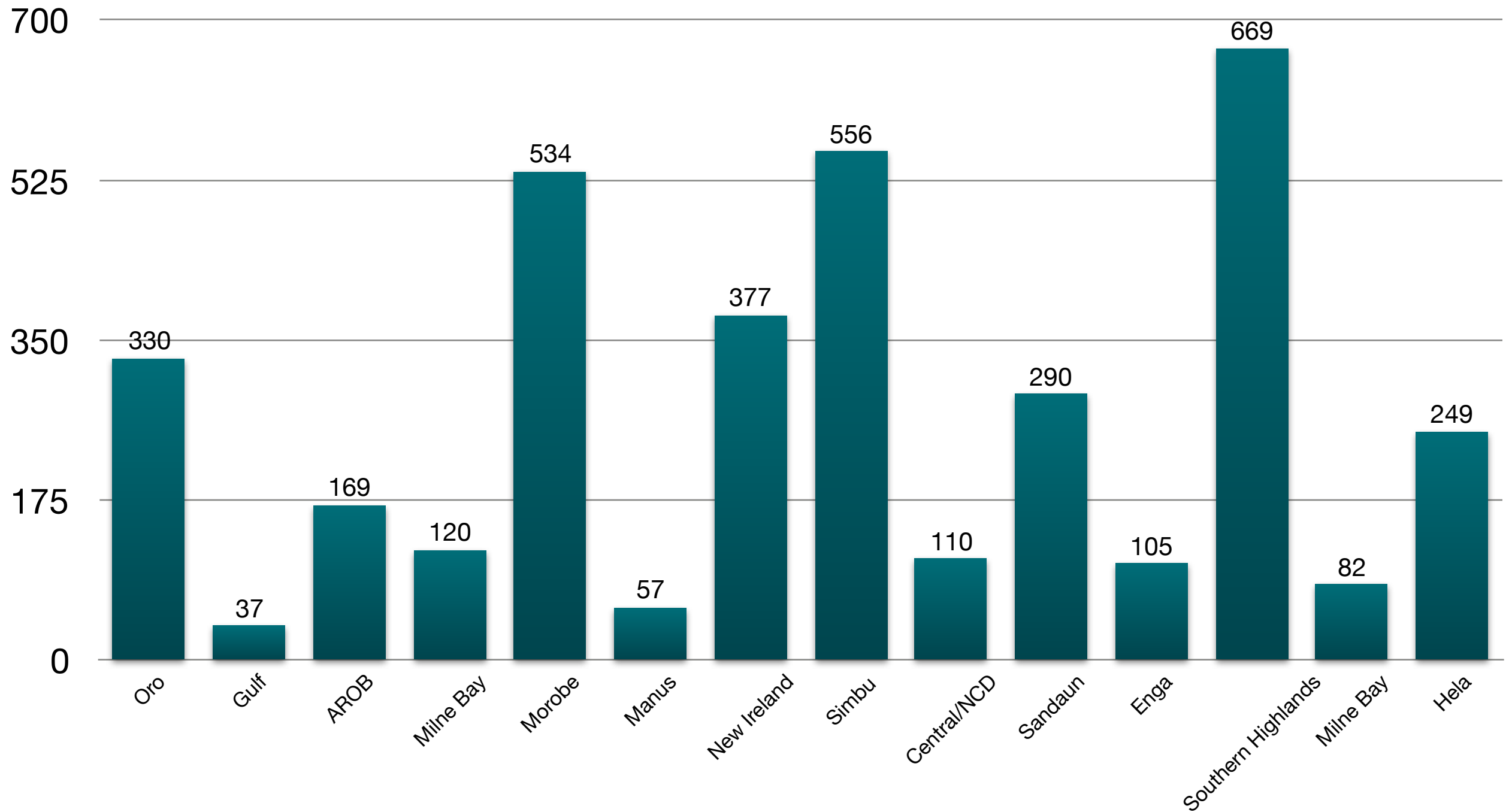


# MAP OF TEACH FOR TOMORROW LOCATIONS COMPLETED: 14 PROVINCES

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# NUMBER OF TEACHERS TRAINED BY TEACH FOR TOMORROW BY PROVINCE









# HEALTH OUTPUTS

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# 1. HEALTHY COMMUNITIES

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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 posts is vital for access to basic healthcare.



# PROJECT OUTPUTS: HEALTHY COMMUNITIES (2016-2019)

	Program	Project	Output	Indicators (2016)	Indicators (2017)	Indicators (2018)	Indicators (2019)
				Q1 - Q4	Q1 - Q4	Q1 - Q4	Q1 - Q4
1	Health	Healthy Communities	Number of aid posts provided with drugs & medical supplies	5	8	12	11
2	Health	Healthy Communities	Number of aid posts built or maintained	5	7	4	3
3	Health	Healthy Communities	Number of water supply systems completed in aid posts	0	0	8	1
4	Health	Healthy Communities	Number of aid posts provided with solar solutions	0	0	3	3
5	Health	Healthy Communities	Number of CHW postings supported (wages)	5	8	9	10
6	Health	Healthy Communities	Number of CHWs being trained (undergraduate)	0	0	1	2
8	Health	Healthy Communities	Number of children with access to health services	24,045	26,155	28,830	28,200
9	Health	Healthy Communities	Number of adults with access to health services	9,378	10,327	11,397	11,500
10	Health	Healthy Communities	Number of immunisation patrols conducted	24	28	48	40
11	Health	Healthy Communities	Number of children immunised	4,195	4,755	6,880	4,259
12	Health	Healthy Communities	Average number of patients accessing health services per month	-	-	-	3,300



# HEALTHY COMMUNITIES OUTPUTS: QUALITATIVE DISCUSSION

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Approximately 80% of PNG's population lives in rural and remote areas. Access to health services is extremely limited in many of these locations, where people often face the hardship of walking hours to seek medical treatment. KTF's Healthy Communities project provides access to primary healthcare for people living in remote, rural communities across the Central and Oro Provinces. This project facilitates the operation of aid posts by supporting the training, postings, mentoring and professional development of community health workers and by providing resources and infrastructure support. Without KTF's intervention, the communities where we operate would face the hardship of travelling hours to seek medical care and in the case of many communities along the Kokoda Track, there would be no access to health whatsoever.

The resources provided to aid posts via this project include life-saving drugs such as antibiotics, anti-malarials and analgesics. These reflect the most commonly presenting cases of respiratory infections, skin infections, malaria, asthma, and eye and ear problems. Other vital resources include first aid items, antiseptics, and medical equipment including stethoscopes and blood pressure monitors. Infrastructure including building materials, water tanks and solar cells are provided where necessary.

In 2019, CHWs performed a number of vital roles for their communities. Primarily, they were responsible for the diagnosis and treatment of health conditions and obstetric care. 30 babies were delivered safely under the supervision of health workers in rural aid posts and many more were delivered safely at the Kokoda hospital. Secondly, CHWs are responsible for carrying out vaccination patrols within their village and to surrounding villages that form the catchment area of the aid post. Vaccination patrols deliver childhood immunisations and also occur in response to disease outbreaks, such as polio. Maintaining vaccination rates is vital to prevent future disease outbreaks. Lessons from the 2018 outbreak of polio have shown the necessity of this task. Finally, CHWs provide education for community members. For example, antenatal sessions were held on a weekly basis at most aid posts. Other education seminars provided include HIV awareness, tuberculosis awareness, hygiene and disease prevention, child health, and dental care and support for people experiencing domestic and other violence especially women and girls. Community education is vital in combating the spread of communicable diseases.

KTF is also focused on regular training and upskilling of the community health workers in posts in health facilities as well as partner village health volunteers to ensure the quality of health care improves for communities in remote areas.

KTF is committed to sustainable health projects. In 2019, KTF continued to source collaborations with other partners, including the SDA Church and the Kokoda Initiative. In 2018, KTF was able to successfully hand over the operations of our aid post facility in Efogi, along the Kokoda Track; and in 2019 significant progress was made via Government negotiations to prepare the Buna Health Centre for registration and eventual transition to the new Oro Provincial Health Authority.

# Central Province

# Oro Province



# HEALTHY COMMUNITIES PROJECT



## 2. EYE SEE PNG / SIGHT FOR PNG

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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 Eye See PNG and Sight for PNG projects support training and upskilling of health workers and health volunteers in eye health and eye care; as well as innovative and efficient refractive error testing that will be taken to scale across remote and rural PNG. Accompanying the testing is the provision of affordable prescription spectacles to those who require them within the majority subsistence population.

In 2019, the Eye See PNG project focused on refining the project design and initiating partnerships with new in-country partners for the design, strengthening and delivery of the training course. The Sight for PNG project undertook significant technology design and analysis of monitoring data in order to progress to the next phase of testing. Both projects will commence with in-country activities in early 2020.





# 3. BEBI NA MAMA

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The Sustainable Development Goals are focused on ending preventable deaths and improving outcomes for mothers, babies and children. Targets by 2035 include decreasing all countries' newborn deaths and stillbirths to 10 or less per 1,000 total births and that no country should have a maternal mortality ratio greater than 140 per 100,000 total births. Current reported mortality rates for Papua New Guinea are estimated as: under-5 mortality ratio of 63 deaths per 1,000 births, infant mortality of 48 deaths per 1,000 births, and maternal mortality of 215 per 100,000. Although this data is thought to be under-reported.

Our new Bebi na Mama project aims to improve outcomes for newborns, their mothers and families across remote and rural PNG. We will do this by providing targeted training and upskilling for: community health workers, village health volunteers and village birth attendants across remote and rural regions.





# PROJECT OUTPUTS: BEBI NA MAMA (2019)

	Program	Project	Output	Indicators (2019) Q1 - Q4
1	Health	Bebi na Mama	Number of courses designed	1
2	Health	Bebi na Mama	Number of partnerships formalised for design and delivery of course	3
3	Health	Bebi na Mama	Number of courses delivered	3
4	Health	Bebi na Mama	Number of health worker participants in course	106
5	Health	Bebi na Mama	Number of birthing kits provided	120
6	Health	Bebi na Mama	Number of neonatal resuscitation kits provided	120
7	Health	Bebi na Mama	Number of Provinces courses delivered in	2
8	Health	Bebi na Mama	Number of supervised births reported at 4 months follow up	Avg 4 per health worker

# BEBI NA MAMA OUTPUTS: QUALITATIVE DISCUSSION

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Bebi na Mama, (Baby and Mother), is a new health project for 2019. This aim of the project is to develop, pilot and roll-out a training program for Community Health Workers, Village Health Volunteers and Village Birth Attendants in the areas of maternal health and neonatal care.

Infant mortality and maternal mortality statistics in PNG are consistently ranked amongst the lowest on the world. Neonatal deaths account for one-third of all childhood deaths under 5 years in PNG. A newborn is ten times more likely to die in PNG compared with Australia. A mother is 35 times more likely to die in childbirth in PNG compared with Australia. A leading cause of maternal death is post-natal haemorrhage. Many of these deaths are preventable.

The risk of neonatal and maternal mortality is compounded by mothers who give birth at home, without the presence of a trained health worker. The numbers of women giving birth at a health facility is actually declining. Statistics from 2016 show only 40% of mothers gave birth under supervision of a birth attendant. The geographic terrain of PNG presents a hardship for people accessing healthcare, many are faced with hours of walking to visit a hospital and up to 85% of babies are born in rural areas. It is vital therefore, that health workers at the village level are trained in maternal and newborn care.

This project aims to reduce preventable and premature deaths of mothers and their babies by training health workers in neonatal resuscitation, neonatal care, safe delivery and maternal health monitoring. The project aims to increase the presentation of expectant mothers at aid posts and health centres by encouraging mothers to give birth in the presence of a trained health worker.

Recent research has highlighted the paucity of educational and clinical resources available for rural, village-based health workers across the Kokoda catchment region and yet the immense importance of improving the skills and knowledge of village-based health workers and volunteers and community health practice.

Specific goals of the training designed in collaboration with ACNN and Provincial departments of health were to:

- Improve outcomes for newborns in remote areas particularly those who fail to breathe at birth (who will do so with minimal intervention/resuscitation) and those who are born small
- Train healthcare workers to be able to provide the first steps of newborn resuscitation, using the Helping Babies Breathe program
- Train healthcare workers in ongoing newborn care using the Essential Newborn Care program
- Provide simple but effective resources for basic resuscitation (Solar Lights, Penguin Suction Devices, Newborn Facemasks, Birthing Kits, Education Guides)
- Improve outcomes for pregnant women in remote and rural areas, particularly in the management of postpartum haemorrhage.



# BEBI NA MAMA OUTPUTS: QUALITATIVE DISCUSSION

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Whilst still in its early stages, feedback from program participants to date has been extremely positive and early collection of intervention outcomes indicate that behavioural and practice changes are being implemented by health workers in their clinical and non-clinical settings. Health workers engaged by KTF's Healthy Communities project have indicated a number of interventions that they have implemented as direct result of the skills taught and knowledge received throughout the training.

Two reported interventions in the four months since the training was delivered, saved the lives of babies who were born unresponsive and not breathing; and health workers discussed the utilisation of the equipment that they were trained to use in order to resuscitate the babies.

As a trial for reporting project outcomes and data collection, 5 CHWs were provided with manuals to record interventions that occur during births and to list post-natal complications that present to health facilities. This information will be obtained quarterly for monitoring purposes and the first quarter data showed that the average number of births attended to by a program participant was 4.

Preliminary monitoring indicates a number of positive outcomes including successful resuscitation of babies:

A health worker in Kupiano who had undertaken the training the previous month, used the penguin suction device on an unresponsive baby and reconnected the baby to the mother's chest to keep it warm, successfully saving the baby's life:

*"The baby was born flat with the cord around the neck... I placed the baby on the mother's chest and I used the penguin and removed a lot of mucous, saving the baby's life."*

Additional monitoring demonstrates changes in confidence and knowledge as well as the vital upgrading of outdated skills and knowledge that had been practised by health workers that had been trained many years prior and not undertaken any professional development:

*"I gained so much knowledge there to help the people in the remote communities. Another thing, during childbirth, we were taught to turn the baby upside down and tap the bum and make the baby cry – we thought this was normal way to do. But recently at the training we learnt that this was not right; instead, rub the baby at the back and stimulate it to cry. I was also taught the importance of the suction. In remote areas, most mothers give birth at home and the babies inhale the mothers waste. In these places it's very, very hard. I was given and taught how to use the penguin flask to suck the inhaled blood and mucus content and how to resuscitate the baby. I believe I am well equipped with the knowledge that was gained at KTF's training to save the life of babies. It is so difficult for us to transfer patients from Naduri down to Port Moresby – it's very expensive. But now I have the skills so that anytime I have such incidents, I believe that we will do the best we can do to save the mother and the child." (Community Health Worker, Naduri Aid Post)*

# Case Study: Leonie Vanua

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Leonie is a community health worker who works at the health centre in Kupiano, Central Province. Leonie attended KTF's Bebi na Mama training where she received vital skills training as well as equipment including a newborn resuscitation mask and a penguin suction device.

One month after the project was delivered, a mother presented to her facility in labour and after a long, difficult labour and birth the baby was born not breathing.

*"The baby was born flat with the cord around the neck...I placed the baby on the mother's chest and I used the penguin and removed a lot of mucous."*

With the use of the suction device, Leonie was able to clear the airways to allow the baby to breathe. Both the mother and the baby recovered well and were discharged from the health facility later that afternoon.

The simple, inexpensive and reusable suction device has had huge impact in this remote community.

*"I recommend more of these workshops be done to help our people. They are saving our mothers' and babies' lives".*







# LIVELIHOODS OUTPUTS

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# 1. STRONGIM MERI BISNIS

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Strongim Meri Bisnis is working with women's groups in targeted communities to establish and support operations of solar products, female hygiene products and other micro-businesses. The project aims to equip women from rural and remote locations with new business skills, equipment and supply chains providing them with an opportunity to generate an alternative income. The project works with community leaders and women across PNG to form new women's groups or reinvigorate existing women's groups. The project provides business skills and financial literacy training modules to women's groups as well as ongoing capacity building and support. The project also provides start-up capital using a conditional free of charge distribution model that will see 100% of the start-up capital sales reinvested into the business for the purchase of new products. The groups learn about marketing strategies and profit reinvestment strategies with the aim of creating a self-sustainable business operation in the solar sector or female hygiene product sector providing an alternative income source for women living in rural and remote communities throughout Papua New Guinea.



# PROJECT OUTPUTS: STRONGIM MERI BISNIS (2017-2019)

	Program	Project	Output	Indicators (2017)	Indicators (2018)	Indicators (2019)
				Q1 - Q4	Q1 - Q4	Q1 - Q4
1	Livelihoods	Strongim Meri Bisnis	Number of new women's groups established	8	9	3
2	Livelihoods	Strongim Meri Bisnis	Number of existing women's groups connected with	-	4	4
3	Livelihoods	Strongim Meri Bisnis	Number of capacity building workshops conducted with women's groups (literacy, financial literacy, technical)	8	4	20
4	Livelihoods	Strongim Meri Bisnis	Number of women participating in capacity building workshops	160	80	175
5	Livelihoods	Strongim Meri Bisnis	Number of sewing machines & start up materials kits delivered to women's groups	-	-	27
6	Livelihoods	Strongim Meri Bisnis	Number of women and girls with access to female hygiene packs	-	-	450
7	Livelihoods	Strongim Meri Bisnis	Number of solar lights sold	100	150	100
8	Livelihoods	Strongim Meri Bisnis	Number of Provinces project rolled out to	3	3	5
9	Livelihoods	Strongim Meri Bisnis	Number of women's groups who have reinvested into their businesses	3	2	2



# STRONGIM MERI BISNIS OUTPUTS: QUALITATIVE DISCUSSION

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Strongim Meri Bisnis supports the establishment of micro-businesses with women's groups across remote and rural PNG. The project provides training and mentoring, capacity building, and start-up capital for women to establish successful solar, female hygiene and other business enterprises.

To date, the focus of the project has been on solar focused businesses; however after a recent interim evaluation of the project, including in-depth consultation with women, communities and other stakeholders, we broadened the scope and type of businesses supported and established.

To reflect this broader scope, in 2019 the name of the project was changed from “Light Up PNG” to “Strongim Meri Bisnis”. Focus areas identified by the women that we work with include broadening the businesses from solar product businesses (which remain a focus in New Ireland Province and the Autonomous Region of Bougainville) to female hygiene kits “Pawa Packs” (by women in Central Province, New Ireland Province and the Autonomous Region of Bougainville).

In 2019:

- 3 new women's groups were established focussed on the creation of sanitary products; and 4 existing women's groups were connected with. Two of these existing groups participated in the new female hygiene business training.
- Creation and distribution of 450 sanitary packs for women and girls in rural and remote PNG
- 20 workshops delivered covering female hygiene product technical training and business skills to new women's groups
- Ongoing training and support of existing women's groups
- Four women's groups reinvesting into their businesses and creating a sustainable model of operating

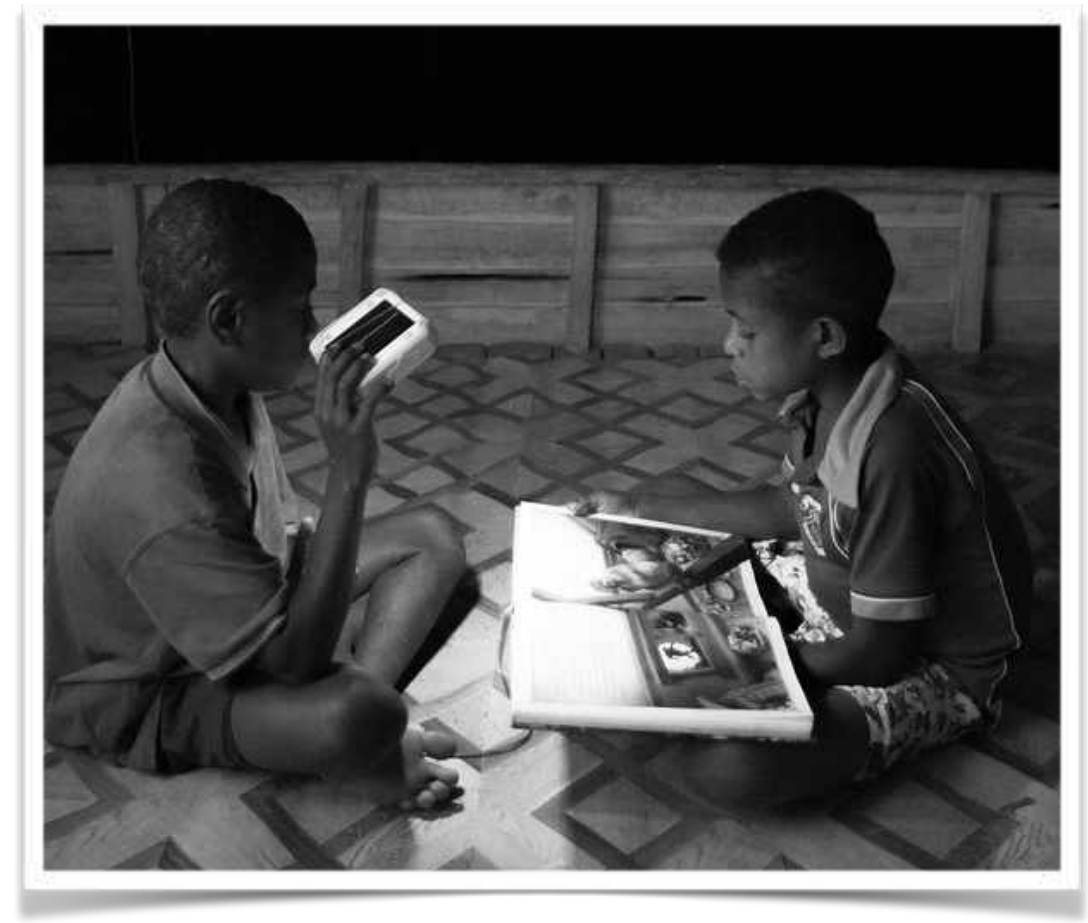
*“We are so privileged that Petra has chosen Gabagaba to be part of this project which is the sewing of the sanitary pads. This product, in terms of hygiene, that's the most important thing, because the one we buy at the shops pollutes the whole environment and it's not good at all. Thanks to KTF for introducing these reusable napkins which can we reuse for 3 to 4 years and it's affordable for the ordinary ladies.”  
(Women's Group Leader, Gabagaba)*

*“The pawa packs will really help our women and girls each month. Currently they stay home when they have their periods because they use old clothes to manage their periods and fear that they will spoil themselves when they go to work, school or get involved in their community events. Many schools age girls miss out of lessons and many working women lose jobs because of absenteeism at work. By teaching us how to sew this pawa packs we are really happy because we know it's going to really help the women by giving them confidence to take part in their everyday work each month. (Women's Group Leader, Buakap)*

## 2. LIGHT UP PNG

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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: LIGHT UP PNG (2017 - 2019)

	Program	Project	Output	Indicators (2017) Q1 - Q4	Indicators (2018) Q1 - Q4	Indicators (2019) Q1 - Q4
1	Livelihoods	SolarBuddy	Number of SolarBuddy lights given to children	3,690	9,250	14,159
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	77
4	Livelihoods	SolarBuddy	Number of provinces SolarBuddy lights distributed to	5	11	12

# LIGHT UP PNG OUTPUTS: QUALITATIVE DISCUSSION

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KTF's partnership with Australian charity, SolarBuddy, has to date distributed 30,000 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."

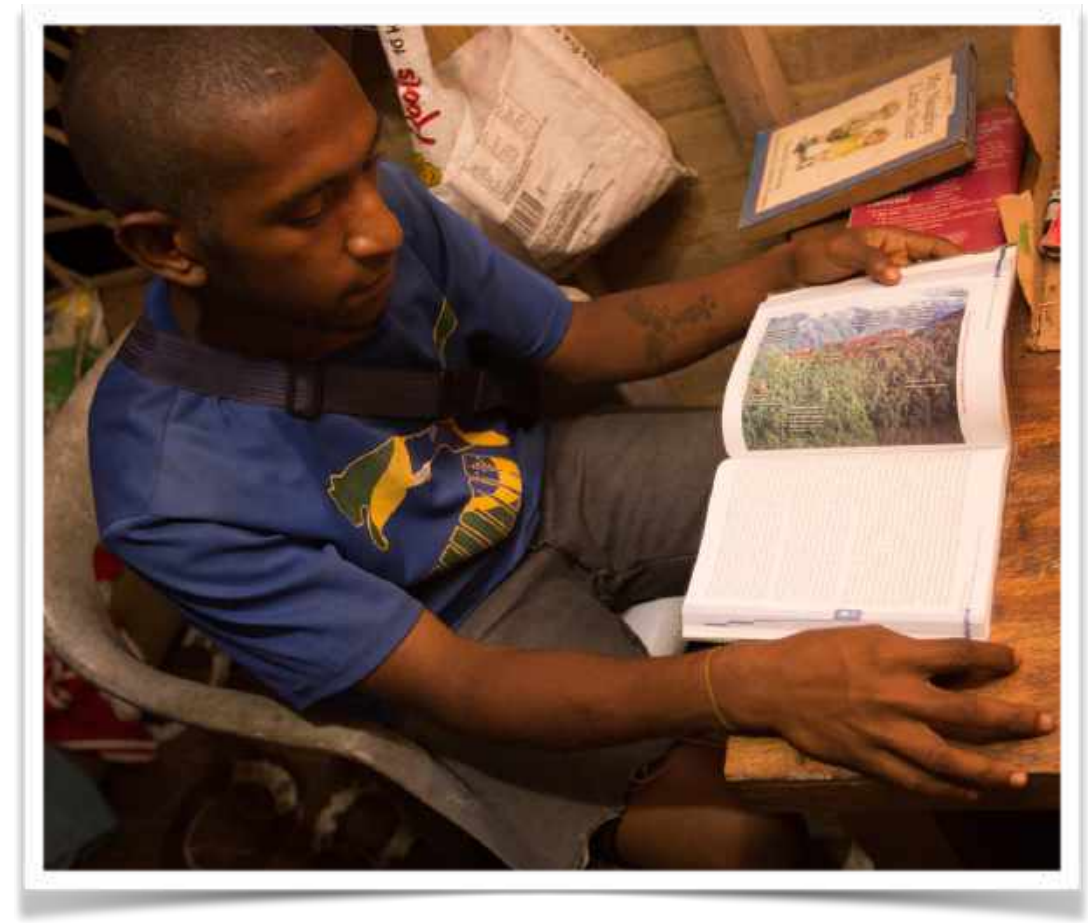


# 3. VILLAGE CONNECT

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KTF's Village Connect project provides household solar lighting and energy systems to rural and remote communities throughout PNG. 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 fires simply for a source of light.

Village Connect is also linked with KTF's education program and students who study at the Kokoda College are targeted to have their villages illuminated. With the tablet based learning system at the College, it is critical that students are able to charge their tablets during their self-directed study periods at home.



# PROJECT OUTPUTS: VILLAGE CONNECT (2017 - 2019)

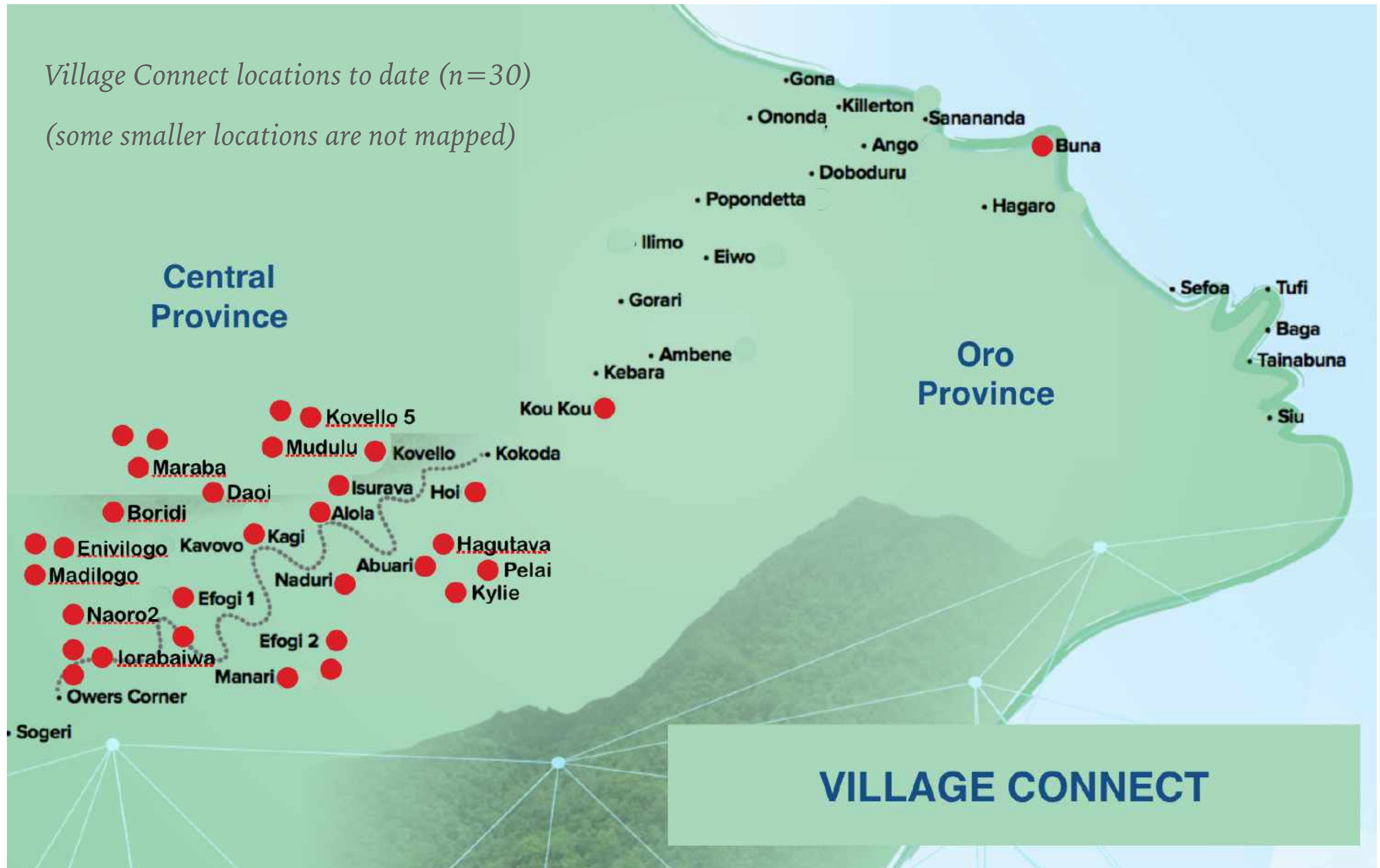
	Program	Project	Output	Indicators (2017) Q1 - Q4	Indicators (2018) Q1 - Q4	Indicators (2019) Q1 - Q4
1	Livelihoods	Village Connect	Number of household solar systems installed on village houses	77	346	598
2	Livelihoods	Village Connect	Number of solar lights installed on village houses	308	1,038	1,794
3	Livelihoods	Village Connect	Number of battery charging units installed on village houses	77	346	598
4	Livelihoods	Village Connect	Number of facilities solar systems installed on village schools, aid posts & community centres	-	31	44
5	Livelihoods	Village Connect	Number of people accessing improved lighting and energy	539	2,422	2,990
6	Livelihoods	Village Connect	Number of villages illuminated and powered with improved solar systems	1	17	12
7	Livelihoods	Village Connect	Number of provinces Village Connect rolled out to	1	2	2



# VILLAGE CONNECT: KOKODA TRACK

*Village Connect locations to date (n=30)*

*(some smaller locations are not mapped)*



# VILLAGE CONNECT OUTPUTS: QUALITATIVE DISCUSSION

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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 2019, 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 and in the immediate catchment region of 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 undertook 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. This is reported on in the outcomes section of these Effectiveness Results.





## CASE STUDY: ARON

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Aron Sega is a KTF supported Elementary Teacher at Aloia Elementary School. Aron is a multi-grade elementary teacher and teaches classes across Preparatory, Grade 1 and Grade 2. Aron is also a local church elder.

“I previously owned a small portable solar light to help me do my lesson preparation and prepare for Church activities. Or sometimes I would spend any Kina I had on fuel so that I could use my small kerosene lamp or on very special occasions, use someone’s generator in the village. It was tough and expensive to have lighting and power in the village.”

“To receive a Barefoot system for my school and for my church plus my own home is installed with a Sunking system, I am beyond happy! I can now work at my classroom and I can also play videos on the television screen for kids to captivate their interest and learn from what others are doing from the outside world.”

“I can now without worry charge my mobile phone and also watch videos or read files previously downloaded to help me with my class preparation or church report writing. I can also enjoy family time, playing and enjoy my evenings with my wife and kids unlike before, and safely move to the toilet with the extra lamp outside of our home.”







# LEADERSHIP OUTPUTS

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# 1. ARCHER LEADERS DEVELOPMENT PROGRAM

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KTF is finding and fostering the next generation of PNG's leaders. Running for 9 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 (2015-2019)

	Program	Project	Output	Indicators (2015) Q1 - Q4	Indicators (2016) Q1 - Q4	Indicators (2017) Q1 - Q4	Indicators (2018) Q1 - Q4	Indicators (2019) Q1 - Q4
1	Leadership	Archer Leaders Development Program	Number of applications received for annual Archer Leadership scholarships	51	62	50	65	80
2	Leadership	Archer Leaders Development Program	Number of participants in annual Archer Leadership scholarships	6	6	7	8	8
3	Leadership	Archer Leaders Development Program	Number of work experience placements completed	18	14	14	24	24
4	Leadership	Archer Leaders Development Program	Number of sessions facilitated with key leaders and community organisations	41	44	48	48	46
5	Leadership	Archer Leaders Development Program	Number of community projects (small-scale) established	4	4	4	8	8

# ARCHER LEADERS OUTPUTS: QUALITATIVE DISCUSSION

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In 2019, KTF's Archer Leadership Development Program entered its ninth year of finding and fostering the next generation of leaders for Papua New Guinea. The Archer Leadership Development Program is a yearlong bespoke program designed to challenge and grow individuals who are passionate about addressing some of PNG's greatest social issues. The Archer program is based on Harvard's Adaptive Leadership Theory and is made up of a number of leadership development workshops in Port Moresby, a formal mentoring program, a leadership exchange trip to Australia, work experience opportunities and investment in community development projects.

80 applications were received and 16 candidates were shortlisted and invited to interview in Port Moresby in February. Eight new Archer Leaders were successfully selected and each impressive young student was matched with a high profile mentor based on personal connection, personal development need or career pathway and growth opportunities. The 2019 Archer leaders are: Soynna Binding-Suwae (Law); Evangelista Apelis (Science & Biology); Persson Miori (Business Management & Finance); Puri Temu (Engineering); Maisy Lus (Chemistry); Abigail Havora (Medicine); Obeth Singol (Science & Biology); and Helen Ipauki (Medicine).

During their time in Australia the Archers met with a number of leaders from across the corporate, political and civil society sectors including Dianne James, CFO Westpac; Jamie Parker, Greens MP; Angela Skandarajah, CEO Development Victoria; George Newhouse, Principal Solicitor National Justice Project; and Sharyn Ghidella from 7 News. Each year the exchange focuses on a major social challenge faced by both nations and this year the theme was Refugees & Asylum Seekers. Participants were exposed to organisations and people working at the cold front of Australia's refugee crisis. They toured the Asylum Seeker Resource Centre in Melbourne and the Auburn Community Centre in Sydney to better understand some of the challenges faced by refugees and asylum seekers and to see in action the type of creative solutions being applied to complex problems by inspiring people and organisations.

Each participant completed work experience with two different organisations during their time in Australia. Work experience was facilitated at Dentons, World Wildlife Fund, Reserve Bank of Australia, St George Hospital, BOC Gas, Sago Network, Australian Doctors International, Sebastian DeBrennan Chambers, Manly Environment Centre, South East Sydney Local Health District, Oil Search and Partridge Engineering.

The Archer Leaders returned to PNG to complete their tertiary studies and are currently preparing to enter the workforce. KTF will arrange work experience placements in PNG for each participant as well as provide a small grant of funding and mentoring for each leader to implement their own community development initiative.

*"I've seen each student develop their leadership ability and apply the skills and techniques taught throughout the year and passed on by inspiring mentors. Each Archer has come out of their shell - presenting to hundreds of people, networking a room, being brave and exercising adaptive leadership in challenging situations - where most people choose to sit back. The Archer Leadership program inspires me to keep working and contributing towards a brighter future for all in PNG"* Mike Nelson, COO, KTF."



## 2. ARCHER REIGNITE

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2019 saw KTF host its second Archer “Reignite” Conference in PNG; and launch the Archer reignite grant. The Archer Alumni comprises 58 young Papua New Guinean professionals who are committed to building a brighter future for the country. The Archer Reignite Conference provides a platform to inspire and harness the potential of these powerful young leaders. The opportunity cost of not doing so would be of significant detriment to PNG’s future. To date, this group have proven that they have the capability to solve and challenge some of the most complex and challenging issues facing PNG with projects they have conceived, developed, implemented and maintained to benefit their communities.

The Reignite grants were also launched in 2019 and the first collaboration grant awarded.



# PROJECT OUTPUTS: ARCHER REIGNITE (2018 - 2019)

	Program	Project	Output	Indicators (2018) Q1 - Q4	Indicators (2019) Q1 - Q4
1	Leadership	Archer Reignite	Number of Archer Alumni who participated in the conference	40	30
2	Leadership	Archer Reignite	Number of guest speakers engaged to speak to alumni at the conference	10	10
3	Leadership	Archer Reignite	Number of community / social impact project ideas developed throughout the conference	5	10
4	Leadership	Archer Reignite	Number of Archer Alumni who pledged to reignite their leadership journeys	37	25
5	Leadership	Archer Reignite	Number of Archer Reignite Collaboration Grants awarded	-	1



# ARCHER REIGNITE OUTPUTS: QUALITATIVE DISCUSSION

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PNG is confronted by many complex and challenging social issues - issues that can only be tackled with the utmost delicate and creative problem solving; and by working across differences. Problem solving that is derived from people who think outside of the box. People whose ambition is strong, whose attitude is selfless and whose commitment to community is unbreakable - people like those who form the Archer Alumni.

Archer Reignite saw the second annual Archer Conference held in December 2019. 30 Archer Alumni members gathered from around the country to reignite their desire to spark positive change in Papua New Guinea. Themed 'Partnering with the other - working across difference' the conference addressed working with empathy, understanding differences and identified collaboration challenges.

A number of high profile keynote speakers addressed the alumni including Carolyn Blacklock, infrastructure and utilities specialist, Oro Province Governor Gary Juffa, Chairman of the Motu Koita Assembly and Deputy Governor of National Capital District Dadi Toka, and Producer and Media Personality Tania Nugent.

The inaugural Archer Reignite Grant was announced during the conference. There successful winners of the 20,000 Kina grant was an Alumni sub group comprising of Jetta Caleb, Raylance Messa, Joshua Sialis, Len Awinup and Jimmy Kisso. The project is the design, development and construction of a model community marketplace for community members to access to sell their produce. The marketplace will provide a safe location out of the tropical weather elements for women and men to sell fish and garden produce safely, generating income, ultimately providing improved economic, health and education opportunities for their families. The marketplace due to be constructed in 2020 will benefit a region composed of 10 villages and more than 2000 people.

*"I believe strongly in the Archer Alumni, as connected and passionate individuals, desiring change in PNG. I believe that this special group of changemakers have the capacity, ability and will to make PNG a better nation."  
Mike Nelson, COO KTF.*







# OUTCOMES



# OUTCOMES

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In 2019, KTF undertook five project evaluations and also worked with its partners to collect outcomes-level data for a range of projects and programs. Project evaluations undertaken in 2019 were:

- Teach for Tomorrow - external interim evaluation
- Village Connect: Impact Assessment
- Evaluation: EDUCATION, HEALTH AND WELLBEING: Experiences of people and communities along and around the Kokoda Track
- Archer Leaders - internal evaluation
- Teach for Tomorrow II - internal 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.





# EDUCATION OUTCOMES

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KTF's education program seeks the following outcomes:

EDU1: Increased number of trained teachers

EDU2: Increased number of trainers, senior teachers and teachers receiving ongoing training and professional development

EDU3: Increased number of teachers receiving formal in-service and accredited up-skilling

EDU4: Increased number of people on pathways to becoming teachers

EDU5: Improved educational and student outcomes

## **OUTCOME EDU1: Increased number of trained teachers**

In 2018, KTF completed its Teach for Tomorrow project which was evaluated in 2019. The project outcomes were:

- 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

# EDUCATION OUTCOMES

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## **CONT... OUTCOME EDU1: Increased number of trained teachers**

In addition to this, an external evaluation of Teach for Tomorrow was undertaken in 2019. The evaluation investigated progress towards the following outcomes:

- Teachers are appropriately trained and have access to ongoing training and mentoring.
- Teachers feel committed to teaching careers and would recommend teaching to others.
- Teachers feel confident, capable and appropriately resourced in the classroom.

The high level findings of this evaluation were:

- It is unlikely that the training of elementary teachers would have gone ahead without the financial and non-financial support provided by KTF. In this case, it is likely that the contracts of over three-thousand teachers would have been terminated if not for the intervention of KTF.
- The training has instilled a significant sense of self-worth, pride and purpose amongst the teachers, with many believing that if they were not trained, their lives would be significantly worse off.
- The non-financial support provided by KTF, including logistical support, advocacy at a national and provincial government level and the provision of teaching expertise was highly valued amongst all stakeholders. Furthermore, KTFs intensive approach to development interventions, namely their sustained and reliable presence in communities, was a factor which distinguished KTF from other organisations.
- There is a general lack of awareness amongst all stakeholders regarding the process for accreditation, and the rationale for delays in receiving a wage. This is causing particular stress and concern to teachers, many of whom are yet to receive any salary.
- There is a need for further training and professional development opportunities for trainers
- There is a general wariness about the proposed education policy changes, in particular the transition to 1-6-6 schooling. Many stakeholders are concerned that their province lacks the necessary infrastructure for 1-6-6, and fear it will result in more students and less teachers.







# EDUCATION OUTCOMES

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**OUTCOME EDU2: Increased number of trainers, senior teachers and teachers receiving ongoing training and professional development**

**OUTCOME EDU3: Increased number of teachers receiving formal in-service and accredited up-skilling**

KTF's Teach for Tomorrow II project has been the follow-up project to Teach for Tomorrow, and it endeavours to address the gaps identified in the evaluation. Teach for Tomorrow II aims to address the following:

- Lack of training, mentoring and support opportunities for Provincial elementary trainers across remote and rural PNG
- Mandatory in-service requirements for all existing elementary teachers to upgrade to junior primary teachers
- Lack of ongoing professional development, mentoring and up-skilling for elementary and/or junior primary teachers across remote and rural PNG.

The project aims to address these issues by:

- Delivering a program of professional learning activities to provincial teacher trainers including professional learning targeted at gaps and areas of weaknesses identified by trainers and provincial education authorities, peer-to-peer learning, cross-Provincial learning, and trainer exchange programs. There are approximately 130 Provincial elementary trainers representing all 22 Provinces.
- Delivering an accredited up-skilling program to all elementary teachers across remote and rural PNG that will certify them as Junior Primary Teachers under the new 1-6-6 education structure. There are 27,000 existing elementary teachers across 22 Provinces.
- Delivering an annual program of professional development, mentoring and up-skilling via a trained and supported cohort of Provincial trainers that ensures that all elementary / junior primary teachers participate in at least 2 professional development and learning activities every year.



# EDUCATION OUTCOMES

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**CONT... OUTCOME EDU2: Increased number of trainers, senior teachers and teachers receiving ongoing training and professional development**

**CONT... OUTCOME EDU3: Increased number of teachers receiving formal in-service and accredited up-skilling**

Between 2017 - 2019, Teach for Tomorrow has been delivered to trainers and teachers across 9 Provinces (Oro, Milne Bay, New Ireland, Autonomous Region of Bougainville, Gulf, Southern Highlands, Hela, Morobe and Simbu). In summary, the following outputs have been met over this three year project period:

- 228 Provincial trainers and senior teachers participated in bespoke, tailored Train the Trainer workshops
- 29% female trainers; 71% 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
- 10,351 elementary teachers provided with tailored professional development, upskilling training via Trainers and Cluster Leaders
- Over 250,000 children received education from teachers who participated in phase 1 professional development and upskilling training, benefitting from improved teaching practices.

An interim evaluation of the program sought to elucidate these outputs in more detail. Whilst the project itself is responsible for directly upskilling participating trainers and senior teachers, the project then relies on those teachers to on-deliver the professional development program to teachers under their care.

The evaluation identified a number of preliminary outcomes that have emerged as a result of Teach for Tomorrow II to date. These include:

- Approaching the groups as experts created an agency for the trainers with the work
- The workshops harnessed the motivation for trainers to return to regions and train their teachers with enthusiasm
- Experiencing the workshop style demonstrating activity based, flexible learning to utilise as learning

# EDUCATION OUTCOMES

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**CONT... OUTCOME EDU2: Increased number of trainers, senior teachers and teachers receiving ongoing training and professional development**

**CONT... OUTCOME EDU3: Increased number of teachers receiving formal in-service and accredited up-skilling**

- Linking teaching skill to appropriate behaviour and discipline
- Learning a single concept that can be applied to many teaching activities creating wider teaching opportunities for a holistic education of teaching the whole child.
- An enthusiasm to learn new ways or implement different approaches to strengthen their teachers and students
- The importance of narrative in placing the training within their own learning journey to this point
- Personal experience and context leading the understanding of the training.
- The importance of teacher training having the ability to merge with other educational requirements rather than compete with them
- Resourcing with local materials, creating solutions for teachers that have little to work with
- Collaboration with provincial partners to deliver what is really needed in bespoke form
- Acknowledgment of a difference in the training to educational training models in the past, the agency it creates to have demonstrated and participated actively.

The redesigned T4TII project also supported a professional learning exchange program for trainers from four Provinces. A piece of action work is underway following the journeys of the trainers on these exchange programs and the results will be available in early 2020.





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# EDUCATION OUTCOMES

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## **OUTCOME EDU4: Increased number of people on pathways to becoming teachers**

KTF's Kokoda College became a registered FODE Training Centre in Oro Province in 2017. Due to changes in the PNG Government's minimum entry qualifications for tertiary training for teaching and health work, it became necessary for KTF to offer the FODE program prior to commencing its pre-service teacher and health worker training. KTF is working with DHERST in 2020 to register the campus to deliver these programs from 2021.

The College has been upgrading students' qualifications from Grade 10 to Grade 12 which is the new minimum entry requirement for elementary teaching and community health work. Only students who are committed to long-term career pathways in teaching and health work or nursing are accepted into the College. KTF replicated the College in Balimo in 2019 and is also supporting a cohort of students to upgrade and matriculate in order to pursue pathways into teaching and health work.

Across the two Colleges, 114 students are on pathways to becoming teachers. They are at various stages of study across Grades 10, 11 and 12 with 10 expected to matriculate in early 2020 and commence tertiary studies in primary teaching.

Findings from a 2019 piece of evaluative research examining contributing factors of this outcome were:

- **FODE is a Second Chance Education Pathway:** Staff and students commented on the fact that FODE is a second chance education pathway for them and that KTF's FODE program became available when they felt that all other options were lost.
- **FODE enables students to balance professional / personal commitments:** The flexible nature of FODE enables a range of students to enrol including teachers and health workers who are currently engaged in employment positions operating schools and aid posts; as well as community members with family commitments in the village.
- **FODE students overcome difficult circumstances to pursue their education:** Another key theme that emerged from discussions with staff and students at the Kokoda College was the enormous odds and challenging circumstances that students must overcome in order to pursue their upgrading studies. This includes extremely difficult transportation, challenges in personal circumstances, and very busy lives with multiple commitments.
- **Tuition fee subsidies at the Kokoda College make it possible for people from the remote areas to attend:** Tuition fees for Kokoda College's FODE program are fully subsidised by KTF. This is made possible thanks to a consortium of donors and the only fees that students are required to pay are a refundable deposit for their tablets. This is in stark contrast to students accessing other FODE centres around the country who have to pay expensive tuition fees per subject.
- **Further investment in human resourcing is critical for the remote regions of the Track and catchment area.** Community members recognised that there is a pressing need for more local community members to be trained as teachers, health workers and other professionals so that they will remain committed to the remote regions in which they live. Whilst some progress towards this aim has been made in recent years by communities and partners, there is a need to create more education, training and employment pathways for local people to take up professional careers in communities. .



# EDUCATION OUTCOMES

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## **OUTCOME EDU5: Improved educational and student outcomes**

KTF's Kokoda College, Teach for Tomorrow, Teacher for Tomorrow II and PNG Schools projects, have focused on improving the operations of schools and quality of teaching and learning across the Kokoda Track catchment region in order to improve student educational outcomes. In 2019, two pieces of research / evaluation examined the impact of KTF's education program on improving these outcomes.

This research built upon the previous work undertaken by KTF monitoring and the Kokoda Initiative (2018 Track survey) which found the following outcomes.

- 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. KTF also funds 12 teachers in the broader catchment region.
- 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
- 75% of all females can read and write with higher levels of 15-19 year olds
- Average schooling is Grade 8 (Kokoda Initiative, 2018)

The Kokoda Initiative Track survey is being undertaken again in 2020 to determine ongoing progress towards improved educational and student outcomes.

# EDUCATION OUTCOMES

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## **CONT... OUTCOME EDU5: Improved educational and student outcomes**

Key findings from KTF's 2019 research are:

- The operations of schools along and around the Kokoda Track are a result of collaborative efforts by numerous stakeholders.
- Teachers would be exited from the profession without the support of KTF.
- There has been an improvement in the quality of teaching and learning delivered in the Kokoda Track region.
- Professional development opportunities have been provided to teachers across the catchment region; but there is a need for ongoing investment in PD and learning opportunities for teachers.
- Teachers are concerned about the pending transition to 1-6-6 schooling.
- Teachers are dedicated, resourceful and willing to step outside of normal roles.
- Despite significant investment in education across the region, there are still some gaps in infrastructure, resourcing and staffing.
- KTF / KTA scholarships significantly eased the financial burdens of parents and families.
- Scholarships funding enabled schools to meet infrastructure and operating targets.
- There is a strong desire for a continuation of the scholarship program in 2020 and for the type of scholarships supported to be broadened to include high school and tertiary scholarships.







# HEALTH OUTCOMES

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KTF's health program seeks the following outcomes:

HEA1: Increased number of trained health workers and people on pathways to becoming health workers

HEA2: Increased number of health workers receiving ongoing training and professional development

HEA3: Decreases in preventable illnesses and diseases

HEA4: Increased number of mothers supported to deliver safely and nurture babies

HEA5: Increased vision

## **OUTCOME HEA1: Increased number of trained health workers and people on pathways to becoming health workers**

In 2019, KTF supported an additional two community members at Schools of Nursing to train as Community Health Workers.

Additionally, KTF's Kokoda and Balimo Colleges are preparing a cohort of students from remote communities across the Oro, Central and Western Provinces to prepare for pathways into community health work or nursing. The minimum entry requirements for these tertiary studies is Grade 12. Students participating in the FODE program are committed to embarking on studies in these fields.

In 2019, 96 students undertook Grades 10, 11 or 12 FODE studies at the Kokoda and Balimo Colleges and are committed to pursuing careers in health work. It is anticipated that approximately 12 students will matriculate in early 2020 and gain entry into health training programs in community health work or nursing.

## **OUTCOME HEA2: Increased number of health workers receiving ongoing training and professional development**

In 2019, 106 health workers, health volunteers and birth attendants completed professional development and specialised training in child and maternal health via KTF's Bebi na Mama program. This cohort of health workers reported a range of improvements in health skills, knowledge and practices, including newborn resuscitation, kangaroo-care, helping babies breathe, and pre and post natal care. The implementation of these skills and utilisation of the equipment will be measured in a follow-up survey with health workers in Q 1 2020.



# HEALTH OUTCOMES

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## **OUTCOME HEA3: Decreases in preventable illnesses and diseases**

KTF's Healthy Communities, Sight for PNG, Eye See PNG and Bebi Na Mama projects, and partnership with a consortia of other organisations investing in the development of health facilities along and around the Kokoda Track, have focused on improving the operations of health facilities and subsequent health outcomes for communities. In 2019, an evaluation examined the impact of KTF's health program on improving these outcomes.

This research built upon the previous work undertaken by KTF monitoring and the Kokoda Initiative (2018 Track survey) which found the following outcomes.

- 7 of 9 health facilities along the Kokoda Track are open and operational (Naduri opened and Sogeri closed in 2019; Kagi remains closed but community is serviced by Naduri and Boridi health workers); 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). KI are undertaking follow-up survey in early 2020:

- 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

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## **CONT... OUTCOME HEA3: Decreases in preventable illnesses and diseases**

KTF research in 2019 highlighted the following improvements in health outcomes across the catchment region:

- The health of communities along and around the Track has improved over the past 5 years: The main reason for this improvement is the establishment of new facilities and the opening of facilities that had previously closed due to the non-attendance or removal of health workers, or the fact that facilities and their workers have become resourced via a range of partners.
- There have been health-related behavioural changes in communities: including improved personal health and hygiene, pregnant women accessing pre-natal healthcare within posts, increased breastfeeding rates, and changes to nutrition and diets.
- Health facilities across the region treat a wide range of issues: including immunisations, inpatient and outpatient care, STI and HIV/AIDS testing & counselling, antenatal and postnatal support, health awareness and education and community health outreach services.
- Health facilities are supported by a consortium of partners: including Government, NGOs, and trek operators.
- Transiting porters are accessing healthcare in aid posts along and around the Track: one of the key services that is being accessed by porters is the treatment of sexually-transmitted diseases.
- Professional development and training is being provided across the region; but skills gaps still exist: Focus areas of professional development that have been delivered by partners include child and maternal health, vision and eye testing, HIV testing and training, and family planning.
- Despite advances in healthcare and education, some communities still require additional community health outreach and awareness: especially related to behaviours around ceasing medications for tuberculosis treatment; and awareness and education around STI transmission, identification, treatment and safe sex practices.
- Health Worker's commitment to the profession is strong and rural focused: whilst the cohort of available and committed health workers still needs to be built, there are signs of strong commitment to the profession and to the region by the existing health workers.
- Despite many positive improvements in health services over the past 5 years, there are still funding, resourcing, and infrastructure gaps: related to resourcing and the increasing patient numbers being presented to them in their posts.



# HEALTH OUTCOMES

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## **OUTCOME HEA4: Increased number of mothers supported to deliver safely and nurture babies**

## **OUTCOME HEA5: Increased vision**

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

### **Improved knowledge and skills of CHWs**

CHW graduates have reported about, qualitatively, the improvement in skills and knowledge that they have as a result of participating in the Bebi na Mama and Eye See PNG professional development training. CHWs report that their knowledge of child and maternal health, pre and post natal care, baby resuscitation, kangaroo care, the eye, its function, its health, diagnosis, treatment and referral pathways was extremely limited prior to participating in the training.

A qualitative evaluation undertaken at the Kokoda College in 2018 found that CHWs 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."

# HEALTH OUTCOMES

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**CONT... OUTCOME HEA4: Increased number of mothers supported to deliver safely and nurture babies**

**CONT... OUTCOME HEA5: Increased vision**

## **Improved outcomes for babies and mothers**

Anecdotal evidence to date demonstrated that health workers and health volunteers have learnt and implemented critical techniques that have already saved lives. In three cases from attendees at the Kupiano and Kokoda trainings, health workers delivered babies that were born not breathing, unresponsive or “flat”. The health workers were able to utilise the resuscitation equipment provided by at the training and the skills learnt at the training to suck the mucous from the babies respiratory tract and deliver kangaroo care via skin to skin contact with the mother to warm the baby up. In another case, a health worker delivered three healthy babies in the remote village aid post utilising the skills that she had been taught.

*I gained so much knowledge there to help the people in the remote communities. Another thing, during childbirth, we were taught to turn the baby upside down and tap the bum and make the baby cry – we thought this was normal way to do. But recently at the training we learnt that this was not right; instead, rub the baby at the back and stimulate it to cry. I was also taught the importance of the suction. In remote areas, most mothers give birth at home and the babies inhale the mothers waste. In these places it's very, very hard. I was given and taught how to use the penguin flask to suck the inhaled blood and mucus content and how to resuscitate the baby. I believe I am well equipped with the knowledge that was gained at KTF's training to save the life of babies. It is so difficult for us to transfer patients from Naduri down to Port Moresby – it's very expensive. But now I have the skills so that anytime I have such incidents, I believe that we will do the best we can do to save the mother and the child.*

A follow-up survey with the health workers will be completed in Q1 2020.

## **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.





**BenzylPenicillin Inj. 600mg**  
 Lot: 190319  
 Man: 03/2019  
 Exp: 03/2022  
 No.1, Ruiyang Road, Songjiang District, Shanghai Municipality, P.R. China

**TOPC GLOVE**  
**Powdered Sterile Latex Surgical Gloves**  
 400 GLOVES  
 CE 0100  
 ISO 13485

Size	US
Color	White
Material	Latex
Form	Non-sterile
Quantity	400
Weight	1.0kg
Expiry Date	30 Months
Lot No.	190319

Buna Health Centre

Supported by KTF

Buna Community Health Centre  
 also supports  
 personal development

Man in dark cap and glasses, wearing a white polo shirt with a green panel on the side and dark trousers, holding the top of the antibiotic box.

Man in a blue cap and white polo shirt with a green panel, standing behind the antibiotic box.

Woman in a light blue cap and white polo shirt with a green panel, smiling and holding the antibiotic box.

Man in a white polo shirt with a green panel and blue shorts, standing in the middle of the group.

Man in a white polo shirt with a green panel and grey shorts, standing in the middle of the group.

Woman in a white polo shirt with a green panel and black trousers, standing on the right side of the group.



# LIVELIHOODS OUTCOMES

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KTF's livelihoods program seeks the following outcomes:

LIV1: Increased number of people with access to solar lighting and energy

LIV2: Increased number of women and girls with access to female hygiene products

LIV3: Increased number of women with access to sustainable income generation

## **OUTCOME LIV1: Increased number of people with access to solar lighting and energy**

KTF's partnership with SolarBuddy has distributed 30,000 solar lights to children and teachers over the past 3 years. KTF's Impact Assessment examined the short term outcomes for children who had received solar lights across two Provinces. The key results 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.



# LIVELIHOODS OUTCOMES

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## **CONT... OUTCOME LIV1: Increased number of people with access to solar lighting and energy**

In addition to KTF's Light up PNG project with SolarBuddy, KTF's Village Connect project reached 30 communities, installing over 1,000 household solar lighting and energy systems and 75 facilities systems. In 2019, KTF undertook an interim evaluation on this project, which found:

- Prior to receiving the solar system, 88% of community members used campfire for light; 87% used battery-powered torches and 56% used kerosene lamps.
- 98% of community members surveyed use their solar systems light and power every night.
- Amongst the community members surveyed who had children, there was a 141% increase in average time spent on homework since receiving the solar systems.
- There was an average 92% reduction in household expenditure on kerosene since receiving the household solar systems.
- Of those who were paying for kerosene prior to receiving the household solar systems, the average weekly expenditure on kerosene fuel was K15 (\$6.50 AUD) per family per week; or K780 (\$338 AUD) per family per year. The average weekly expenditure on kerosene after the communities received the solar household systems reduced to K1 (\$.43 AUD) per family per week; or K52 (\$24 AUD) per family per year.
- Furthermore, 96% of the cohort who were previously purchasing kerosene fuel as a source of lighting prior to receiving the household solar systems, reduced their expenditure on kerosene to Zero Kina per week after they received the systems
- 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. 82% of respondents said that their family income increased; 95% stated that their children increased time spent on homework; and 76% reported spending more time on small businesses.
- There was a 105% reported increase in family income, from K18 (\$7.76) per week (or K936 / \$404 per annum) to K37 (\$16) per week (or K1,924 / \$832 per annum).







# LIVELIHOODS OUTCOMES

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## **OUTCOME LIV2: Increased number of women and girls with access to female hygiene products**

## **OUTCOME LIV3: Increased number of women with access to sustainable income generation**

In 2019, KTF redesigned its Strongim Meri Bisnis project and broadened the scope of the businesses, products, technical training and business capacity training in order to respond to findings from a recent evaluation. An external interim evaluation examined the preliminary outcomes and experiences of the previous solar-solar-technology women's businesses that KTF had stabilised in two Provinces. These findings were:

**Business:** Women discussed competition in the market from cheaper, lower quality lights, a lack of business skills including business management, financial literacy and leadership as some of the key constraints on their ability to run the *Women's Solar Light Program*. Other key barriers to the success of the program were the collective rather than individual business design, not receiving any profit on the first distribution, and competing commitments causing time constraints on the women's engagement.

**Technology:** the most prominent themes that emerged regarding technology were that the quality of the solar light (i.e. how many hours of light it gave off, durability), as well as the design of the product were barriers to the women's ability to sell the lights.

**Finance:** the biggest hurdle for the women in selling the solar lights was affordability. At K60 the light was said to be unaffordable to the women in the village due to their low socio- economic status. However, the women did value the potential income they could earn from the business, and saw that there were savings to be made from purchasing the solar light over kerosene or batteries.

**Products:** Women also identified several areas where they would like to see future programs implemented, most commonly discussed was agricultural support (e.g., piggery, new vegetables), financial literacy and business training skills, cooking, sewing and leadership training.

**Gender:** Some women described their husbands as supportive of their participation in the program, saying that they helped by spreading the word, making sales, and supporting them to purchase lights for the home. However, this was said to be rare and in most cases the women had little or no support from their husbands.

**Wantok System:** The Wantok system was mentioned as one of the greatest barriers to program success as the women found it very difficult to refuse this common practice in their communities, leading to many lights being distributed on credit. This was not due to a lack of value placed on the light, but rather that the women saw the need for the light and so when their wantoks could not afford it, they would sympathise with them and give it to them without payment.

# LIVELIHOODS OUTCOMES

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**OUTCOME LIV2: Increased number of women and girls with access to female hygiene products**

**OUTCOME LIV3: Increased number of women with access to sustainable income generation**

In 2019, major changes were made to the project design in order to respond to these research findings. New guidelines were designed to guide decision making processes regarding the types of businesses that KTF worked with the women's groups to develop and the support mechanisms, capacity framework and pending project outcomes:

**Guideline One: Market Competition:** If the partnership plans to introduce a new product for women's groups to sell, research must first be done by the organisation and women's groups on what products market viability before the program is delivered. Some questions to consider include: Is there a demand for the product? Are there other products available on the market of either a better quality or cheaper price? If so, why/why not are people purchasing that product already? Why will people choose to purchase this product over another?

**Guideline Two: Affordability:** Often, the communities in which we are working rely on subsistence farming to live and survive, meaning there is little cashflow available in the communities. Furthermore, where there is some cashflow this is usually directed to school fees and health care as a priority. Therefore, it is strongly recommended that research is done to ensure the product to be sold is affordable in the community in which the project will be delivered but also in surrounding communities. One way to evaluate this is by doing a simple survey of people's willingness to pay for the product prior to program delivery. This could be done through visiting the community firsthand or through phone consultations with community leaders who may be able to survey their population for you.

**Guideline Three: Product Quality:** the partnership must ensure they have adequate strategies in place to ensure the product is durable and of a high quality as product faults or failures can cause major disruptions to the success of women's businesses. If the product is made by the women, one possible strategy is to set up a quality control team within the women's group. This team would be responsible for checking that every product meets a set of requirements before the individual business women can sell their products in the community. If however, the product is supplied by an external source, it is the responsibility of the NGO to ensure the product meets a set of quality standards before the product is delivered to the business women to sell. Significant efforts should be made to ensure this process takes place as it is a critical component to the success or failure of such a project.

**Guideline Four: Community Consultation:** All new business ideas must be generated in close consultation between the partnership (KTF and the women's groups) and the communities in which the business intends to operate.



# LIVELIHOODS OUTCOMES

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Guideline Five: Supply Chain: It is the partnership responsibility to ensure there is an accessible supply chain for the women to purchase and access all the materials they need for their business and to support them in accessing it. It is also strongly recommended that the project does not involve a large percentage of women from one village or nearby villages as this will put a limit on the demand for the product in that community. It is also recommended that the partnership conducts research prior to implementing the program on whether or not other programs have implemented something similar in that area or even gifted such products currently or in the past to the communities in which the project will take place. Again, this will prevent a demand for the said product and a willingness of the public to pay for said product.

Guideline Six: Active Participation: Most of the activities are designed in a way that the participants themselves are coming up with the content and key learnings and the trainer is just there to guide them through the activities. It is strongly recommended that the trainer encourages all participants to get involved and have a go and remind them that there are no 'wrong' answers, just different perspectives! Also, the activities should be fun and engaging – the way the trainer interacts with the participants will largely determine how the training is received.

In 2019, via this consultative and iterative process in consultation with women's groups, the partnership decided to progress with businesses that made and sold female hygiene kits. These kits comprised re-useable and environmentally friendly sanitary pads, underwear, soap, zip lock bags - all made by the women's groups themselves. The partnership between KTF and the women's groups brought in Days for Girls for technical advice; and the literacy, business and technical training program was designed. The following guidelines were developed for the delivery of the training:

Guideline One: Consent: Women participating in the training program as well as any community gatekeepers should be consulted thoroughly with prior to implementing this pillar. This process should include sharing with the stakeholders the purpose of including men in the training program, seeking stakeholder approval and consent to invite the men to the training program as well as an opportunity for stakeholders to decline, make suggestions and/or provide feedback on the training.

Guideline Two: Partner Inclusion: Not all women and partners will feel comfortable attending this pillar of the training and that is okay, it is not compulsory. This pillar is designed to start the process of breaking down gender barriers and building up support for women to successfully engage in alternative income generating activities and to be empowered.

Guideline Three: Male Champions: It is recommended that a few male champions are recognised in the village who can get behind this stage of the training and encourage other men to participate. One way to identify these men is through speaking to the women themselves, speaking to village elders and leaders or church leaders. This will be an important factor in determining how many men from the village are willing to participate.

# LIVELIHOODS OUTCOMES

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Guideline Four: Cultural and Contextual Adaptations: This training package was designed to be adaptable across different contexts and cultural settings across Papua New Guinea. However, small adjustments or tweaks may need to be made to the activities such as using a slightly different story to illustrate a point, grouping males and females together or separately for different activities and so on. These adjustments are at the discretion of the trainer and therefore the program should only be delivered by trainers who have experience working in that particular culture and context.

Guideline Five: Active Participation: Most of the activities are designed in a way that the participants themselves are coming up with the content and key learnings and the trainer is just there to guide them through the activities. It is strongly recommended that the trainer encourages all participants to get involved and have a go and remind them that there are no 'wrong' answers, just different perspectives! Also, the activities should be fun and engaging – the way the trainer interacts with the participants will largely determine how the training is received.

Guideline Six: Timing: Although this pillar is titled 'Pillar Four' it is recommended that this pillar be delivered at the beginning of the training package as a way to encourage partner involvement and support throughout the duration of the program and onwards.

Throughout 2019, five workshops per women's groups were delivered via a collaborative, reciprocal learning approach. Trainers who has received training from Days for Girl delivered technical training alongside an investment per women's group in start-up capital. This included sewing machines, overlockers, material (including specialised absorbent materials), soap, ribbons, and bags).

An interim evaluation is currently in process with each women's groups as we work with the University of Queensland to follow the journeys and experiences of the women and women's groups as they embark on the process of creating and selling "Pawa Packs". Interim results are promising including the creation of 450 Pawa Packs and selling of 70% of these. 175 women participated in training workshops throughout 2019.







# LEADERSHIP OUTCOMES

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KTF's leadership program seeks the following outcomes:

LEA1: Increased number of young leaders empowered and connected

LEA2: Increased number of young leaders on formal leadership pathways in government, civil society or private

LEA3: Increased number of community & social impact projects initiated by young leaders

In 2019, an internal, mini-program evaluation was conducted, examining a number of outcomes of the Archer Leaders Development Program. At the end of 2020, an external evaluation will be commissioned to review the program at its 10 year anniversary. The evaluation findings were:

## **OUTCOME LEA1: Increased number of young leaders empowered and connected**

The Archer alumni comprises 57 leaders who have participated in the leadership development program over the past 9 years. The gender breakdown of the alumni is 50% female and 50% male; however a greater number of females (59%) participated in the evaluation survey than males (41%).

The evaluation explored the impact of the leadership program on the young leaders across a number of domains. Strong, positive results were reported across the board about the impact of the leadership program on participants lives, including:

**Changed the direction of your life:** 69% - Absolutely, without a doubt; average score (on 5 point likert scale) = 4.66

**Helped you set new goals:** 66% - Absolutely, without a doubt; average score (on 5 point likert scale) = 4.62

**Better sense of self:** 62% - Absolutely, without a doubt; average score (on 5 point likert scale) = 4.55

**Better sense of others:** 72% - Absolutely, without a doubt; average score (on 5 point likert scale) = 4.69

**Better public speaker:** 62% - Absolutely, without a doubt; average score (on 5 point likert scale) = 4.48

**Build a stronger network:** 62% - Absolutely, without a doubt; average score (on 5 point likert scale) = 4.52

**Helped you get a job:** 59% - Absolutely, without a doubt; average score (on 5 point likert scale) = 4.32

**Inspired you to tackle social challenges:** 72% - Absolutely, without a doubt; average score (on 5 point likert scale) = 4.66

**Inspired you to be a better person:** 79% - Absolutely, without a doubt; average score (on 5 point likert scale) = 4.72



# LEADERSHIP OUTCOMES

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## **OUTCOME LEA2: Increased number of young leaders on formal leadership pathways in government, civil society or private**

The evaluation also explored the pathways that the leaders have pursued since graduating from the program, especially their career pathways and ambitions for the future. Of the survey participants: 79% are engaged in full-time employment; 17% are finishing off their final year study (final year of the program) or pursuing post-graduate studies; whilst 3% were job hunting.

A range of roles and companies / organisations were reported including Lawyers, Communications, Analysts, Consultants, Accountants, Legal officers, Pharmacists, Nurses, Teachers, Managers, Media trainers, and Public Service officers. The alumni reported working for a range of organisations across the Private sector, NGOs and Government.

The evaluation asked alumni members to look to the future and state where they say themselves in 5 years. A range of themes emerged from the responses including:

- Holding more senior positions within their organisation and clear career progression pathways mapped out, for example, doctors reported having ambitions to become surgeons; graduate lawyers reported ambitions to become solicitors, managing directors of law firms, and judges; consultants expressed a desire to becoming managers or directors.
- Undertaking postgraduate degrees, such as post-graduate diplomas, masters and PhDs; and exploring opportunities to undertake further study overseas
- Career specific desires: e.g working for a mining company, working in the IT space
- Establishing their own NGOs / social enterprises / small businesses
- Contributing to nation building, e.g. policy or research; government advisors; but with clear focus on contributing to a stronger, better nation
- Being a 'leader' – empowering communities, creating social change, enhancing female leadership, empowerment and participation opportunities
- Holding dual roles: professional ambitions but also ambitions to become community stronger leaders
- Running a business and giving back, e.g. by sponsoring KTF or other NGOs
- Solid income stream so that they can support family, give back to their community and help people more generally
- Some Political ambitions – both trajectories into politics and the PNG public service
- Strong NGO / charity ambitions; e.g. Bougainville peace program – overseeing the smooth transition of Bougainville to independence

# LEADERSHIP OUTCOMES

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## **CONT... OUTCOME LEA2: Increased number of young leaders on formal leadership pathways in government, civil society or private**

The evaluation also explored the desires of the alumni to remain in Papua New Guinea:

- 75% of respondents stated that staying in Papua New Guinea is a priority for them;
- 40% also stated that would like to spend some time abroad in order to gain experience, broadened knowledge and perspectives, deeper understanding of how the world works and link this to their professional development and job opportunities;
- 20% stated that they had a desire to live abroad at some stage.

## **OUTCOME LEA3: Increased number of community & social impact projects initiated by young leaders**

Finally, the evaluation explored the participation and engagement of alumni members in community and social impact projects, either initiated by the leaders themselves individually, or in consortia, or joining existing NGOs and community initiatives.

72% of the alumni are actively involved in delivering community projects; 28% are not currently engaged but all stated a desire to become more engaged with formal community projects in the future.

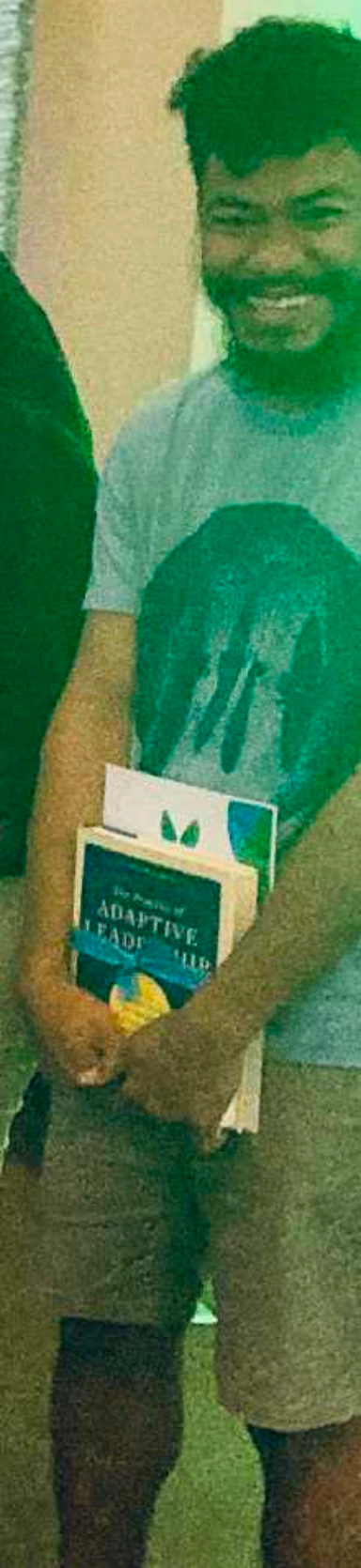
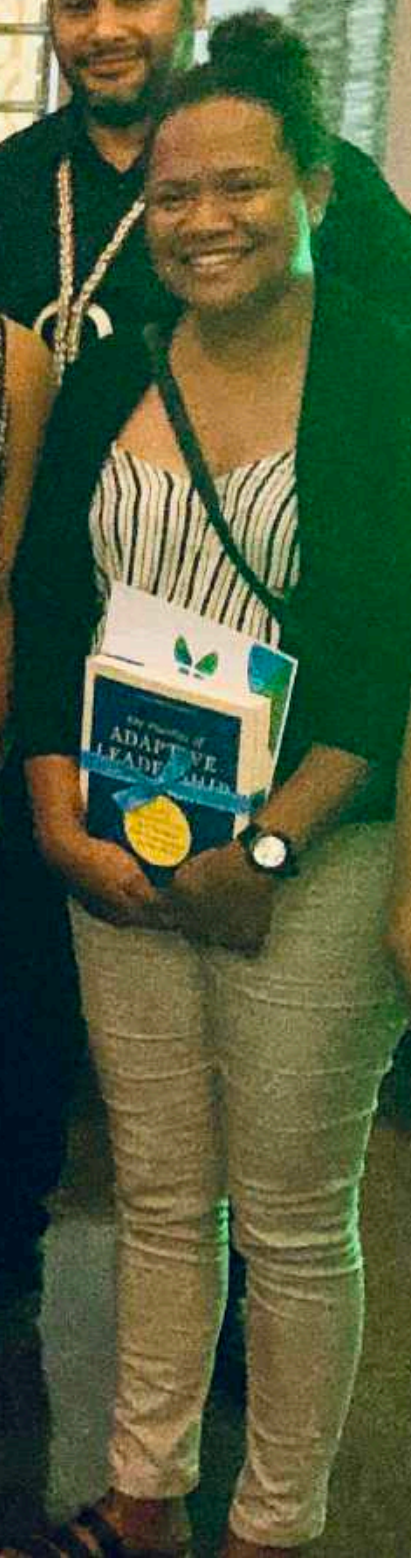
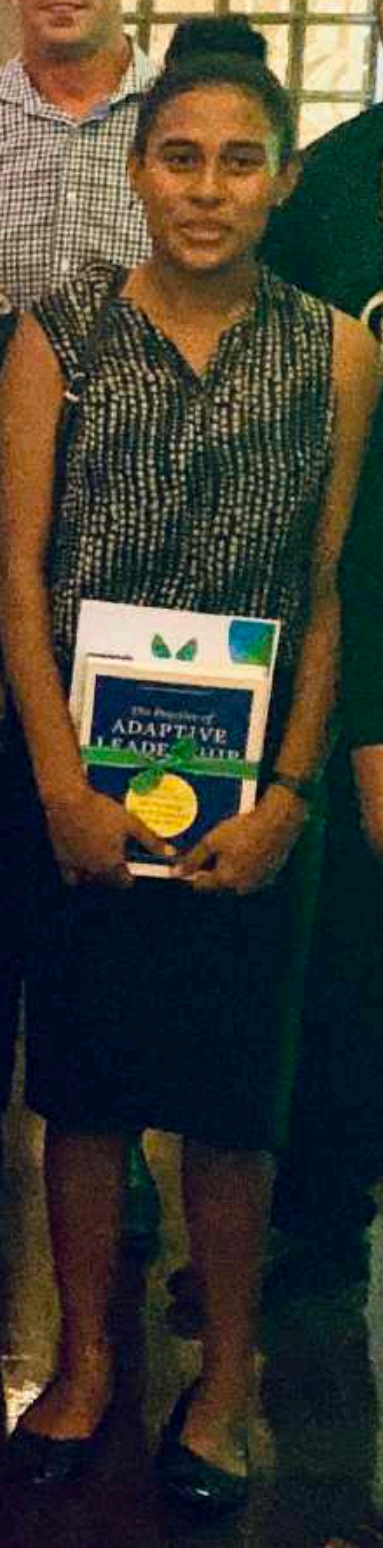
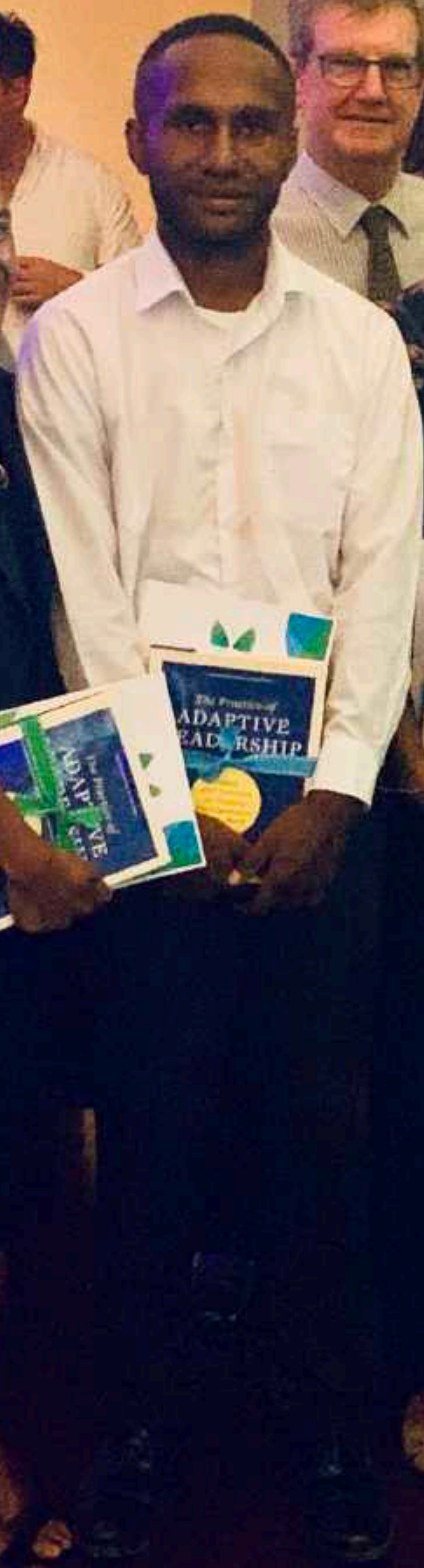
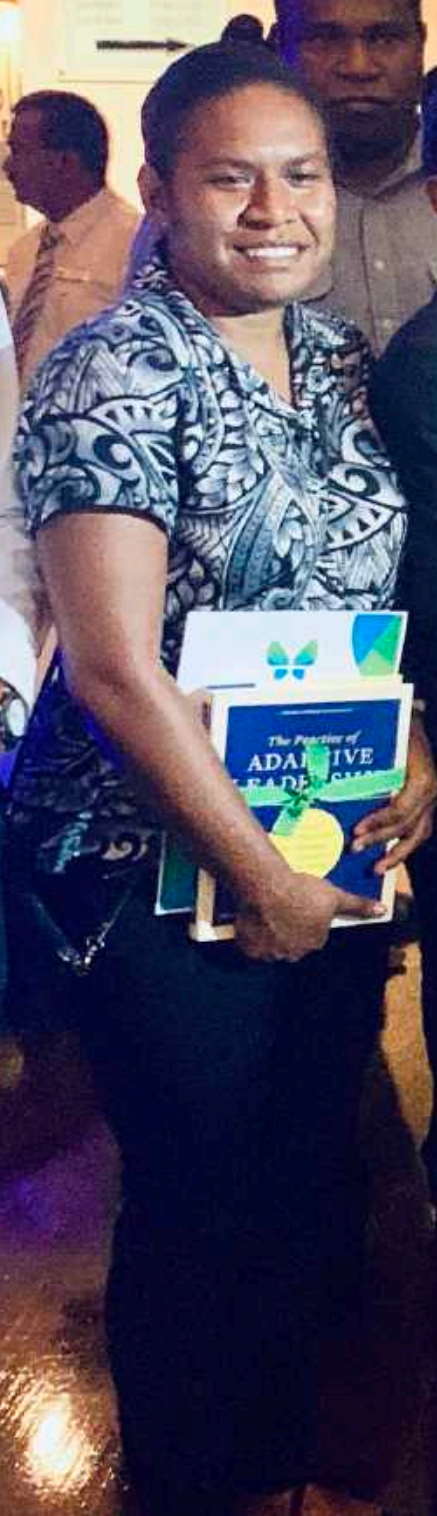
Projects included financial literacy initiatives for remote communities, climate change programs (mangrove planting), women's ministries, school libraries, involvement in existing NGOs (e.g. The Voice, Equal Playing Field, Transparency International, KTF, SolarBuddy), students associations, health and education awareness, mental health initiatives, tutoring programs, and peace building organisations (Bougainville).

The locations of the alumni community projects were also varied and ranged from organisations and initiatives based in Port Moresby to projects delivered in the remote and rural regions throughout the Provinces.

Qualitative project outcomes included: *"This has built up self-esteem and confidence in students encouraging to strive to do better and instilling hope for their future. We've also seen that those 8th grade students that have been committed to coming to the tutoring sessions have passed their exams and have been accepted to high schools this year."*

*"The mentioned projects above with Bougainville Partnership has created a pathway for the youths to have their livelihood projects such as piggery, grass cutting and inland fish farming at a smaller scale."*







**LOOKING TO 2020**

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# MOVING FORWARD

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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. 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.





# CONTACT US



**KTF**

[www.ktf.ngo](http://www.ktf.ngo)

Email: [info@ktf.ngo](mailto:info@ktf.ngo)

Phone: +61 2 9252 2992

**AUS Office:** Level 1, 274 Darling Street, Balmain, NSW, 2041

**PNG Office:** Ground Floor, The Face Building, along Champion Parade, Downtown, NCD

**Postal:** PO Box 184, Balmain, NSW, 2041



@KTF\_ngo



@KokodaTrackFoundation



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