



# 2020 EFFECTIVENESS RESULTS



*Kokoda Track Foundation*

# EXECUTIVE SUMMARY

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2020 was a year of immense challenges and uncertainty. Yet, as you will read in the following pages, KTF's commitment to sustainability and continuity, as well as the safety, health and security of our people, saw us end the year having fulfilled the majority of our intended organisational goals; albeit with major pivots towards directly responding to the COVID-19 pandemic and adapting our work to remain relevant and impactful under difficult circumstances.

We know that crises have the potential to lead to disruptions that can last for years, even decades. The World Bank has estimated that, as a result of the COVID-19 pandemic, up to 100 million more people globally could fall into poverty, and a bitter existence of living on just \$1.90 (USD) per day; well below any reasonable conception of a life with dignity (United Nations). We know that crises that result in school closures and lost educational opportunities can have far reaching consequences. The Ebola crisis in West Africa forced five million children out of school for up to 9 months; many never went back. The COVID-19 pandemic has disrupted the education of 90% of the world's students from early childhood to university (Watt, 2020, Reliefweb). There are real fears that many young people will fall through the cracks, disappear from the school systems and become long-term victims of the emergency.

Propelled by this very real possibility, KTF has committed itself to sustainability and continuity, as best we could, through programmatic adaptations, major pivots, use of technology, strong partnerships and innovations in project design. It was our mission during the course of nation-wide states of emergencies, international and domestic border closures, travel restrictions, and school closures, to fully support our students, schools and communities to return to education and livelihoods activities as soon as possible; all the while ensuring communities had access to critical primary healthcare and COVID-19 information and education.

In 2020, we delivered 15 projects across eight of PNG's Provinces; as well as our national work in leadership. We ended the year with hundreds of students matriculating from high school and preparing for entry into tertiary institutions. We ended the year with hundreds of teachers participating in professional development and up-skilling opportunities; and many schools with improved operating capabilities. We ended the year having reached close to 100,000 people with COVID-19 education and awareness; and 40,000+ people having direct access to primary healthcare services across our catchment region.

As we look to 2021, we know that the challenges will continue. We know that we must prepare our teams to be resilient and to continue to innovate and adapt as we respond to the health and economic crises caused by the pandemic. You will read about the necessary revisions we have made to our organisational strategy; as well as individual project pivots which will continue into 2021 and put us in a strong position to deliver on our commitments. The education and health systems will need great help to rebuild - in 2021 and beyond.



# OUR VISION

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***We work with people and communities to improve lives, livelihoods and futures.***

We do this by: assisting remote and rural communities with access to elementary, primary and secondary education; improving access to quality and accessible healthcare; improving opportunities for and the safety of women; and by fostering the next generation of leaders. Our program areas are: Education, Health, Equality and Leadership.



# COVID-19 CHANGED CONTEXT

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In 2020, the COVID-19 pandemic swept the globe, causing one of the greatest health and economic crises of our time. In 2020, KTF's board reflected on the changes that have taken place in our world and the adaptations that KTF has had to make, and continues to make, in order to remain effective and sustainable in a very new context.

As the pandemic continues to have a disruptive impact across the globe, we are committed to pursuing our agenda, in close consultation with the people we serve, aligned to our vision and strategic goals. In addition to our four Strategic Goals, which continue to remain our focus, we are being guided by four adaptation principles as we continue to navigate our way through these challenging times. These principles are based on our view that, as a result of the pandemic, the world has changed. We can, and must, adapt to new ways of working if we are to remain relevant and impactful moving forward.

1. Localisation is key. Whilst localisation has always been a guiding priority of KTF, now, more than ever, our efforts to implement our development programs utilising local teams and partners is paramount. With 100% of KTF's in-country staff being Papua New Guinean, and an operating model based firmly on empowerment, capacity and co-delivery, we are well placed to continue to build capacity and to support our local teams and partners to drive program roll-out.
2. Long-term sustainability. Under difficult economic circumstances, KTF must continue to diversify its revenue sources and identify new funding and partnering opportunities. KTF must continue to balance a strong funding portfolio representing Government, private sector, philanthropic and general fundraising and must not rely too heavily on a single donor or type of donors. KTF must re-energise its Australian donor base.
3. Technology. 2020 has demonstrated that technology can be used as an enabler for communications, training, capacity building, partnering, project design, implementation and management, and monitoring and evaluation. KTF will continue to embrace technology for all organisational purposes to improve efficiencies and ensure continuity during pandemic and other-related lockdowns.
4. Adaptability. In a year like no other, KTF's ability to adapt and "pivot" has enabled the organisation to: (i) directly respond to the COVID-19 health crisis in PNG; (ii) continue to deliver its suite of programs and projects; and (iii) identify new expertise and sources of funding, aligned to KTF's vision and programmatic pillars. This flexibility and agility will continue to be a critical feature as we progress through the second half of this strategic plan under COVID-19 pandemic conditions. Strong alignment to the PNG Government relevant plans and priorities is critical, as well as alignment to DFAT's Partnerships for Recovery policy and PNG COVID-19 Development Response Plan.

# EFFECTIVENESS FRAMEWORK

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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.

In 2020, KTF’s organisational Effectiveness Framework underwent a major review and update to bring it in alignment with the updates to the 2019-2022 Strategic Plan and changed COVID-19 context. Throughout these Effectiveness Results, we will report on the new guiding principles at a project level including how KTF has continued to embrace and actively pursue a localisation agenda and use of technology for efficiencies and continuity; and how long-term sustainability and adaptability are our guiding principles.

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).

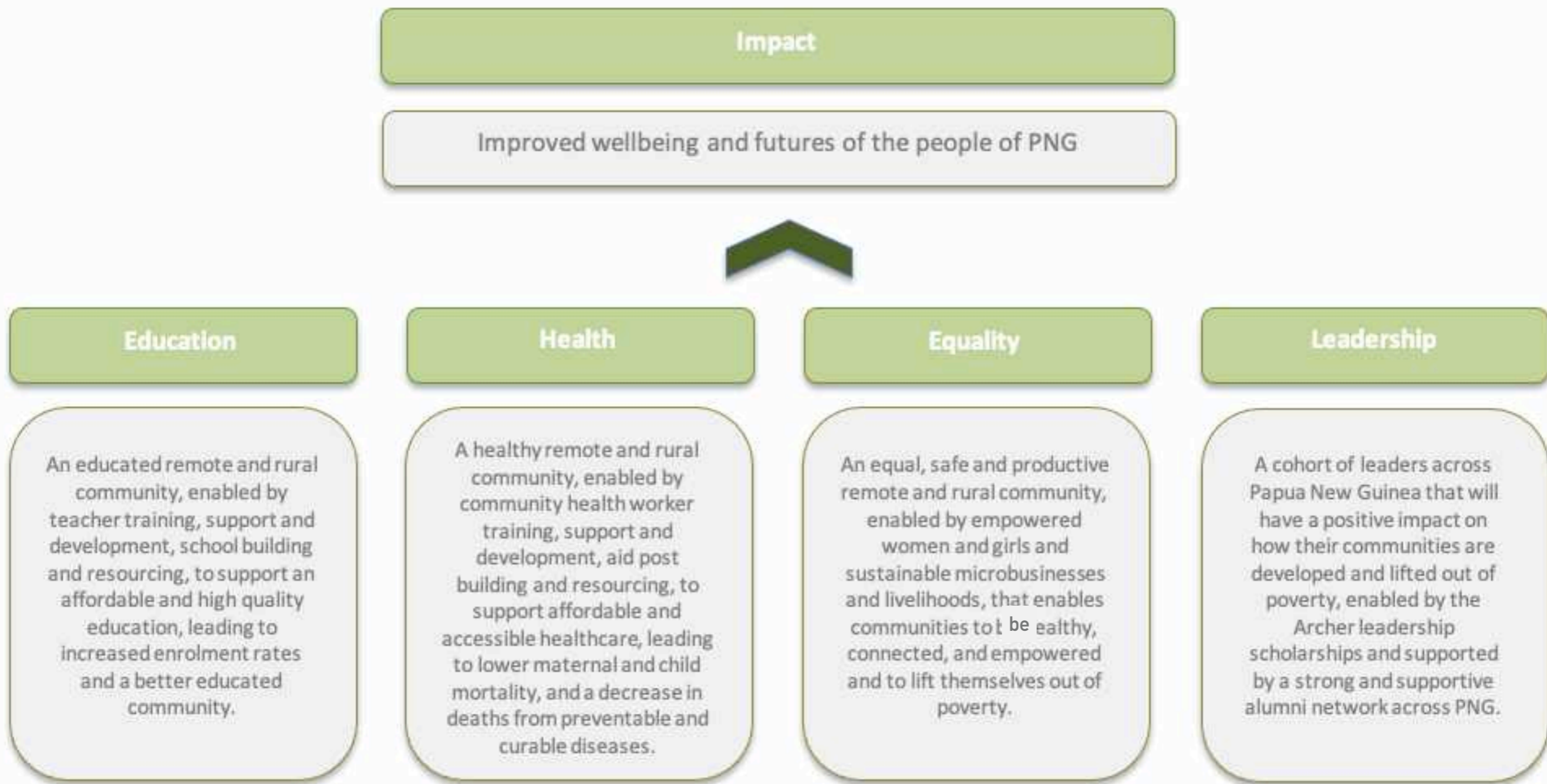
In response, KTF delivers development projects under four main program areas:

- Education
- Health
- Equality
- Leadership

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

# THEORY OF CHANGE

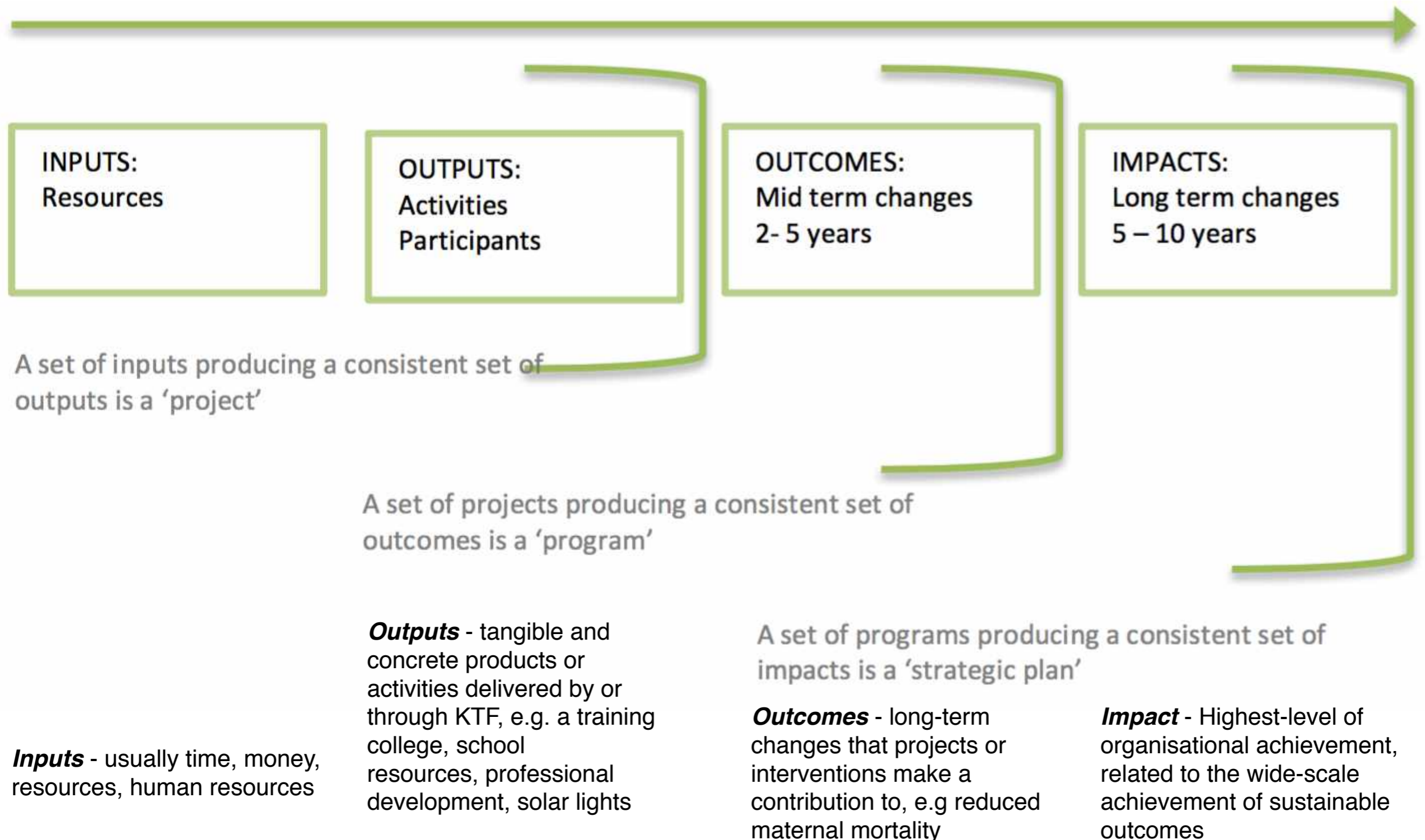
A 'theory of change' explains how activities are understood to produce a series of results that contribute to achieving the final intended impacts. KTF's Theory of Change supports the social, human rights and assets changes needed in PNG to lift communities out of poverty by working across four program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



# PROGRAM LOGIC MODEL

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

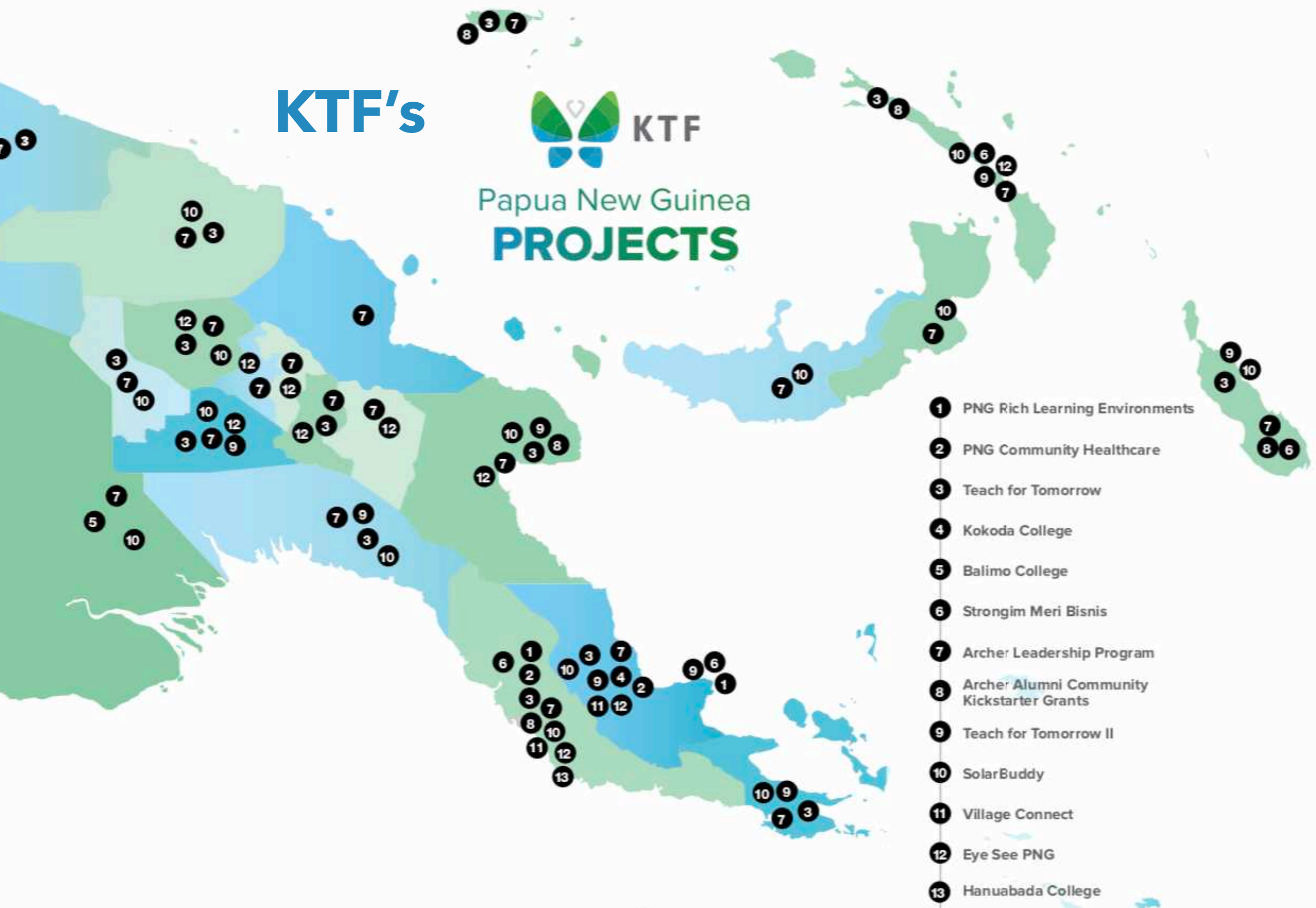


# KTF's



KTF

## Papua New Guinea PROJECTS



- 1 PNG Rich Learning Environments
- 2 PNG Community Healthcare
- 3 Teach for Tomorrow
- 4 Kokoda College
- 5 Balimo College
- 6 Strongim Meri Bisnis
- 7 Archer Leadership Program
- 8 Archer Alumni Community Kickstarter Grants
- 9 Teach for Tomorrow II
- 10 SolarBuddy
- 11 Village Connect
- 12 Eye See PNG
- 13 Hanuabada College





# PROJECTS along the KOKODA TRACK

- 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



# TRACKING OUTPUTS

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*2019-2020*

# TRACKING OUTPUTS: 2019-2020

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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 equality, 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 2019 - 2020. This reporting period is aligned with KTF's current Strategic Plan. For past year's outputs, please see our Effectiveness Results from 2017- 2019.



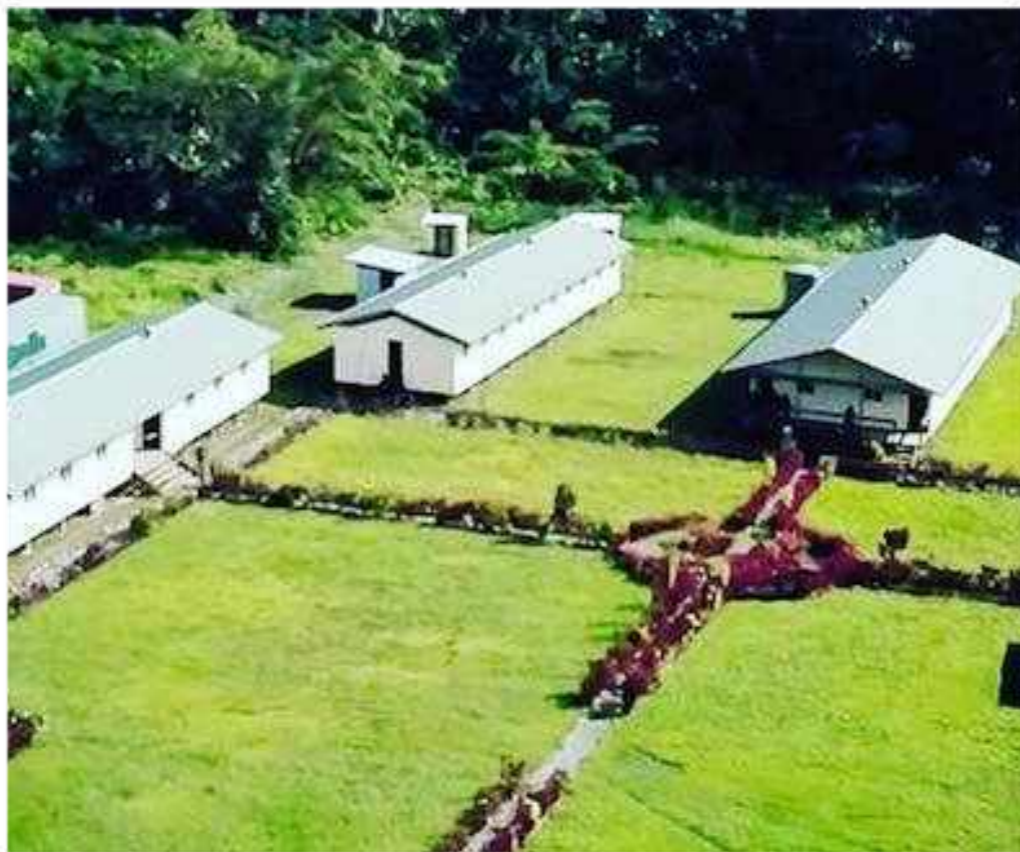
# EDUCATION OUTPUTS



# 1. KOKODA (FODE) COLLEGE

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Kokoda (FODE) College is a holistic centre of excellence for the training and professional development of teachers and health workers. The principle focus of the Kokoda College from 2017 - 2020 has been the delivery of the Flexible and Open Distance Education program which enables early 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 Kokoda College FODE program, and once they graduate they are expected (and supported) to pursue tertiary studies in teaching or health work. Kokoda College also offers in-service courses for the training and up-skilling 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. The Kokoda (FODE) College project outputs are reported in this section.



# PROJECT OUTPUTS: KOKODA (FODE) COLLEGE (2019-2020)

	Program	Project	Output	Indicators (2019)	Indicators (2020)
				Q1 - Q4	Q1 - Q4
1	Education	KC FODE	Number of students who undertook initial PET testings for enrolment	127	156
2	Education	KC FODE	Gender breakdown of students enrolled (f / m)	53% / 47%	47% / 53%
3	Education	KC FODE	Students with a disability	13%	6%
4	Education	KC FODE	Number of students who completed a full academic year including national examinations	108 (85%)	122 (78%)
5	Education	KC FODE	Number of students who sat Grade 10 examinations	67	40
6	Education	KC FODE	Number of students who sat Grade 11 examinations	19	48
7	Education	KC FODE	Number of students who sat Grade 12 examinations	22	34
8	Education	KC FODE	Number of students progressing to Grade 11 at end of academic year	67	40
9	Education	KC FODE	Number of students progressing to Grade 12 at end of academic year	19	48
10	Education	KC FODE	Number of students matriculating at end of academic year	22	34
11	Education	KC FODE	Number of students committed to becoming teachers at completion of studies	53%	58%
12	Education	KC FODE	Number of students committed to becoming health workers at completion of studies	47%	42%

## Grade 10 Kokoda College FODE Results

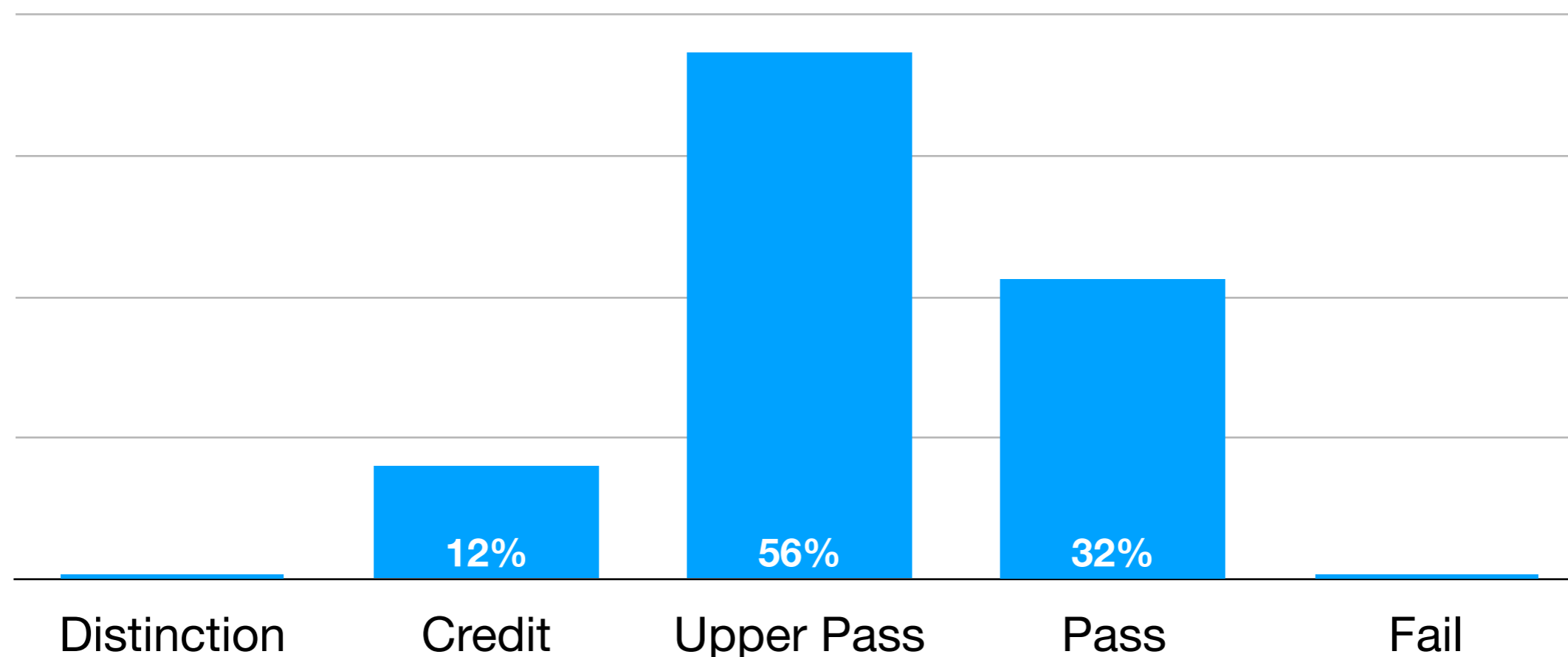
40 out of 61 originally enrolled students (66%) completed a whole academic year in 2020.

Grade 10 student ages ranged from 17 to 50 years; with an average age of 28 years.

42% of Grade 10 students are female; 58% are male.

In total, 171 exams were sat; on average 4.3 exams per student. 99% of exams were passed across the cohort.

The overall results of students across all subjects are summarised in the below graph.



***Results of all examinations sat by Grade 10s***

Looking at results per student, 97.5% of students who sat their end of year exams passed 100% of the academic course; whilst only 1 student did not pass one exam. 100% of these students will progress to Grade 11 in 2021. Furthermore, many students who did not sit their exams still completed assignments throughout the year and will be eligible to re-enrol in Grade 10 in 2021.

# Grade 11 Kokoda College FODE Students

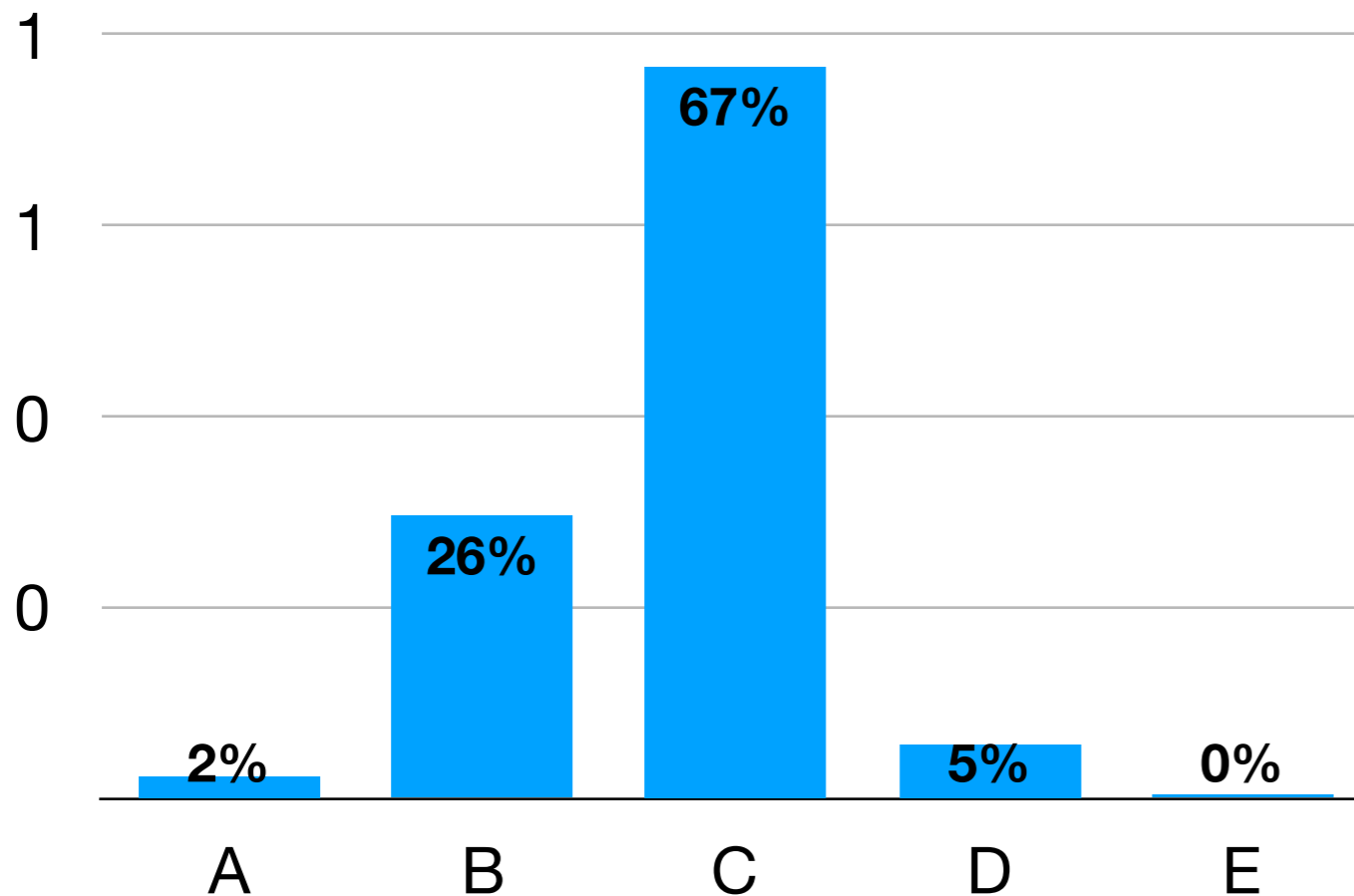
48 out of 53 originally enrolled students (91%) completed a whole academic year in 2020.

Grade 11 student ages ranged from 18 to 50 years; with an average age of 28 years.

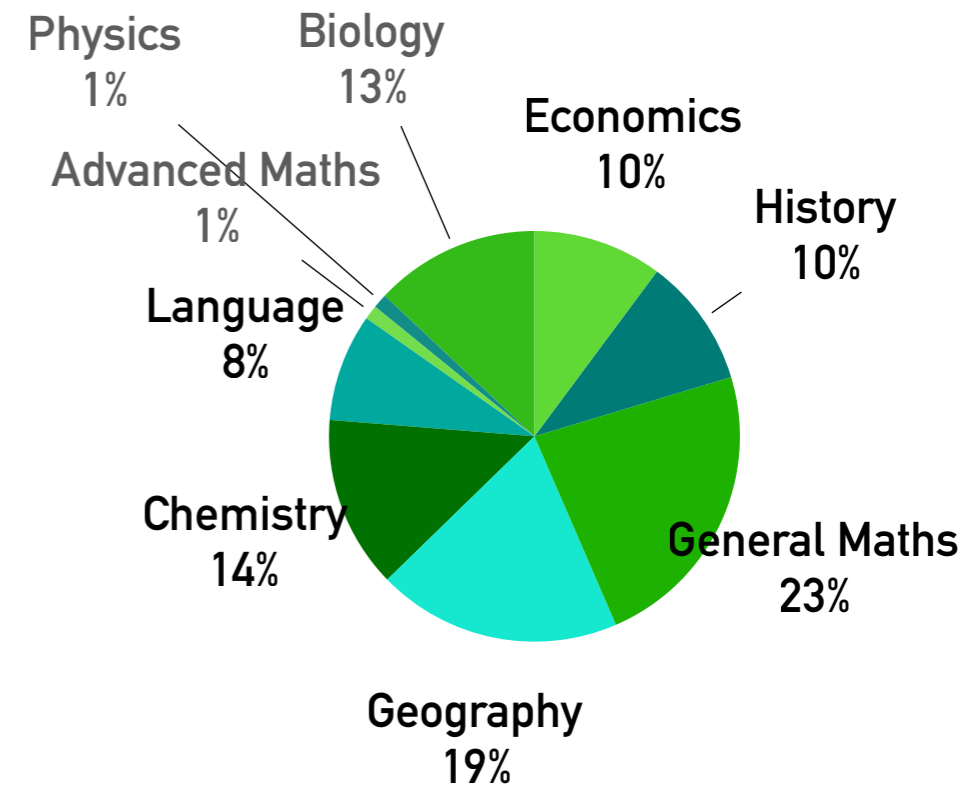
63% of Grade 11 students are female; 37% are male.

In total, 222 exams were sat; on average 4.6 exams per student. 67% of exams were passed across the cohort.

The results of each exam are summarised in the below graph.



**Results of all examinations sat by Grade 11s**



**Subject breakdown of failed exams**

Looking at results per student, 100% of students passed 100% of the academic course.

However exam results were low with only 67% of all exams passed. Strong performance during the year on submission of assignments however puts the cohort in a position to progress to Grade 12 in 2021 which 100% of the cohort who sat exams will do. Targeted support is required for exams especially in the areas of maths, geography, chemistry and biology.



## Grade 12 Kokoda College FODE Students

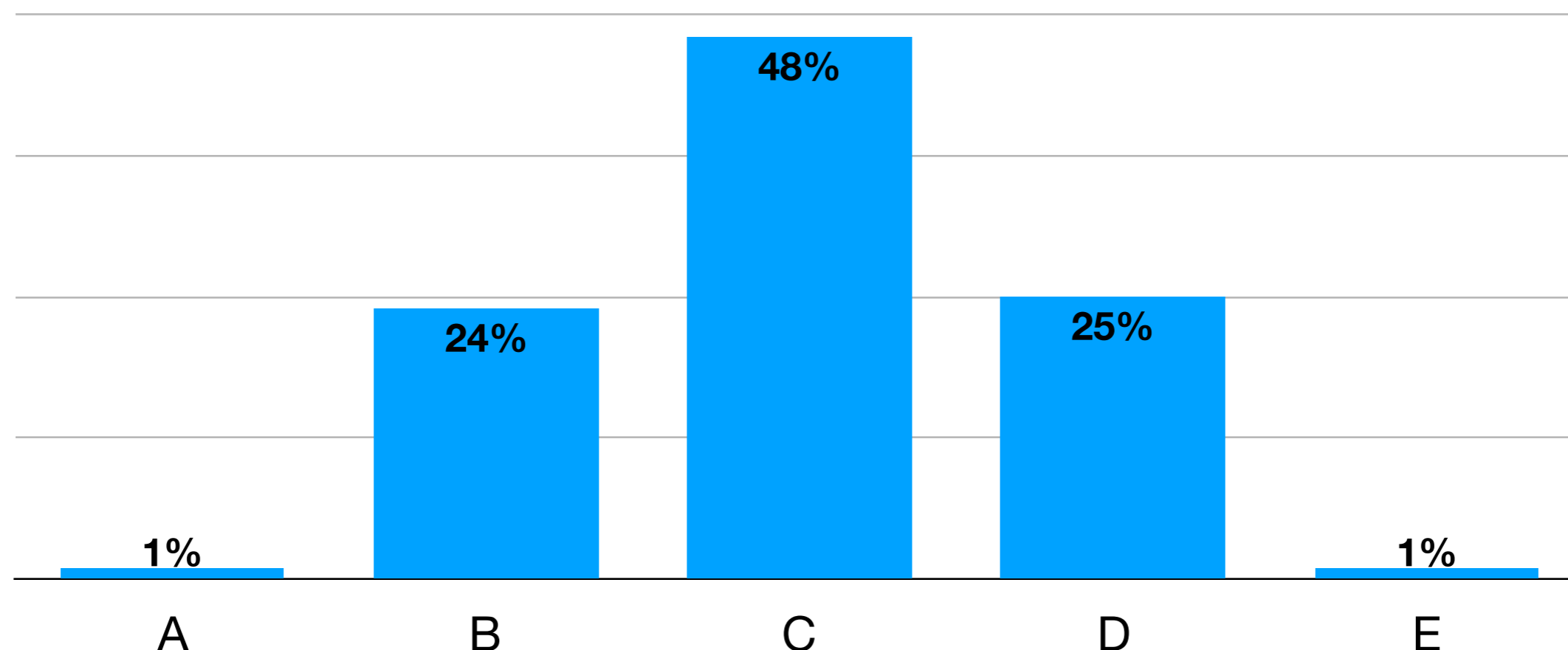
34 out of 42 originally enrolled students (81%) completed a whole academic year in 2020.

Grade 12 student ages ranged from 20 to 47 years; with an average age of 28 years.

50% of Grade 12 students are female; 50% are male.

In total, 151 exams were sat; on average 4.4 exams per student. 99% of exams were passed across the cohort.

The results of each exam are summarised in the below graph.



### ***Results of all examinations sat by Grade 12s***

Looking at results per student, 94% of students passed 100% of their exams; whilst 6% of students did not pass one exam only. These students will be given the opportunity to upgrade that subject area in 2021; all students who sat exams however will matriculate.

# Case Study 1: Lorah Biza

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Lorah is a Grade 11 student studying at the Kokoda College. Lorah's father is from the mountains of Morobe and her mother is from Oro which is how she came to be in Kokoda. Lorah completed Grade 10 at high school and wanted to then go on to study in New Ireland Province. Lorah's father told us he was upset when it was discovered that Lorah suffered such bad travel sickness that the potential for her to go and take further study in Kavieng was not going to be able to happen. Lorah instead started to work at the small shops in Kokoda station to earn money and settle.

When FODE enrolments at the College were opened, Lorah knew she had to apply and gained herself a place to study Grade 11 in 2020. Lorah is passionate about becoming a teacher in Kokoda, she is studying hard and her father says he has been impressed by her developments since she started, saying "this opportunity has given her new confidence and independence".

"She is learning a lot because she has become so disciplined with her study, she works very hard, I am seeing her each day changing and maturing" says her father. Lorah's sat her end of year examinations and gained good marks across the year. She is looking forward to progressing into Grade 12 next year.



# Case Study 2: Renny Sani

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Renny's is a wonderful story for what was all-round a difficult 2020! His journey has had so much to celebrate in a year of additional hardship with COVID-19. Renny and his partner had a baby in 2020; and he gained excellent grades in his FODE studies at Kokoda College.

Renny stopped high school at Grade 9 in 2003 for financial reasons; he and his family were unable to support his study any further and so he started to explore working as an electrician. He followed on this pathway to ensure he could earn money and plan what to do next.

Renny met Amanda, Kokoda College's Health Worker and they had a baby in 2020. When Renny was asked "why now, after all this time did you decide to take FODE and get your certificate up to Grade 12" Renny explained "FODE is flexible, it allows me to work and support my family, it allows me to be the father I need to be to my new born baby and it fits in between so I can learn, I have no time for formal education, this is the only way. Now I've done Grade 10 I can select subjects and I want to take the sciences."

Renny is pursuing a career in health work. "I am going to be a doctor, this time I want to wire up the human beings, not the buildings, I want to work properly now."

Renny received strong results in his exams in 2020 and is progressing onto Grade 11 in 2021.



# Case Study 3: Patricia Diveni

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After completing her Grade 10 in 1990, Patricia never received an offer to go for further studies due to low marks and difficulties with securing finances for further studies.

Patricia worked as an Accounts Clerk for a number of years to support her single parent mum and baby sister. In 2010, she returned to Kokoda as a mother herself, with her young family.

In 2012, Patricia took up the KTF Elementary Teacher Training program at Kou Kou village and graduated with a Certificate in Teaching.

In 2018, Patricia was invited to enrol in FODE at the Kokoda College. “My children had grown up and were in Grade 12 and 8 respectively, my husband had a job and had to Fly in Fly out at that time. I was now a student, a mother and a father working tirelessly with sleepless nights gawking most times under a dim lit solar buddy light”.

By the time Patricia reached Grade 12, she faced further challenges, being separated from her children, who were now studying at a University and the other in Grade 11 at a Technical School; and the impact of the COVID-19 pandemic and the College closures.

“It was tough for me knowing that the number of Grade 12s had increased. This made me work harder after dark into early hours then back to work in the morning with an aim to score an A and a daily reminder that the challenges are my stepping stone to elevate me. I was overwhelmed when my results were read to me by the Principal. I did score an A and my GPA was really impressive! I am excited about what the future holds.”



## 2. BALIMO (FODE) COLLEGE

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In 2020, KTF expanded the capacity of its new FODE Centre in Balimo, Western Province. 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 supported billeting arrangements in 2020; prior to boarding opening in 2021. 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 (FODE) COLLEGE (2019-2020)

	Program	Project	Output	Indicators (2019)	Indicators (2020)
				Q1 - Q4	Q1 - Q4
1	Education	FODE	Number of students who undertook initial PET testings for enrolment	105	250
2	Education	FODE	Gender breakdown of students enrolled (f / m)	47% / 53%	50% / 50%
3	Education	FODE	Students with a disability	3%	3%
4	Education	FODE	Number of students who completed a full academic year including national examinations	84 (80%)	175 (83%)
5	Education	FODE	Average age of students enrolled	27 years	27 years
6	Education	FODE	Number of students who sat Grade 10 examinations	32	56
7	Education	FODE	Number of students who sat Grade 11 examinations	49	38
8	Education	FODE	Number of students who sat Grade 12 examinations	3	81
9	Education	FODE	Number of students progressing to Grade 11 at end of academic year	32	50
10	Education	FODE	Number of students progressing to Grade 12 at end of academic year	49	38
11	Education	FODE	Number of students matriculating at end of academic year	3	81
12	Education	FODE	Number of students committed to becoming teachers at completion of studies	67%	59%
13	Education	FODE	Number of students committed to becoming health workers at completion of studies	33%	41%

## Grade 10 Balimo College FODE Students

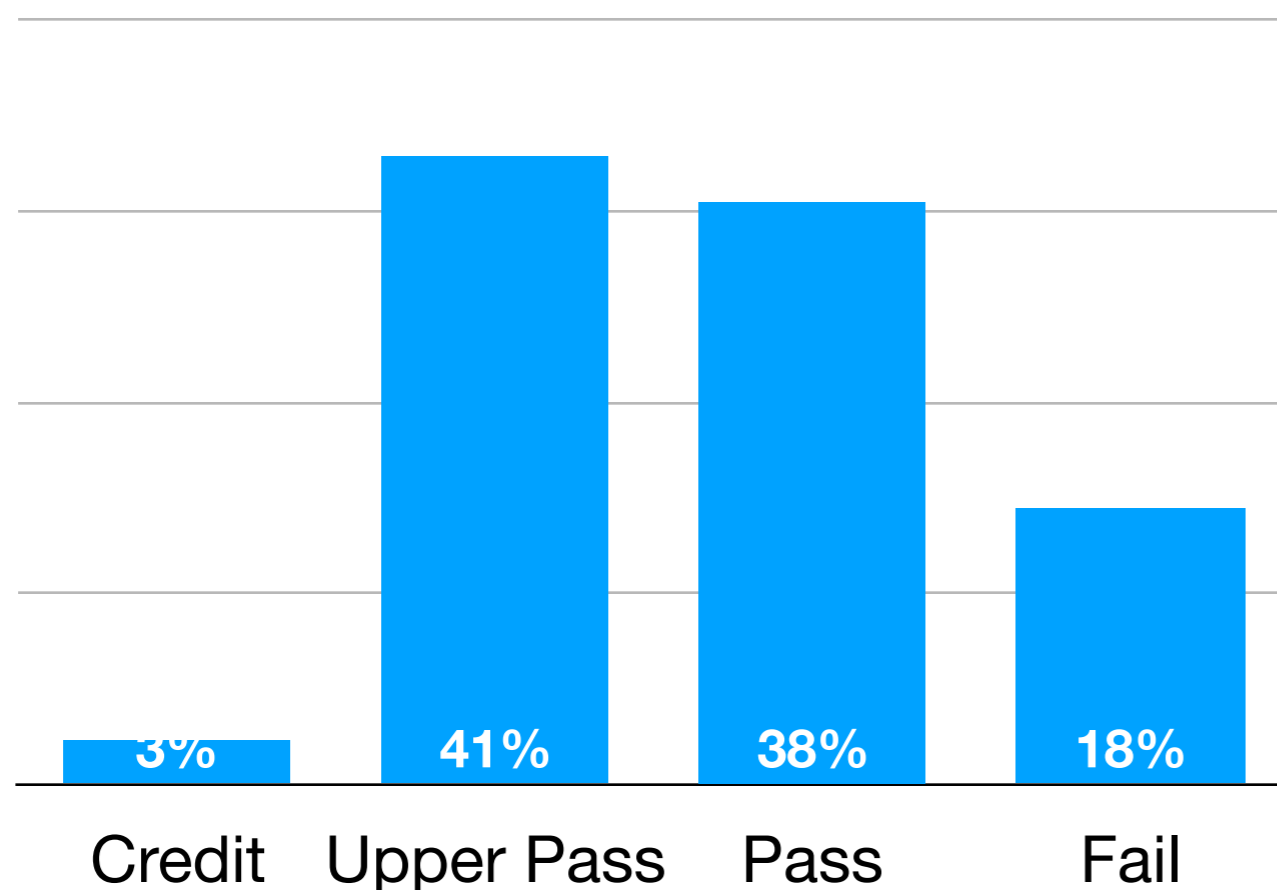
56 out of 68 originally enrolled students (82%) completed a whole academic year in 2020.

Grade 10 student ages ranged from 18 to 51 years; with an average age of 25 years.

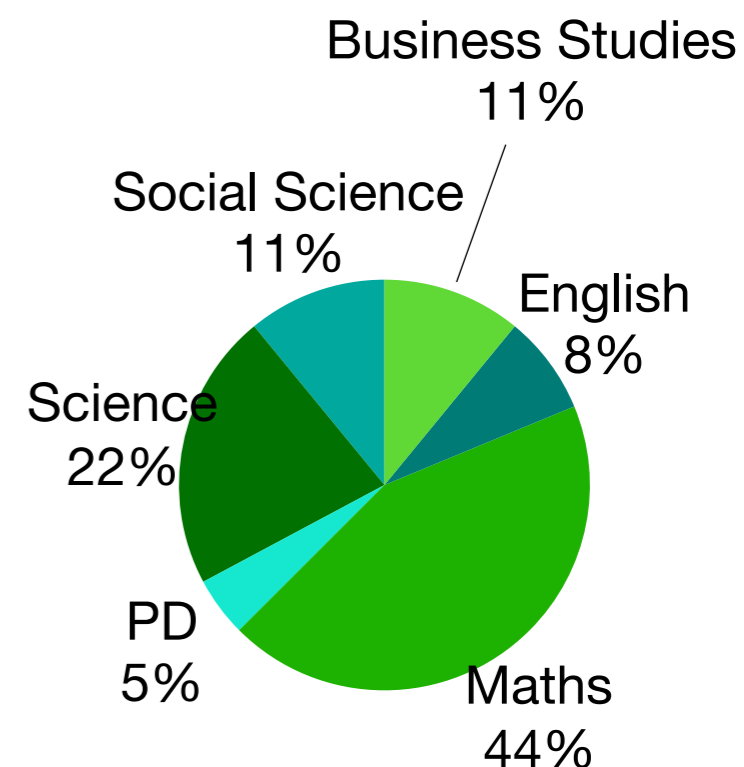
44% of Grade 10 students are female; 56% are male.

In total, 355 exams were sat; on average 6 exams per student. 82% of exams were passed across the cohort.

The results of each exam are summarised in the below graph.



**Results of all examinations sat by Grade 10s**



**Subject breakdown of failed exams**

Looking at results per student, 43% of students passed 100% of their exams; whilst 57% of students did not pass one or more exams. This does not mean that these cannot progress to the next academic year in 2021; but will allow us to target our tutoring support in weaker subjects, especially mathematics.

## Grade 11 Balimo College FODE Students

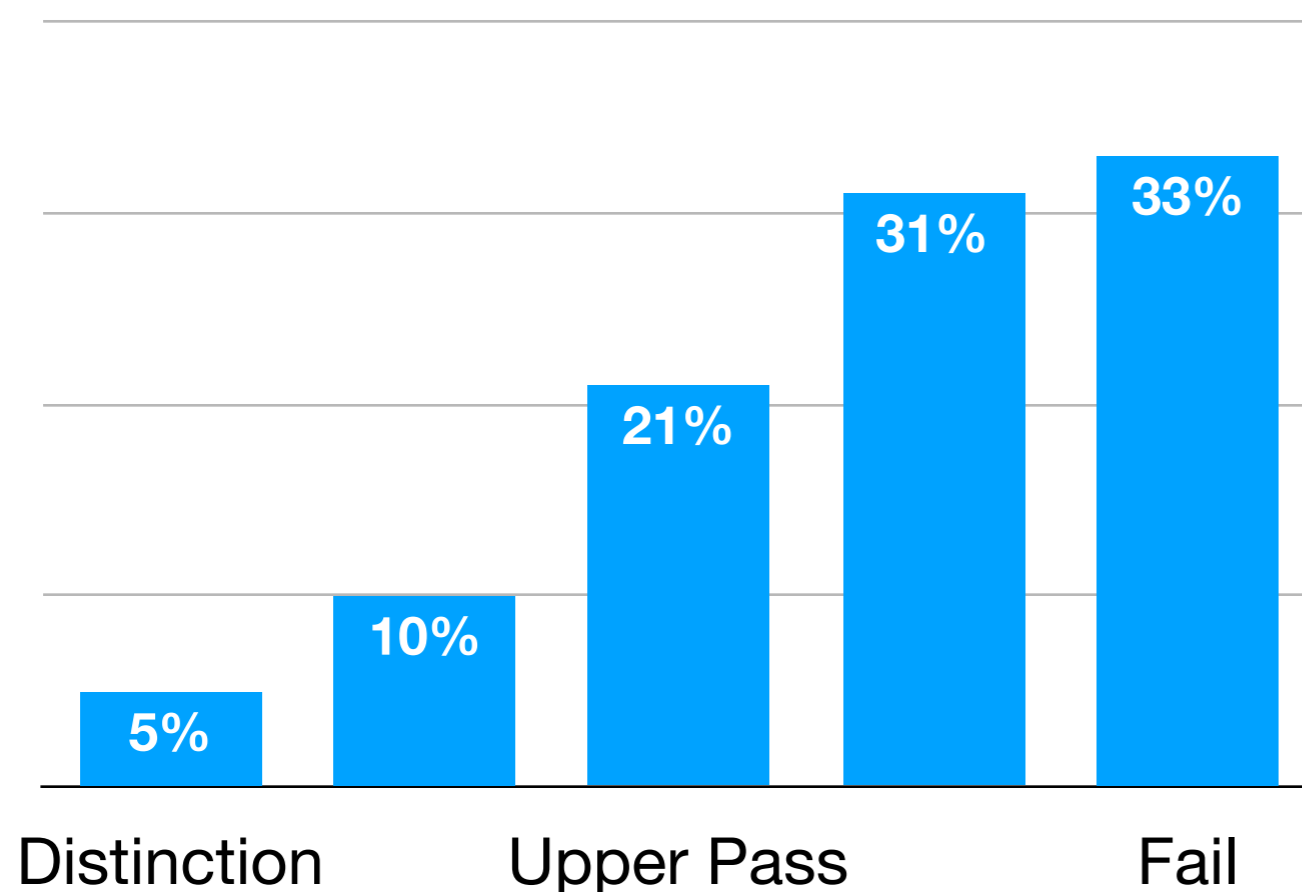
38 out of 57 originally enrolled students (67%) completed a whole academic year in 2020.

Grade 11 student ages ranged from 18 to 50 years; with an average age of 28 years.

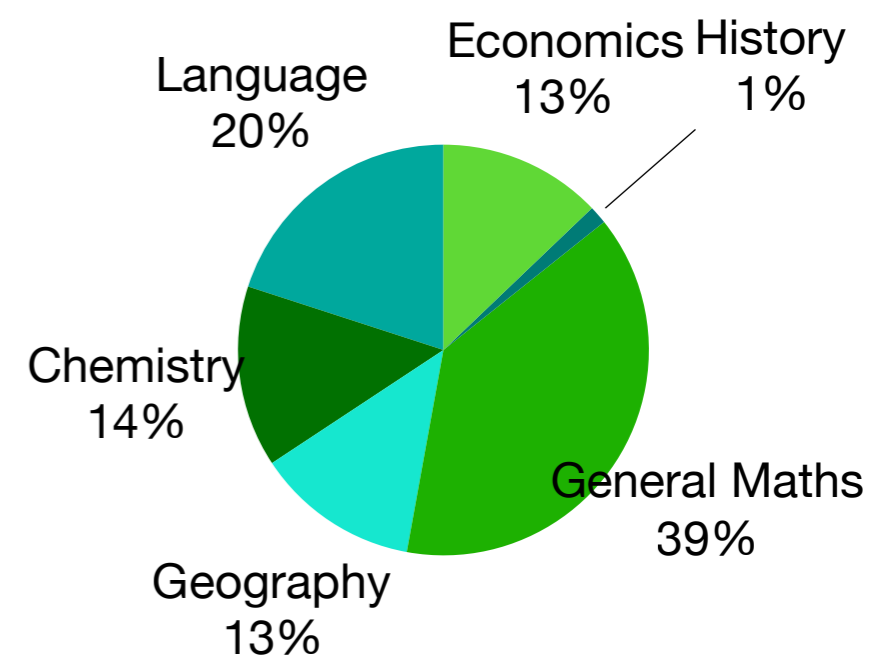
63% of Grade 11 students are female; 37% are male.

In total, 217 exams were sat; on average 6 exams per student. 67% of exams were passed across the cohort.

The results of each exam are summarised in the below graph.



***Results of all examinations sat by Grade 11s***



***Subject breakdown of failed exams***

Looking at results per student, 29% of students passed 100% of their exams; A further 24% of students failed just one exam. As the Grade 11 exam results are internal only, the students can progress to Grade 12 and analysis of these results alongside student case management will enable the academic staff to tailor tutoring focus in 2021.



## Grade 12 Balimo College FODE Students

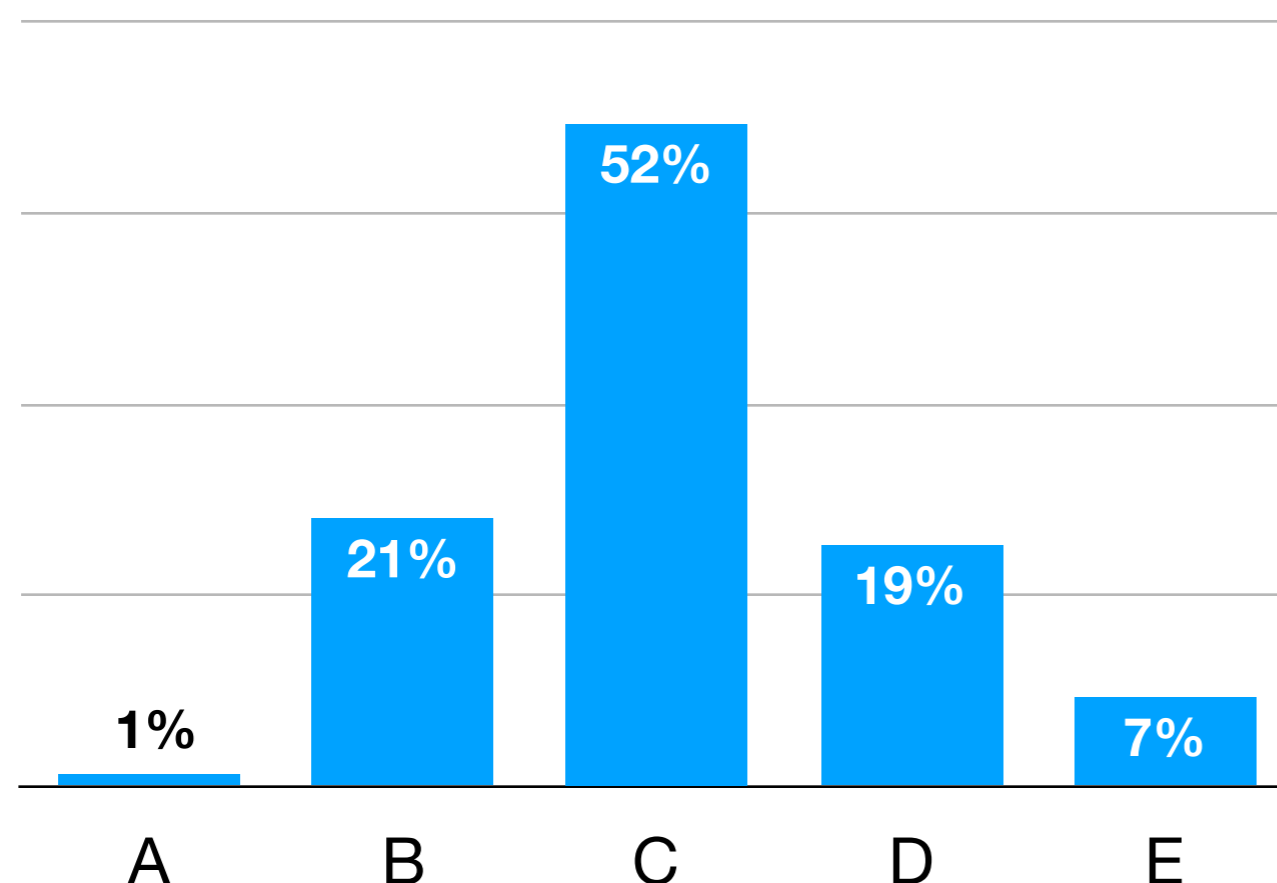
81 out of 85 originally enrolled students (95%) completed a whole academic year in 2020.

Grade 12 student ages ranged from 20 to 40 years; with an average age of 27 years.

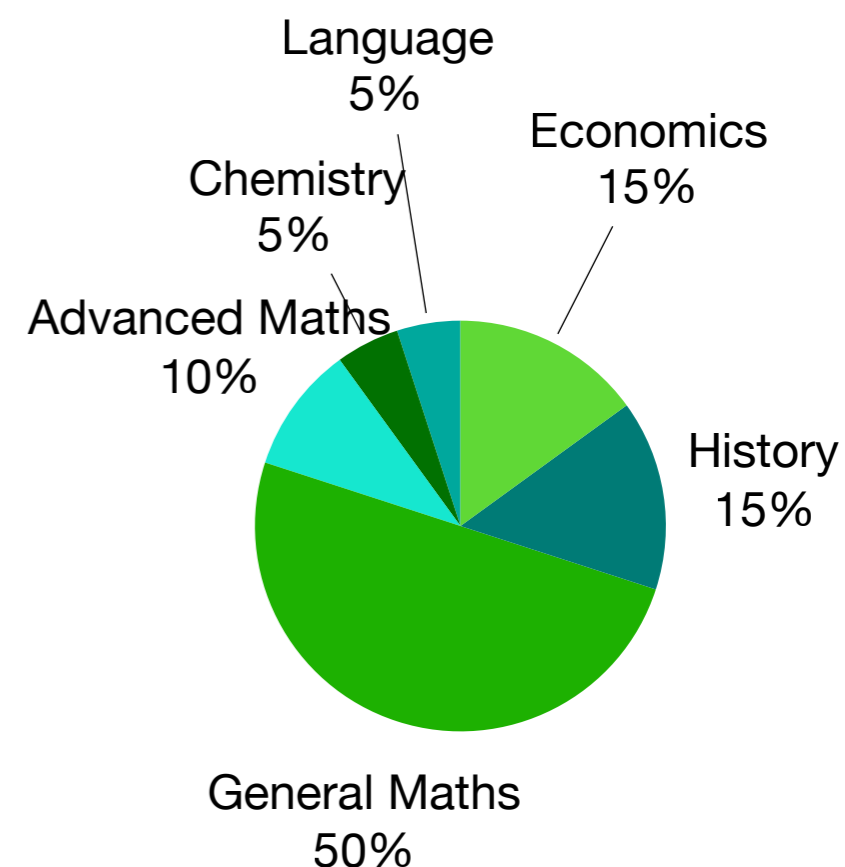
53% of Grade 12 students are female; 47% are male.

In total, 277 exams were sat; on average 3.4 exams per student. 93% of exams were passed across the cohort.

The results of each exam are summarised in the below graph.



**Results of all examinations sat by Grade 12s**



**Subject breakdown of failed exams**

Looking at results per student, 81% of students passed 100% of their exams; whilst 19% of students did not pass one or more exams. Four students failed more than one exam and will likely have to repeat. The other 11 students may only have to upgrade one subject and will be case managed for support. This is an excellent result for our graduating Grade 12 cohort.

# Case Study 1: Helen Moage

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Due to give birth days before your secondary National Examination? No problem for Helen Moage, Grade 11 student at Balimo College. Helen, mother to three children and pregnant with her 4th, was studying to upgrade her Grade 10 qualification during 2019. Such is her commitment to her education and hopes of becoming a teacher, she gave birth to a healthy baby boy on the weekend prior and went straight to Balimo College to sit her 2019 National Examinations; which she passed with flying colours.

Helen is from Kania village, a 6-hour dinghy ride from Balimo. She finds the teachers and staff at Balimo College very supportive and accommodating to student needs, especially mothers with young babies.

Now studying Grade 11, Helen finds the course content she learned in 2019 has prepared her well for the year ahead. In 2020, Helen took the subjects of Language & Literature, General Maths, Geography, History and Economics and passed the overall academic year.

Helen aspires to become a school teacher when she matriculates Grade 12 in 2021. She has witnessed the shortage of teachers in her village, with class overcrowding, and wants to ensure children have access to learning. She wants to help end the chronic teacher shortage that exists in her village and across PNG. A post-script to this story is a true testament to how grateful Helen feels for the opportunity to study at Balimo College. In the ultimate compliment, Helen's youngest son is called Mudi, named after Principal, Mr Duwaba.



# Case Study 2: Dabema Tigili

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Dabema Tigili is from Waligi village and completed his Grade 12 studies at Balimo FODE College in 2020. Dabema previously attempted to complete his schooling and, whilst he made it to Grade 12 at Awaba Secondary School, he was expelled at the time due to disciplinary reasons. This was around 17 years ago.

Dabema is now 35 years of age and is married. He is passionate about becoming a primary teacher and using his skills to support his under-resourced school in his home village.

In 2020, Dabema took the subjects of Language & Literacy, General Mathematics, Chemistry, Biology, Geography and Personal Development. His lecturers were impressed with his attitude to study and learning and he performed extremely well in his internal assignments throughout the challenging year. Dabema has been a dedicated and helpful student during his studies, supporting the staff and participating in extra curricular activities.

"When I heard about KTF Balimo FODE I said this is my only chance for a second- chance education. I don't want to live this life....I want to become someone and come back and help my people... enrolling at Balimo College makes that dream possible. I am so grateful to the staff who helped me during class time when I do not understand a few things."

Dabema completed the year and scored three Bs and two Cs - an extremely impressive result with a GPA of 2.6 which positions him well for entry into Teachers College.



# 3. MOTU KOITA (FODE) COLLEGE

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In 2020, KTF opened a new FODE Centre in Hanuabada in Port Moresby, PNG's capital. Shortly after opening the new centre, the COVID-19 pandemic hit, causing major disruptions to the 2020 academic year at the MKA FODE Centre and across all educational institutions in PNG. The impact was particularly felt in Port Moresby where Government enforced states of emergencies saw the MKA FODE Centre close for two periods (rather than one in the Provinces) during the year. Unfortunately, this resulted in a high level of student attrition at the MKA College over the course of the academic year. Whilst the ultimate aim of an academic year is to have students sit for their end of year national examinations, due to the disruptions of 2020, we are also reporting on other indicators including assignments completed and students who are on track to re-enrol next year for what we hope will be a less interrupted year.



# PROJECT OUTPUTS: MOTU KOITA (FODE) COLLEGE (2020)

	Program	Project	Output	Indicators (2020)
				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)	33% / 67%
3	Education	FODE	Students with a disability	3%
4	Education	FODE	Number of students who completed a full academic year including national examinations	36 (34%)
5	Education	FODE	Average age of students enrolled	26 years
6	Education	FODE	Number of students who sat Grade 10 examinations	14
7	Education	FODE	Number of students who sat Grade 11 examinations	12
8	Education	FODE	Number of students who sat Grade 12 examinations	10
9	Education	FODE	Number of students progressing to Grade 11 at end of academic year	14
10	Education	FODE	Number of students progressing to Grade 12 at end of academic year	12
11	Education	FODE	Number of students matriculating at end of academic year	10
12	Education	FODE	Number of students committed to becoming teachers at completion of studies	58%
13	Education	FODE	Number of students committed to becoming health workers at completion of studies	42%

## Grade 10 MKA College FODE Students

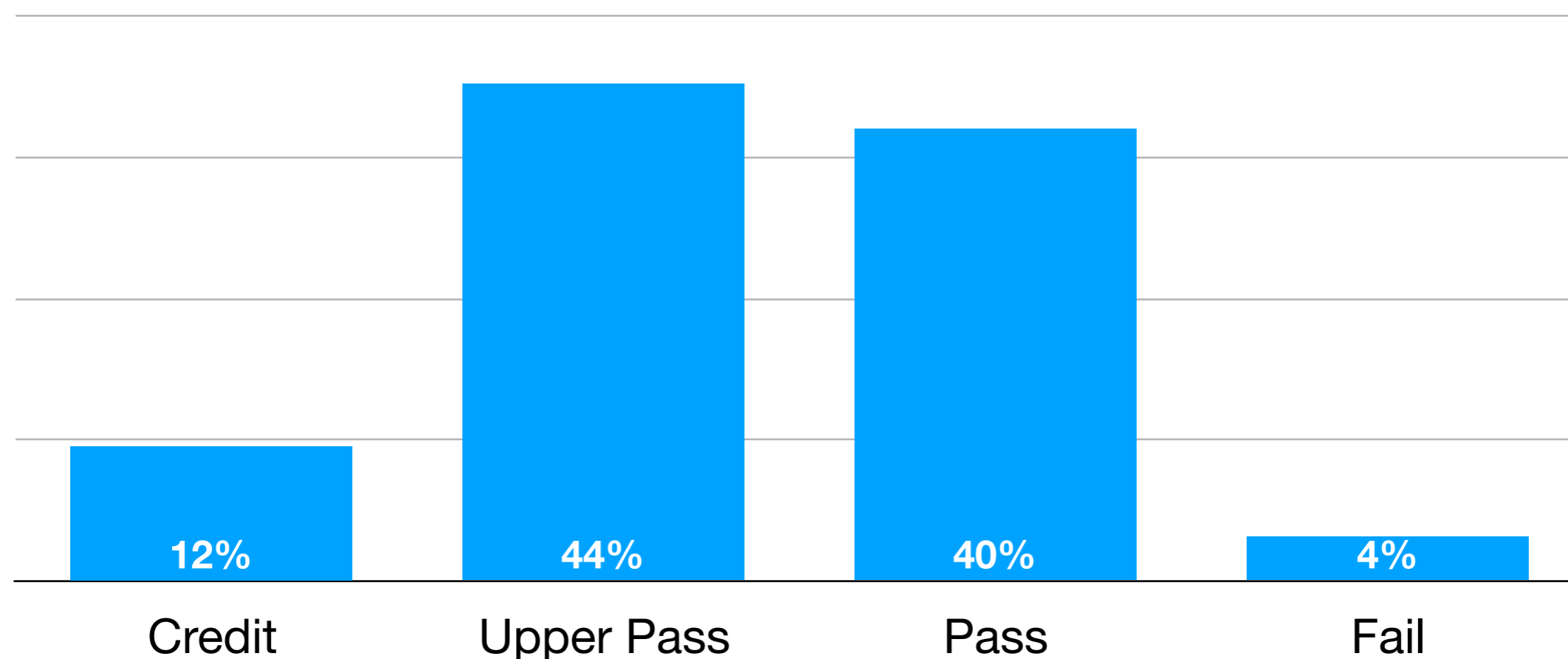
14 out of 51 originally enrolled students (27%) completed a whole academic year in 2020.

Grade 10 student ages ranged from 18 to 38 years; with an average age of 24 years.

71% of Grade 10 students are female; 29% are male.

In total, 25 exams were sat; on average 2 exams per student. 96% of exams were passed across the cohort.

The results of each exam are summarised in the below graph.



### ***Results of all examinations sat by Grade 10s***

Looking at results per student, 96% of students passed 100% of their exams; whilst 1 student failed just one exam. Additionally, 75% of the cohort submitted and passed 50% or more assignments throughout the academic year and are eligible to re-enrol in 2021 and complete the academic year.

## Grade 11 MKA College FODE Students

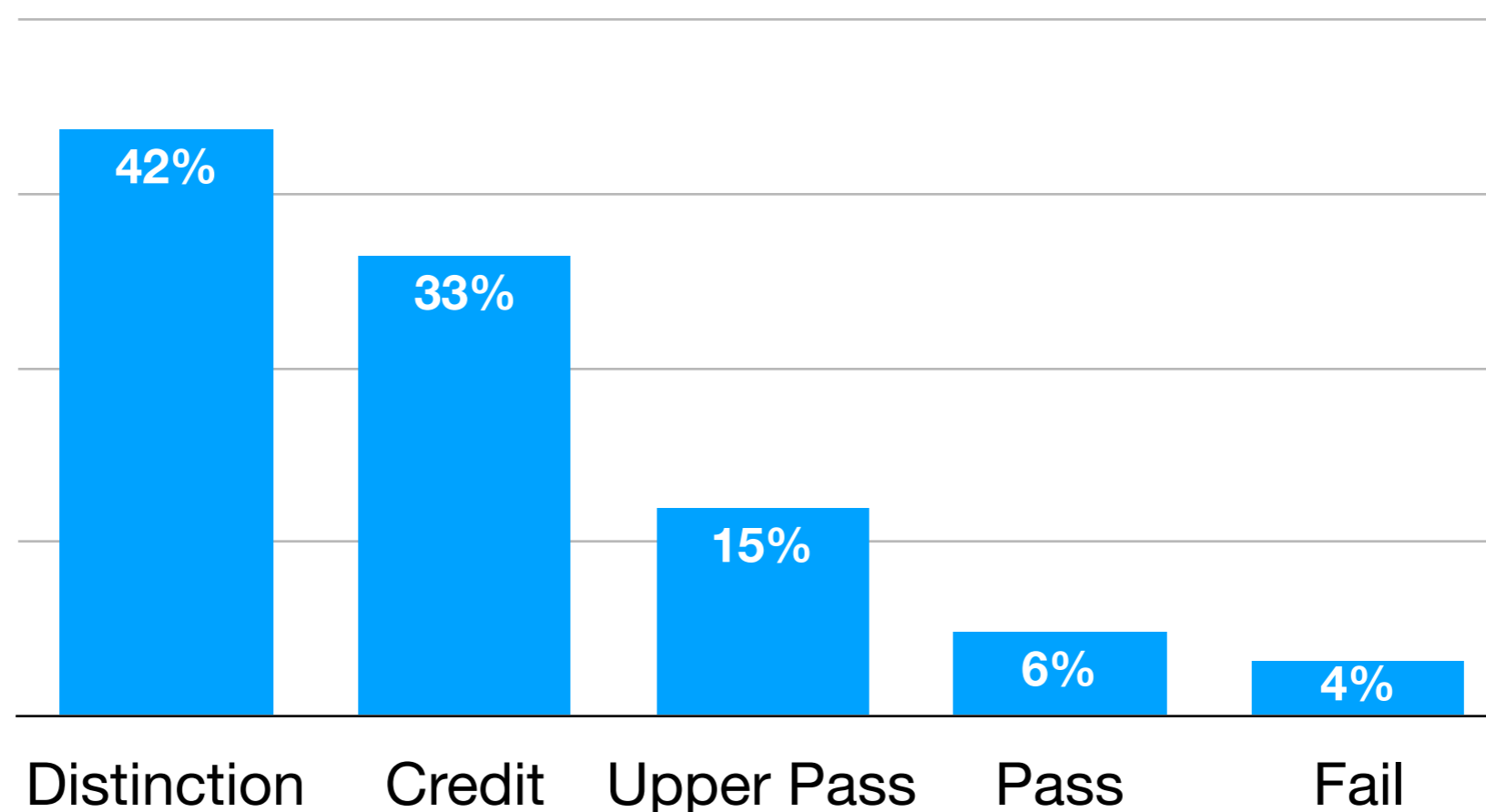
12 out of 29 originally enrolled students (41%) completed a whole academic year in 2020.

Grade 11 student ages ranged from 19 to 54 years; with an average age of 30 years.

67% of Grade 11 students are female; 33% are male.

In total, 48 exams were sat; on average 4 exams per student. 96% of exams were passed across the cohort.

The results of each exam are summarised in the below graph.



### ***Results of all examinations sat by Grade 11s***

Looking at results per student, 96% of students passed 100% of their exams; whilst 2 students failed just one exam each. Additionally, 80% of the cohort submitted and passed 50% or more assignments throughout the academic year and are eligible to re-enrol in 2021 and complete the academic year.

## Grade 12 MKA College FODE Students

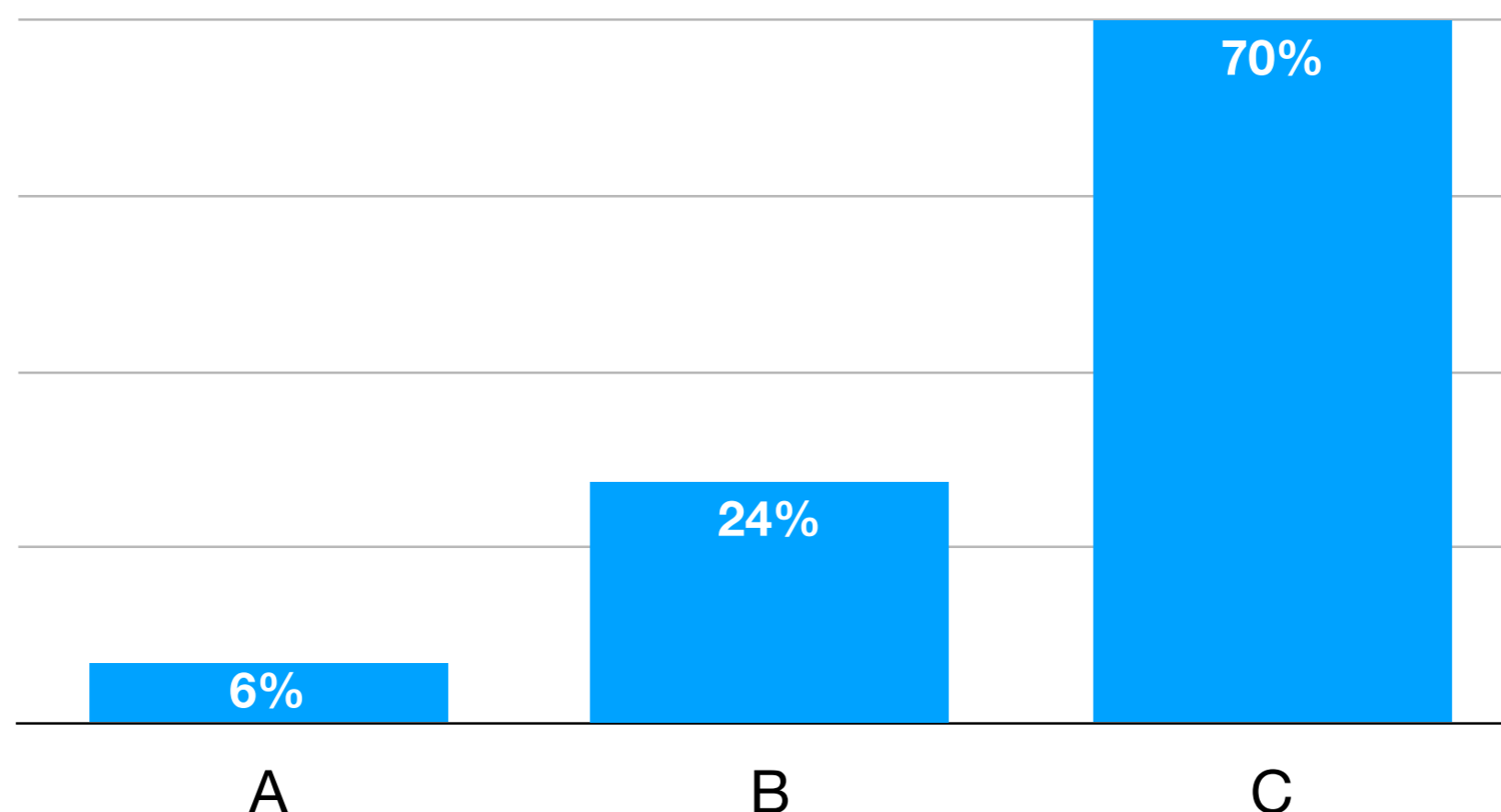
10 out of 25 originally enrolled students (40%) completed a whole academic year in 2020.

Grade 12 student ages ranged from 20 to 31 years; with an average age of 25 years.

60% of Grade 12 students are female; 40% are male.

In total, 17 exams were sat; on average 2 exams per student. 100% of exams were passed across the cohort.

The results of each exam are summarised in the below graph.



### ***Results of all examinations sat by Grade 12s***

Looking at results per student, 100% of students passed 100% of their exams. Additionally, 68% of the cohort submitted and passed 50% or more assignments throughout the academic year and are eligible to re-enrol in 2021 and complete the academic year.



# Case Study 1: Gabe Sese

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Gabe recently completed her Grade 10 studies as an Upgrader student at Motu Koita FODE Centre. Gabe completed her final FODE exams in October 2020 in pursuit of her desired career path of becoming an Early Childhood Teacher. Gabe undertook 5 subjects in 2020, being English, Maths, Science, Social Science and Personal Development.

Gabe achieved overall results of a Credit. Gabe completed Grade 10 at Badihagwa Secondary School in 1999 and was subsequently selected to do a Secretarial course at Goroka Technical College in the Eastern Highland Province and attained a Certificate in Secretarial studies in 2000.

However, Gabe's passion gradually began to shift towards becoming an Early Childhood Teacher and was ultimately employed as a Teacher Aide at the Bava International Kindergarten Early Childhood School, where she gained the necessary skills in early childcare.

From a personal perspective, Gabe is a single mother of two twin boys aged 8, who both attend the local Early Childhood Centre, where Gabe taught as an aide until the COVID-19 pandemic swept the globe. Gabe has an extremely caring nature, regularly volunteering in the National Aid Awareness team in Port Moresby since 2012. This caring nature was a key reason for her passion shifting to wanting to become a teacher; her pathway via KTF's FODE Colleges will enable her to graduate with her Grade 12 qualifications and enrol in pre-service teacher training.



# Case Study 2:

## Mairi Peter

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Mairi recently completed her Grade 12 studies as an Upgrader student at Motu Koita FODE Centre, supported by Kina Bank. Mairi completed her final FODE exams in October 2020, undertaking 5 subjects, being Advanced Maths, Chemistry, Physics, Business Studies and Language & Literature.

Due to the COVID-19 pandemic, some students were required to complete a reduced number of exams in 2020, with Mairi undertaking exams for Advanced Maths and Language & Literature, receiving overall marks of C and A respectively. Mairi also completed the year with an attendance rate of 80%, demonstrating Mairi's commitment to her education. The remaining exams will be completed in 2021.

From a personal perspective, Mairi and her husband have two children, a boy and a girl, supporting the family by selling betel nut in their village. In terms of Mairi's education, she completed Grade 12 at Gordon's Secondary in 2011, and although she entered the workforce immediately, Mairi ultimately didn't receive the grades she was hoping for. When Mairi heard the Motu Koita FODE Centre was opening in 2020, Mairi saw this as an opportunity to upgrade her marks, leading her to enrol in the college. Since graduating in 2012, Mairi was employed by BSP from 2012 – 2018 as an Asset Recovery worker.

Given her background in the finance, Mairi has indicated that her desired pathway is to progress into tertiary studies in accounting or business studies.



# FODE COLLEGES OUTPUTS: QUALITATIVE DISCUSSION

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2020 was an extremely difficult year to deliver a strong education program, given the pandemic restrictions and juggling the necessity to continue learning in the context of lockdowns and associated health and safety risks.

COVID-19 impacts were felt across several areas of the delivery of the FODE program at all three campuses:

- The transit of student and staff tablet computers which serve as a library of the curriculum's text books.
- The transit of assignments into each campus for assignment deadlines to meet the requirements for exam nominations.
- The resumption of classes under social distancing restrictions and health and safety additions required by PNG government, including hand sanitiser in classrooms, temperature checks, face masks and hand washing stations. This impact meant a reduction of students allowed on campus at any one time (especially complex for boarding students) and a new 9-week cohort rotation to be decided and communicated out into rural villages in advance of travel dates over the nearly 500 strong student numbers over all colleges.
- A strengthening of the GBV support on campus given the increased isolation and time at home for our female students.
- Poster campaigns of new COVID safe routines on and around campus and loaded onto tablets.
- The restructure of examinations under new COVID safe guidelines; the National FODE examination dates were announced and then changed on 3 occasions causing scheduling difficulties.
- The handling of assignment drop off and pick up zones at campuses and in outreach locations for students to have a COVID safe way of working through the assignments and remaining engaged and active throughout the academic year.
- Developing an e-learning registration form to encourage online engagement for learning, and understanding the student's locations, possibility for connection to charging and connectivity to do so. Developing the tech literacy (of staff and students) when on campus to help support this into the future. E-learning tutoring groups were established on the Facebook social media platform and used to support those students who could access it.
- The remote support of learning from rural homes, with the inclusion of facebook groups for subject specific tutoring and advice. At MKA a step further with Kina Bank mentoring scheme to support the students with all aspects of study including social, emotional, motivational and academic issues that arose.

# FODE OUTPUTS: QUALITATIVE DISCUSSION

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2020 saw the evolution of several areas:

- The current campus facilities needed upgrading to allow full access for all. Kokoda College has undergone a complete inclusive education assessment, headed by KTF's Disability Working Group, (Enosh Ben, Principal of Schools – Balimo, has a Masters in Inclusive Education and is on the working group committee) resulting in structural additions and adaptations to existing buildings. Balimo College campus has undergone several assessments from PNG accrediting bodies of campus regulations during transfer of responsibility to DHERST over the year. This has ensured that the design of building and campus access has been thoroughly considered and applied to the development plans.
- An internal evaluation of the disability data over 2020 found that there is an under-reporting of the disability identifiers across all colleges. Feedback has shown that physical disability of limbs is regarded as a disability, but other forms are not identified as readily and often stigmatised so a lack of willingness to share the information impacts the reporting. KTF will use its disability reporting grid for staff and students moving forward, with a self-assessment alongside question grid of ratings that can give an insight into wider aspects of disability impacts that may have gone unidentified. Disability reports in 2019 at Kokoda College were amplified due to the recent roll-out of Sight for PNG and increased awareness of vision issues. These were however not consistently reported in 2020; hence the need for a new methodology in 2021.
- The above assessment of student information will help KTF to get a clear and consistent picture of the needs of the students across the FODE campuses in 2021 (soon to be five), to then be able to respond to those needs.
- KTF partnered with WSU for the Balimo Schools program and via this partnership, strengthened our awareness and delivery of disability support within the FODE program.
- In Balimo the road to the college is almost complete for better access to the campus and KTF will have a vehicle to support the commute from the village for students who could otherwise not make this journey.
- Developing training across staff for identification and handling of the disability requirements at the colleges, led by Enosh Ben.

The Colleges also became bases for many of our COVID-19 response activities including distribution of hygiene kits, tippy taps, education and awareness, and primary health services across the regions. This will continue in 2021.



## 4. EARLY YEARS (TEACH FOR TOMORROW II)

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Teach for Tomorrow, Early Years supports the ongoing professional development and in-service training for elementary teachers in rural and remote communities. The project supports training, coaching up-skilling in early childhood and junior primary education under PNG's re-structured education system

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; the project evolved in 2020 with further changes to the structure of the schooling system.

Given the complexities and structural changes in the PNG education system, significant capacity support is needed for Provincial Departments of Education and elementary teacher trainers to prepare its elementary teacher workforce for the 1-6-6 school transition. Provincial Departments of Education have also been given the mandate to introduce ECE into their education systems, in effect creating a 3-6-6 structure; and KTF is partnering with them to design frameworks, up-skill trainers, and on-deliver in-service training for the creation of ECE teachers in remote and rural PNG. 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).

KTF is working in partnership with Provincial DoEs to deliver targeted training to elementary and primary teachers in early childhood education (ages 4-6 years) and junior primary education (Grades 1-2). Training focuses on topics such as pedagogy, assessment, child-behaviour, inclusive education, child protection and using natural resources to educate others.

KTF works initially with provincial trainers to up-skill, develop an ECE framework for their Province, and pilot a short-term teacher in-service program for elementary teachers; and in-service in junior primary for elementary and primary teachers. Trainers are then supported to return to their regions (often very remote) and implement an annual development calendar of in-service based on their respective framework and focus topics. KTF adopts a co-delivery approach to project design and implementation. Its international and in-country teams work alongside Provincial DoEs to co-deliver training to Provincial trainers, who in turn deliver the training, supported by KTF, to teachers in remote areas. Investment in resources and infrastructure is also provided, supporting remote schools to adapt their classrooms to early childhood centres.

# PROJECT OUTPUTS: EARLY YEARS (2019 – 2020)

	Program	Project	Output	Indicators (2019)	Indicators (2020)
				Q1 - Q4	Q1 - Q4
1	Education	Early Years	Number of district elementary trainers / senior educators trained	112	83
2	Education	Early Years	Number of district elementary trainers trained (females)	35	26
3	Education	Early Years	Number of district elementary trainers trained (males)	77	57
4	Education	Early Years	Number of T4TII Train the Trainer workshops delivered	9	5
5	Education	Early Years	Number of exchange programmes delivered	4	0*
6	Education	Early Years	Number of Early Childhood Education Provincial Frameworks developed	-	4
7	Education	Early Years	Number of elementary teachers & community members participating in Early Years workshops	-	39
8	Education	Early Years	Number of teachers supported by trainers engaged in Early Years	6,703	6,300
9	Education	Early Years	Number of Early Years resource kits distributed to trainers and teachers	112	122
10	Education	Early Years	Number of best-practice classrooms modified for Early Years education	-	2

*\*COVID-19 pandemic prevented any Early Years / Teach for Tomorrow II exchange programmes from taking place in 2020. It is anticipated that these exchanges also will not take place in 2021.*

# EARLY YEARS OUTPUTS: QUALITATIVE DISCUSSION

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In light of the success from Teach for Tomorrow project and the Teach for Tomorrow II project, in which KTF piloted a follow up, intensive and targeted professional development in-service program for elementary teacher trainers, T4TEY has become the next step in that development. Following the partnership model that has proven so successful with Teach for Tomorrow/II the provincial education departments worked with KTF to design a bespoke PD workshop and calendar to create maximum efficiency and outcomes in skills and understanding around Early Years Education. In the context of the educational reform of 1-6-6 (and more recently the proposed structure of 3-6-6) to be implemented across the country, and the fact that NDoE have not released an early years curriculum to date, Provincial Governments must develop their own curriculum and frameworks.

Challenges with the ongoing delivery of T4T EY:

- The lack of necessity for the province to complete this work, with provinces elementary staff dealing with the already large impact of the reform 1-6-6
- The lack of PNG accreditation associated with the program.
- The challenge to communicate to funders and teachers that an informal system of teacher training is actually raising the teaching standards, so is valuable outside of the system.
- The challenge to communicate to funders and teachers that ECE has an important role in the structure of the educational program and that the drive to complete this work will help to fill the gap from infants to the new junior primary of 1-6-6
- Difficulty in the placement of this program within the constantly shifting sands of the Elementary program decisions from government including:
  - The shift to 1-6-6
  - The change in Elementary teacher training to a Diploma in Junior Primary Teaching
  - The change to minimum entry requirements for teacher training
  - The shift to ECE and the under-skilled area this presents to the already struggling department.
  - The threat of all the above to the sense of peoples' job security and value in the school system.



# Early Years

Papua New Guinea is a country of 850 languages, the most linguistically diverse on the planet. With this diversity comes cultural differences created by relative isolation of a sparse population spread over a geographically challenging countryside.

A 'one-size-fits-all' approach is not always best in PNG, particularly for education. Although official languages are used in schools – English, Hiri Motu and Tok Pisin – cultural and linguistic differences mean learning is best tailored to local cultural and linguistic nuances. KTF's professional development projects for teacher upskilling are grounded in diversity, considering teacher skills base, teaching environment, available resources, geography and support accessible through provincial and national education bodies.

**Teach for Tomorrow II** provides professional development, up-skilling and ongoing mentoring to elementary teachers. It is an in-service program using a train-the-trainer model designed in collaboration with teacher trainers and provincial education authorities. It is tailored according to the needs and gaps identified within the differing provinces, which might include teaching methodology, inclusive education, child protection and the innovative use of natural environments to educate others, important in remote and rural classrooms with scarce resources.

Teacher Trainer, Velmah Worike, observed “We've seen elementary classrooms full of songs, sign language, rhyming words and animals sculpted with leaves from teacher's gardens. This creativity is at the heart and lungs of the education system in PNG. This creativity is keeping things going.”

**Teach for Tomorrow, the Early Years** also works with Provincial Departments of Education to design and develop a new Early Childhood framework, curriculum and teacher training program specifically for that province with a goal of including children two to six years into the formal education system during critical formative years.

This bespoke approach to education development brings the best possible learning outcomes for children in each province, setting them on their lifelong learning journey.



# Case Study: Nagute Zaipo

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Nagute Zaipo is KTF's Early Childhood Teacher Trainer responsible for rolling out our Early Years training across PNG. Nagute was trained as a primary teacher in PNG and in 2001 was hand-picked to train as one of PNG's first elementary trainers; followed by a scholarship to undertake a Bachelor in Early Childhood in affiliation with University of South Australia and Divine World University. Immediately after, Nagute joined the PNG Education Institution to train PNG's teachers at a critical juncture for PNG.

After a long and impressive career, in charge of curriculum and early learning with PNGEI, Nagute wasn't ready to retire and joined the KTF team. Having partnered with KTF on the Teach for Tomorrow roll-out, Nagute experienced first hand the organisation's commitment to the nation of PNG; not just a particular geographical region.

"It meant everything when I met KTF. So many parts of PNG are crying out for help; especially in the remote areas. I still see that teachers are not trained well. I see they are only given instruction in English and this isn't working. I see KTF has respect for PNG's languages, cultures and resources. Across our nation there isn't enough respect for children's experience; play as a form of pedagogy or active learning has been over-looked and this must be central to the success for teachers."

Nagute is committed to ECE theories and practical implementation of theories in the classroom. "Conceptual, play curriculum and children learning via active learning - all the work KTF is doing - this has been missed elsewhere."

"Early Years has been really eye opening for communities. For the first time people are realising that early childhood education belongs to us. It is not reserved for others. It should be available to every 4 year old in the country and communities have the power to deliver this."





# 5. 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. Our PNG Schools project also supports scholarships for primary students across the catchment region and associated projects in these schools.



# PROJECT OUTPUTS: PNG SCHOOLS PROJECT (2019-2020)

	Program	Project	Output	Indicators (2019) Q1 - Q4	Indicators (2020) Q1 - Q4
1	Education	PNG Schools Project	Number of schools built or maintained	12	9
2	Education	PNG Schools Project	Number of schools provided with educational supplies	35	10
3	Education	PNG Schools Project	Number of students enrolled in schools provided with educational supplies	3,875	2,077
4	Education	PNG Schools Project	Number of water supply systems completed in schools	2	2
5	Education	PNG Schools Project	Number of people served by improved water supplies	400	215
6	Education	PNG Schools Project	Number of teacher postings supported (wages)	15	15
7	Education	PNG Schools Project	Number of students served directly by teacher postings supported	532	457
8	Education	PNG Schools Project	Number of students in schools with KTF teacher postings supported	1,000	457
9	Education	PNG Schools Project	Number of primary scholarships supported	1,846	2,042
10	Education	PNG Schools Project	Number of primary schools supported via scholarships	12	9

# PNG SCHOOLS PROJECT OUTPUTS: QUALITATIVE DISCUSSION

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

In 2020, 15 teachers were supported through the salary programme to operate schools that contributed to 13 schools remaining open during the year. However, the project's usual supply of stationery and resources was paused during 2020 due to the economic crisis impact of the pandemic on KTF. This will be resumed in 2021.

In Quarter 4 2020, four KTF teachers were successfully transferred across to the Government payroll. After years of advocacy, and supporting their FODE and up-grading pathways, this was a significant milestone. These teachers no longer require KTF support for their salaries and positions and meet all Teaching Service Commission and Provincial Department of Education requirements to remain on government payroll.

The school scholarship program was continued in 2020 in partnership with the Kokoda Initiative and Kokoda Track Authority which supported parents and schools with the parental contribution project fees. 2,042 primary scholarships were supported across nine primary schools. Each of these schools utilised their project fee funding to undertake a range of infrastructure works, maintenance, capacity building, resourcing and skills development activities (see below table). 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.

School	Province	Scholarship Numbers	School project	Status at EY2020
Sogeri Primary	Central	83 Female; 99 Male	School perimeter fencing	Almost Complete
Efogi Primary	Central	26 Female; 48 Male	x 2 teacher win haus	Procurement
Bodinumu Primary	Central	68 Female; 81 Male	x 2 teacher win haus	Construction
Manari Community	Central	54 Female; 64 Male	Boarding haus	Procurement
Kavovo Primary	Central	40 Female; 51 Male	x 2 toilet blocks	Procurement
Kokoda Primary	Oro	383 Female; 364 Male	Library, classrooms, teacher haus	Almost Complete
Abuari Primary	Oro	14 Female; 21 Male	Stationery	Procurement
Kebara Primary	Oro	176 Female; 170 Male	Teaches haus and desks	Procurement
Gorari Primary	Oro	134 Female; 166 Male	Double classroom	Complete

# Case Study: Anne Beleni

Anne Beleni is KTF's elementary teacher at Kokoda Elementary School. Having been on KTF payroll for 6 years, Anne was also upgrading her qualifications at KTF's Kokoda College, enrolled as a full-time FODE student.

In late 2020, KTF received the long-awaited news that four of our elementary teachers had been transferred across to the PNG Government payroll. KTF teachers in Alola (Aron Sega), Kokoda (Roisy Nave and Anne Beleni) and Isurava (Lindy Tahima) and many of their colleagues had waited for years; the longest report being 17 years for this transfer to take place. After participating in KTF's Teach for Tomorrow Certificate of Elementary Teaching in 2016, where teachers were given the opportunity to complete previously partially completed studies, the teachers finally became officially recognised by the Teaching Service Commission in 2020.

Our four teachers were overwhelmed with gratitude and relief now they were on the government payroll and grateful for KTF's generous support over the years. They said they will never forget the kind gesture that KTF gave to them and their families.

"We are still part of the KTF!" Anne Beleni said. "The support I received from KTF over the years was great and it helped my family and my mum put food on our table. I am where I am because KTF believed in me."

Aron Sega said "Thank you KTF for all you've done for me". It's now time to be independent".





*New double classroom at Gorari Primary School from KTF's Scholarships Program in partnership with the Kokoda Initiative and KTA. The school used the 2020 project fees to construct the double classroom and provide much needed additional space for the hundreds of children enrolled at the school. KTF teams supported the scholarships and assisted the schools to co-design and co-deliver the major infrastructure project; whilst the scholarships eased the burdens of families during the economic crisis created by COVID-19.*



# 6. BALIMO SCHOOLS PROJECT

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In 2020, KTF commenced its new Balimo Schools Project, providing targeted support to teachers and schools in the Balimo catchment region in Western Province. Balimo Schools Project aims to improve teaching, learning and access to schooling for children across the Balimo catchment region. By focusing on three critical parts of high quality education - teacher training, targeted coaching, and holistic resourcing - the initiative aims to improve the quality of teaching and learning across remote classrooms. The Balimo Schools project is a partnership between Kokoda Track Foundation (KTF), Sustainable Development Program (SDP), the Western Province Department of Education and Western Sydney University (WSU). The project works with 36 schools across the Balimo catchment region - 20 elementary schools and 16 primary schools. 147 elementary and primary teachers are engaged across the 36 schools. The schools span a geographical area of approx. 3,000 km<sup>2</sup>. The project invests in three critical educational elements:

- Teacher professional development - a series of tailored PD workshops are delivered to the 147 teachers during school holiday breaks.
- Teacher coaching - each school receives a weekly visit by a senior education coach who mentors them throughout the term.
- Resources - each teacher receives a suite of educational and technological resources for their classroom.



# PROJECT OUTPUTS: BALIMO SCHOOLS PROJECT (2020)

	Program	Project	Output	Indicators (2020) Q1 - Q4
1	Education	Balimo Schools	Number of elementary teachers participating in in-service workshops	49
2	Education	Balimo Schools	Number of primary teachers participating in in-service workshops	98
3	Education	Balimo Schools	Number of elementary schools receiving resources support (textbooks, library books, curriculum materials)	20
4	Education	Balimo Schools	Number of primary schools receiving resources support (textbooks, library books, curriculum materials)	16
5	Education	Balimo Schools	Number of solar systems and televisions distributed	36
6	Education	Balimo Schools	Number of elementary students receiving support (male, female)	1,854 (48% female, 52% male)
7	Education	Balimo Schools	Number of primary students receiving support (male, female)	3,219 (49% female, 51% male)
8	Education	Balimo Schools	Number of in-service workshops delivered	2
9	Education	Balimo Schools	Number of coaches engaged and trained	9
10	Education	Balimo Schools	Number of coaching sessions delivered	360

# BALIMO SCHOOLS PROJECT: QUALITATIVE DISCUSSION

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In Quarter 3 2020, we recruited and then trained our team of 8 coaches; as well as additional members of the Middle Fly Division of Education. The coaches and senior education officers participated in a two week workshop where they were trained in the "Coaching with Care" framework, the elementary and primary professional development pathways, critical ECE theory and the measurement framework for tracking change over the course of the project.

The coaches were oriented to the professional development pathways for the teachers and the focus areas of training and up-skilling to be delivered over the 18 month project:

- Elementary Teachers - Upskill to Junior Primary
- Elementary Teachers - Upskill to ECE
- Primary Teachers - Upskill to Junior Primary

Data collected from the 8 coaches and two senior education officials who participated in the Q3 workshops, revealed that they had 279 years of collective classroom experience; and a further 75 years of teacher trainer experience.

Positive evaluation of the Coach up-skilling workshop was reported by all participants:

- Understanding of ECE theory - 44% increase
- Understanding of pedagogical strategies - 37% increase
- Understanding of child brain development - 44% increase
- Confidence in developing training materials - 40% increase
- Understanding of research based methods - 44% increase

A series of regular teacher professional development workshops are scheduled to be delivered during school holiday periods over the course of the 18-month intervention. Workshops in September 2020 kicked off the project with 49 elementary teachers attending. The second round of workshops took place in January 2021 with all elementary and primary teachers. All training is then aligned with the coaching program that is implemented in the following term. For example, throughout Term 4 2020 the coaches worked with their teachers to implement the critical constructivist and ECE learnings into their classrooms. Over just one term of delivery, changes have already been reported by teachers and coaches including tangible transitions to constructivist and child-centred classrooms.

# Case Study: Bisawa Bamula

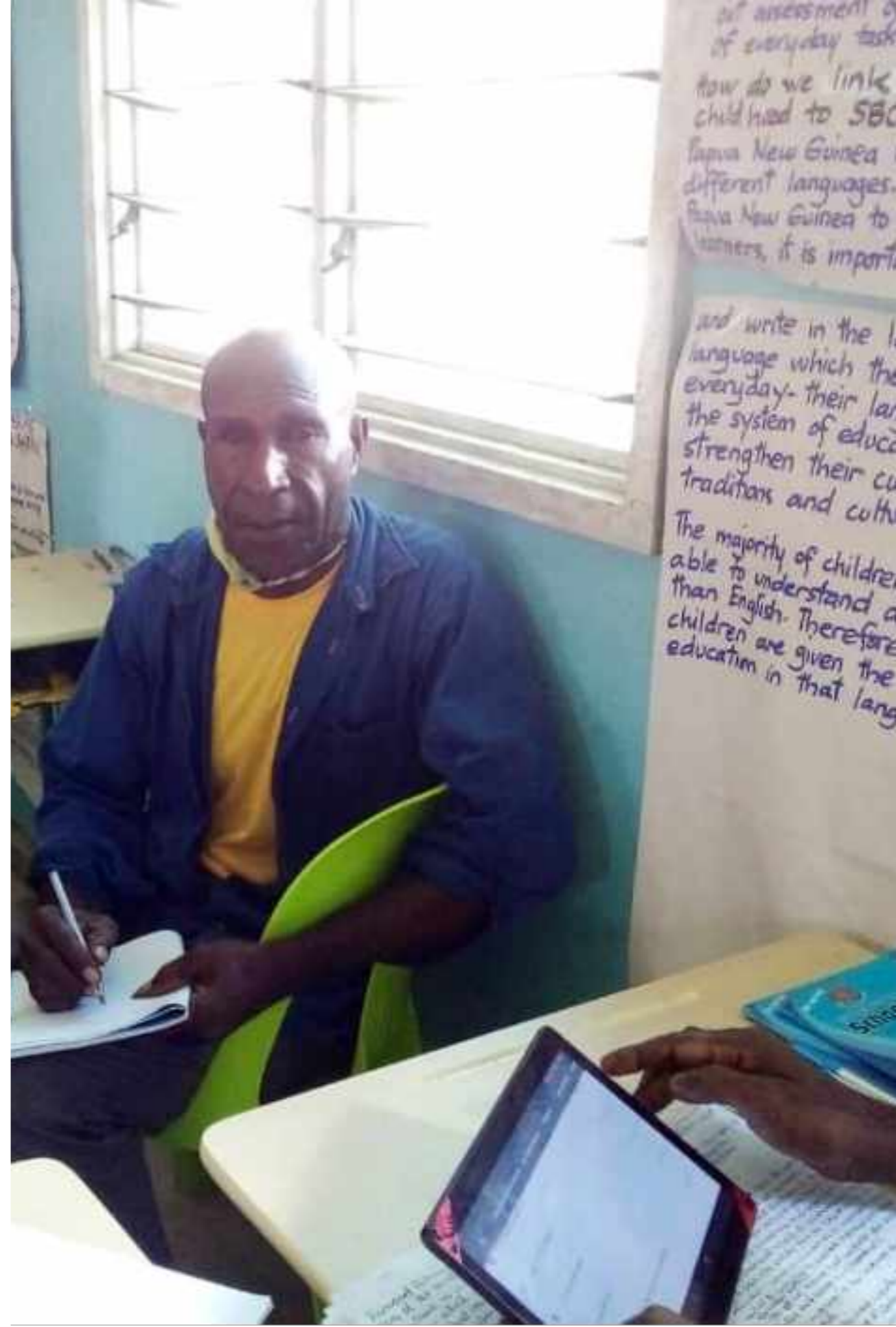
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Coming from a subsistence farming community but not enjoying gardening has been Mr Bamula's toil for the early part of his life. From Dogono village in Middle Fly, Western Province, Mr Bamula realised he wanted to follow a different dream, and to do this he needed more education. This wasn't an easy journey, after his own schooling finishing at Grade 10, he managed to seek out and follow vocational training pathways. Mr Bamula became an accountant clerk and when doing so, realised this was also not his passion. Knowing he couldn't make another wrong turn his next decision was critical; he retrained through Teacher Directed Training (old form of elementary training) and became an elementary teacher, and this is where he knew he belonged!

Up-skilling professional development and teacher working groups for support are not common in Balimo. Training is hard to come by, especially once in the routine of term-time delivery and the full time work schedule this demands.

Doing the Balimo Schools program this year, a professional development program with the focus on Literacy for young learners, even with a two hour walk to the campus each day, Mr Bamula says it's his dream to improve his knowledge in Early Childhood teaching. He is excited to "improve the learning standards of our future generations and so improve our living standards".

He has most enjoyed the opportunity to be within a team of like-minded professionals, sharing ideas, working in groups and reading different theories. "This will change my teaching fundamentally" he tells the coach and mentor Queny, "my approach to young learners will change and I will be sharing this awareness and knowledge with parents and communities about the importance of Early Childhood Education."



# Case Study: Lomeawa Keme

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Michelle Obama said: “When women are educated their countries become stronger and more prosperous.” We think Ms Lomeawa Keme is one of the best examples of that:

Ms Lomeawa Keme is a Grade 3 and 4 teacher at Miti Primary school in Middle Fly, Western Province. Ms Keme is from Makapa village where she tells us life is good and people are helpful. Her favourite thing about living where she does is that her people are loving and caring, so there’s no wonder she wanted to invest in the community by becoming the best elementary teacher she could be.

There are challenges though, she explains sometimes there is no food and she needs to find what she can in the bush for herself and her family to eat, often the payroll can have errors and her pay is missed. Despite all of this when asked what her dreams are, she says to be a more skilled teacher to be able to support children to improve their learning standards and give back to Balimo. It’s no surprise then that Ms Keme has made the journey to reach the KTF Balimo schools two-week training on Literacy for Early Years and Junior Primary pathways, even if the travel there is 4 hours.

An active professional development fortnight of practical exploration of literacy, her favourite thing about the training is learning phonics, and the activities for young children to engage with their languages, this training she tells us, “will give me real change in the classroom.”

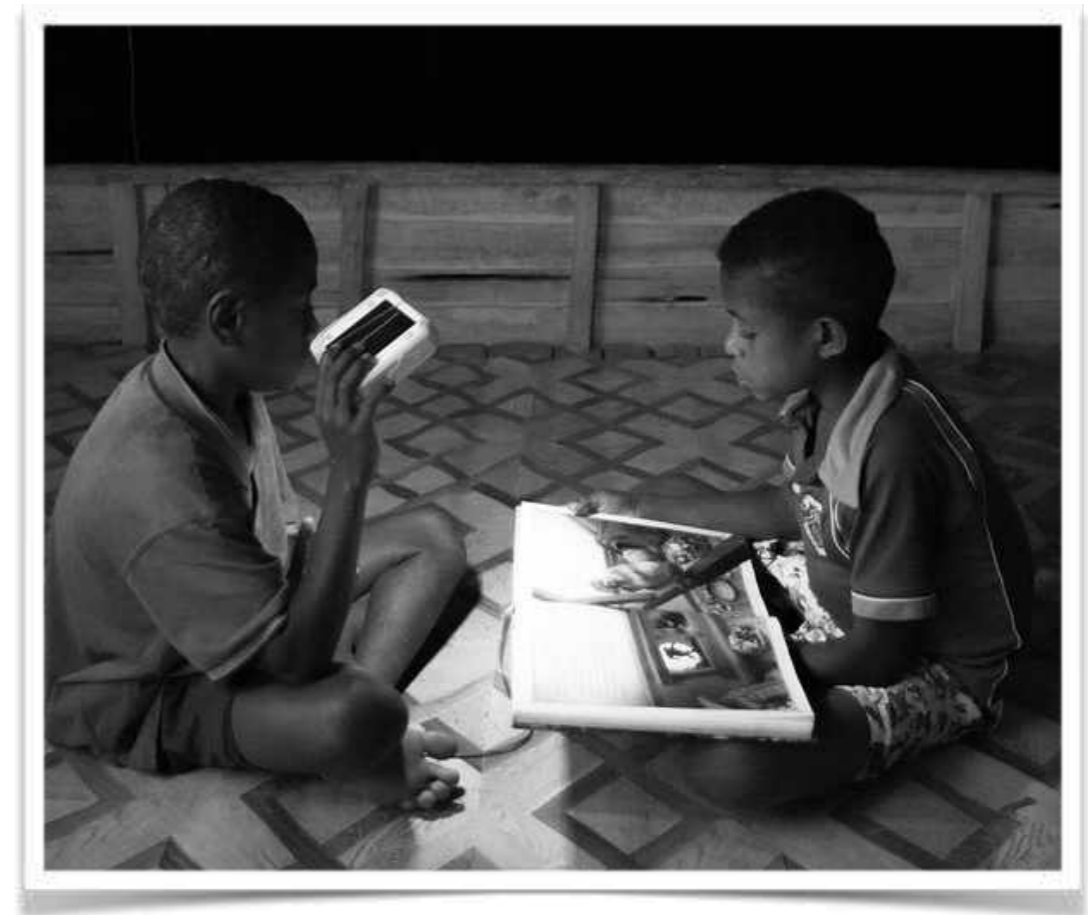
Ms Keme is front and centre of the possibilities in Western Province and we know she is one of the women Michelle Obama speaks about when she tells us that the impact from this training most important to her is to “support students to learn so they can have jobs and be independent and go on to serve their community and country”.



# 7. 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 (2019 – 2020)

	Program	Project	Output	Indicators (2019) Q1 - Q4	Indicators (2020) Q1 - Q4
1	Education	SolarBuddy	Number of SolarBuddy lights given to children	14,159	3,550
2	Education	SolarBuddy	Number of schools SolarBuddy lights distributed to	77	14
3	Education	SolarBuddy	Number of provinces SolarBuddy lights distributed to	12	3

KTF's partnership with Australian charity, SolarBuddy, has to date distributed 34,000 solar lights to children and teachers across remote and rural areas in PNG. In 2020, however, the impacts of the COVID-19 pandemic significantly impacted the project, resulting in a lower number of lights distributed. Restrictions in international travel, border closures, and PNG's two states of emergencies meant that our usual distribution model was impacted and lights were difficult to receive in country and distribute via usual supply chains. The total number of lights donated by SolarBuddy were also reduced in 2020.

In 2020, however, we did undertake a follow-up evaluation of the impact of the SolarBuddy lights, and the results will be published in Q1 2021. 2020 also saw us undertake project design work to prepare for an upcoming battery replacement scheme.





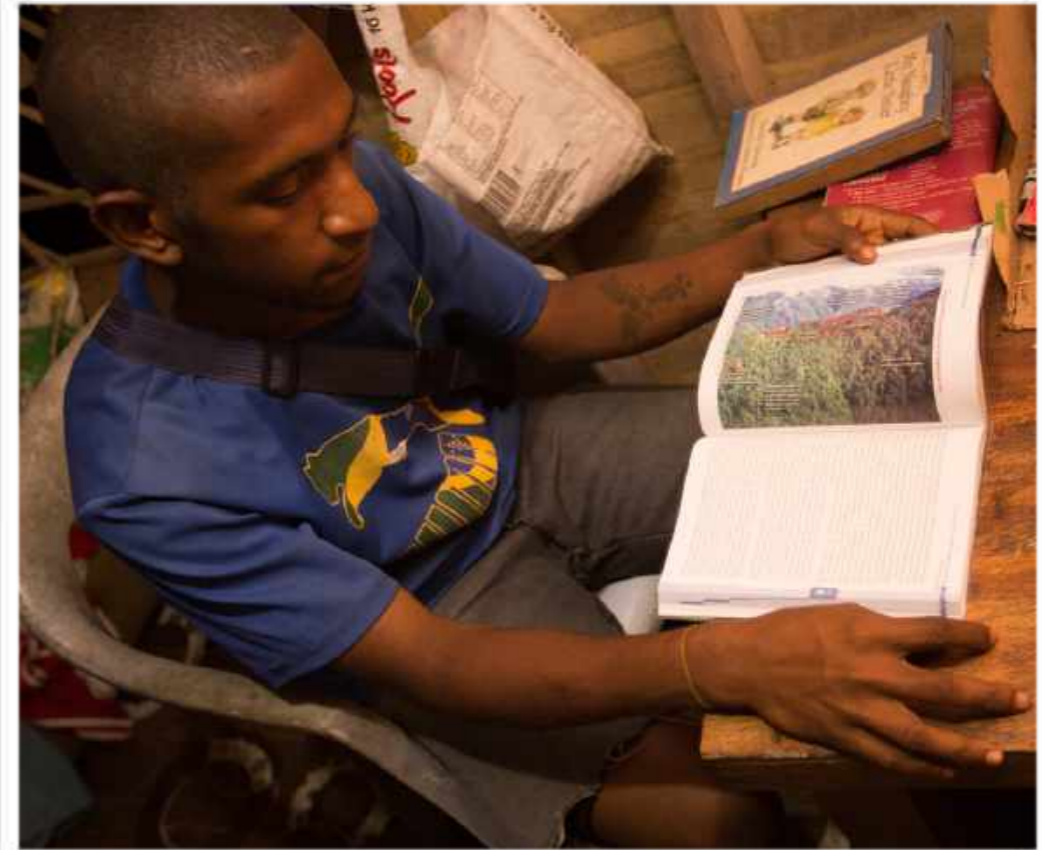
# 8. VILLAGE CONNECT / LIGHT FOR LEARNING

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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.

In 2020, no additional installations were undertaken; however an evaluation of the project was completed and significant preparation for expansion of the project in 2021 - via our new Light for learning initiative.



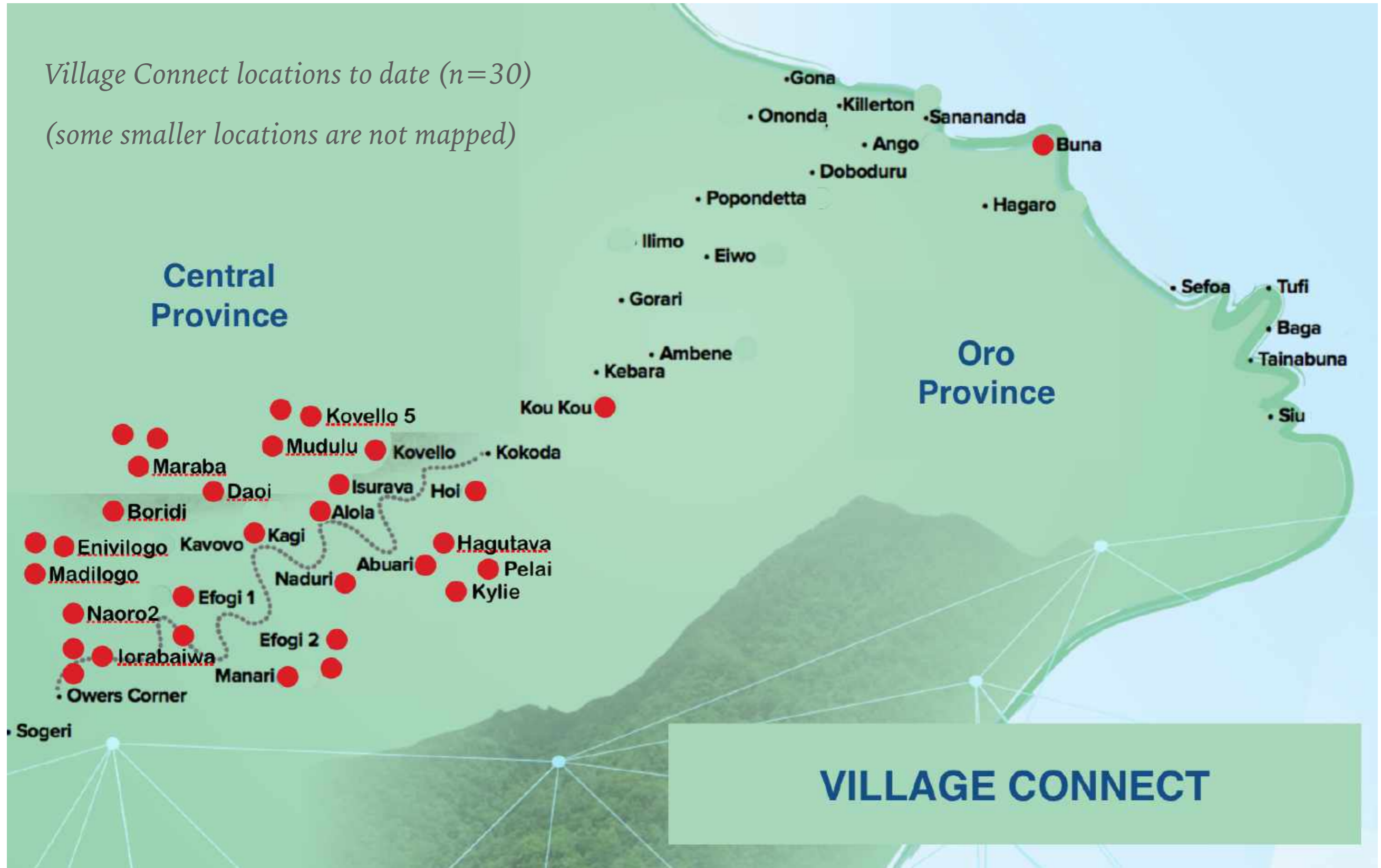
# PROJECT OUTPUTS: UNDER EVALUATION (2017 – 2019)

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

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2020 was spent working with the Pawarim Komuniti team at Australia's Department of Foreign Affairs and the Puma Energy Foundation, to prepare for a significant expansion to the project in 2021. The new project will install 4,859 household and community solar systems in remote, off-grid communities in the Western and Oro Provinces. Communities have been selected on the basis of students enrolled at KTF's education facilities, the Balimo and Kokoda Colleges, which deliver the Flexible Open Distance Education (FODE) program (second-chance education) as well as in-service teacher and health worker training for people from the remote communities in the catchment regions.

The mode-of-delivery at KTF's two Colleges is via tablets and students rotate between on-campus, face-to-face lectures and tutorials, and self-directed study at home. Whilst students are on campus, they have access to charging stations that enables them to charge their tablets. However, during their self-directed home-based study periods, many students struggle to charge their tablets.

Stemming from KTF and Solar Solutions PNG's previous partnership, students from the College communities are selected and all the households and main community facilities (schools, aid posts, community centres, Churches) in their villages receive the solar systems. KTF takes a 'whole-of-community' approach to installing the systems to ensure fairness, equity and transparency in the process; and to build teams of trained community members, known as 'solar champions', for the ongoing sustainability of the intervention.

Installation and maintenance 'solar champion' teams, comprising a minimum of five women and men from the local community, will be trained in the systems and will undertake maintenance and battery replacement over the system life cycle. Training will also include a basic financial literacy module that will initially be delivered by KTF team members and on-trained by solar champions to community members to equip them with the skills needed to manage the household budget among others. The financial literacy module will also be provided as a resource pack for each community, comprising a manual and video training module stored on USBs provided with facilities solar units to play on televisions to reinforce learnings. Budgeting and savings will help households prepare for battery replacement costs in the long-term (c.5 year life-cycle), as well as improving overall financial management and enhance project sustainability, including wider reach of solar technology facilitated by satellite hubs established at the two Colleges. The groups of solar champions will be established in every project community and will be connected to the satellite repair and sales hubs at the Balimo and Kokoda Colleges. Ongoing training (including financial literacy and technical skills) will be delivered by KTF partners at the two campuses and via the satellite hubs.

2020 also saw KTF undertake a follow-up evaluation of the previous Village Connect project. Results will be published in Q1 2021.



# CASE STUDY: DEBORA

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Debora Totonu, is a Grade 8 student from Kovello village. In 2020, against all the odds, she became dux of her school. All of Kovello village was in high jubilation! Her achievement “gave the village the pride” stated the Village Chief.

Debora lost her Dad a number of years ago and life was hard with just one parent to support her and her siblings. She and her siblings had to fight over torch batteries to use for their studies; it was hard for her mother to afford more torch batteries combined with other basic household needs, so studying into the night was solely dependent on the availability of torch and batteries.

Life for Debora changed after her family received a sunking solar system via KTF’s Village Connect project, giving her the ability and privacy to sit comfortably in her room to study at night. And study she did... coming out first or second in all her subjects and receiving the overall dux award.

Debora reports that in the villages of Kovello and Hoi, snake bites during the night have dramatically reduced. In the months since the solar installation, no snake bites have occurred, criminal activity has reduced, sexual assault and harassment has reduced and the students of Kovello village are now challenged to do better in their studies.

“Overall many lives has changed dramatically on the track and everyone is looking forward to buying new sunking solar or buying new battery when the time comes” said Debora. “The solar system changed my schooling experience and I am excited about what I can do now that I have completed my primary schooling.”



# EDUCATION OUTCOMES



# EDUCATION OUTCOMES

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KTF's education program seeks the following outcomes:

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

Our Teach for Tomorrow project (2016 - 2018) trained 3,685 elementary teachers across 14 Provinces. This included 54% female teachers, 46% male teachers, and 11% of teachers with a disability. Together, these teachers deliver schooling to 136,698 children across remote and rural Papua New Guinea. Since the completion of this project, our Teach for Tomorrow II, Early Years, PNG Schools and Balimo Schools projects have continued to provide training to cohorts of teachers who were trained via the Teach for Tomorrow project.

We are continuing our efforts to get two new Teachers Colleges registered in PNG. In 2020, the Department of Higher Education, Research, Science and Technology took over management and accreditation of Teachers Colleges (from the National Department of Education). We are progressing efforts to have the Balimo Campus privately accredited through DHERST in partnership with SDP and Western Sydney University. We are also continuing efforts to expand the facilities at the Kokoda College and seek accreditation as a Teachers College; in both locations offering the first ever pre-service Teachers College.

Once accredited, these facilities will offer a suite of pre-service teacher training offerings; and will also be used as a base to deliver our ongoing in-service and professional development offerings.

## **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**

In 2020, our Teach for Tomorrow II, Early Years, PNG Schools and Balimo Schools Projects delivered professional development and up-skilling to trainers, senior teachers and teachers across the five Provinces of Western, Morobe, New Ireland, Gulf and the Autonomous Region of Bougainville. Professional development was delivered to 83 trainers and senior education officials; as well as directly to 186 primary and elementary teachers working across these Provinces. Many hundreds of additional teachers were reached through ongoing professional development delivered by the up-skilled trainers and senior education officials; the train the trainer model reaching deeply into remote and rural parts of PNG for teacher skills improvement.



# EDUCATION OUTCOMES

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

In 2020, our three FODE Colleges (Kokoda, Balimo and MKA Colleges) continued to identify and support people who want to train as teachers in the future on their matriculation pathways. In 2020, the Colleges enrolled and supported 275 students who expressed strong interests in becoming teachers in the future; and 195 of these students completed a full academic year and are eligible for progression. Of those that didn't sit the full year, in many cases due to COVID-19 disruptions, most are eligible for re-enrolment in 2021 and are still on these pathways to becoming teachers.

A significant milestone of 2020 was the transition of four KTF teachers across to PNG Government payroll in the Oro province. After training these teachers via Teach for Tomorrow; and supporting them through their FODE studies at Kokoda College, the teachers met the Department's requirements for formalised positions.

## **EDU5: Improved environment and educational outcomes for students**

In 2020, our PNG Schools Project (including the Scholarships), Early Years, Balimo Schools Project, Light Up PNG and Village Connect all worked to improve the educational environments and outcomes for students. The classroom environments for over 7,000 students were directly improved as a result of resourcing and infrastructure investment via the Balimo Schools Project (5,073 students), and PNG Schools Project (2,077 students).

Additionally, SolarBuddy lights were distributed to 3,550 students, providing them with a lighting source to undertake homework after dark. Our Village Connect project continues to have influence on students from across 30 communities in the Kokoda Track catchment region, with the household systems enabling them to study after dark. Whilst the results of a recent evaluation of the Village Connect project are currently being compiled for publication, high level findings include:

- 83% of systems are still working very well; with a further 9% reporting some minor faults
- 81% of respondents stated that the time their children spent doing homework after dark had INCREASED since receiving the household system
- 92% of respondents use their systems every night; with an additional 4% using them 1 to 6 nights per week
- Respondents reported a 246% increase in time their children spent on homework after dark as a result of receiving the household systems. Average study time increased from 24 mins per day prior to receiving the systems to 84 mins study per night.



# 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

KTF re-designed the project in 2020 by expanding the project's activities to directly respond to the COVID-19 pandemic and to align closely with DFAT's Partnerships for Recovery development response. The project design has been undertaken in close consultation with 12 health facilities across Oro and Central Provinces, the Central and Oro Provincial Health Authorities, and KTF's Program Management and Executive team.



# PROJECT OUTPUTS: HEALTHY COMMUNITIES (2019-2020)

	Program	Project	Output	Indicators (2019)	Indicators (2020)
				Q1 - Q4	Q1 - Q4
1	Health	Healthy Communities	Number of aid posts provided with drugs & medical supplies	11	15
2	Health	Healthy Communities	Number of aid posts built or maintained	3	3
3	Health	Healthy Communities	Number of water supply systems completed in aid posts	1	15
4	Health	Healthy Communities	Number of aid posts provided with solar solutions	3	9
5	Health	Healthy Communities	Number of CHW postings supported (wages)	10	12
6	Health	Healthy Communities	Number of CHWs being trained (undergraduate)	2	2
8	Health	Healthy Communities	Number of patients < 18 years old	-	43%
9	Health	Healthy Communities	Number of births at health facilities	20	40
10	Health	Healthy Communities	Number of pregnant women accessing prenatal and postnatal clinics	-	126
11	Health	Healthy Communities	Number of family planning clinics delivered	-	9
12	Health	Healthy Communities	Number of immunisation patrols conducted	40	8
13	Health	Healthy Communities	Number of children immunised	4,259	3,780
14	Health	Healthy Communities	Average number of patients accessing health services per quarter	3,600	9,750
15	Health	Healthy Communities	Population numbers having access to health service	33,000	38,000

# HEALTHY COMMUNITIES OUTPUTS: QUALITATIVE DISCUSSION

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The Healthy Communities project provides access to primary healthcare for people living in remote, rural communities in Central and Oro Provinces. This project facilitates the operation of aid posts by supporting the salaries of CHWs and by providing drugs, medical equipment and infrastructure support.

85 percent of PNG's population live in rural and remote areas. In many of these communities, there is limited Government funding and resources available to operate aid posts. Aid posts and health centres, especially those in remote areas, commonly close for various periods throughout the year when facilities run out of drugs and supplies or when Community Health Workers, Nurses and other health professionals are removed from payroll. 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.

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

CHWs perform a number of important roles for their communities. Primarily, they are responsible for the diagnosis and treatment of health conditions and obstetric care. 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. Finally, CHWs provide education for community members. For example, antenatal sessions are usually held on a weekly basis at the aid post. Other education seminars provided include communicable disease awareness, for example, HIV and TB, plus hygiene and disease prevention, child health, and dental care.

The emergence of novel Coronavirus-19 in the southern hemisphere in 2020 resulted in the introduction of unprecedented and extreme measures to mitigate the spread of the disease. On March 19, 2020, Australian international borders were closed and on March 22 a State of Emergency was declared in PNG resulting in a closure of borders. As a result of the imposed travel restrictions, KTF projects were pivoted to enable work to continue under these changing circumstances and to address changing healthcare needs.

# HEALTHY COMMUNITIES OUTPUTS: QUALITATIVE DISCUSSION

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Preventing and containing the spread of the virus became a new focus of the PNG Healthy Communities project. Whilst it was vital to continue to provide resources and support health worker salaries during this health crisis, there was a need to expand the project to include the following:

1. COVID-19 Awareness campaigns;
2. Provisions of hygiene kits;
3. Supply of Personal Protective Equipment (PPE);
4. Supply of COVID-19 related fever therapeutics.

KTF conducted COVID-19 Awareness and education programs to raise awareness about the virus and strategies to limit its spread. These programs were based on information sourced from the World Health Organisation (WHO) and the Center for Disease Control (CDC) on hygiene and the prevention of disease transmission. The programs were delivered by CHWs and KTF Logistics Officers, to communities in the Northern Beaches of Oro Province and to villages along the Kokoda Track, in both Oro and Central Provinces. Infographic posters were distributed in English and Tok Pisin to illustrate and highlight important points and ensure information was made available to as many people as possible.

Hygiene Kits were provided to all of these villages and hand-washing stations were set up at aid posts, at schools, and at central locations within villages. PPE in the form of gloves and surgical masks were provided to health workers at all KTF funded aid posts. To ensure maximum reach of information, daily radio messages were relayed to remote villages on the Track to provide COVID-19 awareness and hygiene tips to villages that have limited accessibility.

PPE in the form for disposable medical masks and gloves were delivered to all KTF funded health workers and health facilities

Paracetamol tablets and suspension was delivered to all KTF aid posts to ensure an adequate supply of treatment of COVID-19 related fever was available to people in remote communities of Oro and Central Province.

KTF worked closely with the Northern Oro PHA and the guidelines established by the National Health Department to ensure these strategies were aligned and consistent with Government regulations.

# Central Province

# Oro Province

Taututu

Gona

Ononda

Killerton  
Bagou

Sanananda

Ango

Buna

Doboduru

Hariko

Akjeka

Popondetta

Hagaro

Ilimo

Eiwo

Kinjaki

Gorari

Sefoa

Tufi

Ambene  
Kebara

Baga

Tainabuna

Kou Kou

Siu

Kovello

Kokoda

Isurava

Hoi

Alola

Kagi

Kavovo

Abuari

Naduri

Efogi 1

Efogi 2

Manari

Owers Corner

Sogeri

# HEALTHY COMMUNITIES PROJECT





# CASE STUDY: MAGGIE

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Margaret Kombega joined KTF in 2018 as a community health worker at the Buna Health Centre in the Northern beaches of Oro Province. As the only female health worker at this facility, Maggie has become the specialist in maternal and child health. Maggie is a new mother and has dedicated herself to reducing maternal and infant mortality in her community.

Her duties as a community health worker include providing a range of primary health care services but she is also responsible for running weekly family planning clinics, prenatal clinics, delivering babies, and providing post natal care. During 2020, Maggie conducted awareness programs for women in the Buna catchment on the importance of supervised births and prenatal care. Having pregnant women attend prenatal clinics is important as it follows that more women will present at the health centre to give birth. The numbers of women participating in these clinics has increased since Maggie's employment at Buna. From July to September 2020, she recorded 37 women attending prenatal clinics and this increased to 48 women from October to December 2020. The health centre has reported significant increases in the number of women presenting at the health centre to give birth, with 9 births reported between July and September and 6 births from October through December, 2020.

Through her training, Maggie is able to manage complications associated with birth such as post-partum haemorrhage - which is a leading cause of maternal death. All of the women who gave birth at the health centre received postnatal care.

Maggie's work at the Buna health centre is vital as many women in PNG are not comfortable delivering babies in the presence of male health workers. She has made a huge impact on health outcomes for women and children in the Buna community.



# CASE STUDY: VANESSA

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Vanessa is a young woman on a mission to make her dream come true – care for the health of her community in the Sohe district of Oro province by becoming a Community Health worker.

When her results were not at the level required to gain entry to CHW school, Vanessa enrolled at Kokoda College as one of our pioneer Grade 12 students to upgrade her marks. Commitment and dedication to her studies meant on graduation she was able to secure a position at St Margaret’s CHW Training School in Popondetta, the provincial capital.

Studying since June 2020, Vanessa has loved the first of her two-year course. She has delved into a range of topics relevant to her community, from first aid to the prevention of violence against women. Excitingly, towards the end of 2020, she undertook her first practical placement in *a local community*:

“I am currently working on my practical part of my course at Manegari Community which is at Kokoda District and I am hosted by one of the family in this village, who took me as their daughter. We have implemented a toilet pit, a waste disposal site and by next week we will give a health talk on how people should live a healthy lifestyle.”

Vanessa’s commitment to serving her community as a health worker was rewarded this year, with her being awarded the inaugural Carolyn Lister Memorial Scholarship to support her studies. Tragically lost to the world in June 2020, Carolyn was a nurse, a Captain in the Army and an intrepid traveller, prompting her family and friends to establish a memorial scholarship supporting the studies of aspiring female Community Health Workers in PNG. It is only fitting that someone as committed to serving others as Vanessa should be supported by Carolyn’s legacy.

## 2. PROJECT AIRBORNE

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When the COVID-19 pandemic swiftly made its way across the globe, KTF responded immediately and urgently with the design and delivery of Project Airborne. Project Airborne aims to prepare communities to deal with COVID-19 via education and awareness, WASH solutions, and health and hygiene methods including hand-washing, social distancing, mask wearing and healthy lifestyles. In 2020, Project Airborne worked with all KTF communities in the Kokoda Track catchment region across the Oro and Central Provinces, particularly focusing on schools, Colleges and health facilities. In 2021, KTF is preparing for a large-scale Project Airborne roll-out across New Ireland Province and ongoing support for the Oro and Central provinces and all of KTF's physical project locations across the country.



# PROJECT OUTPUTS: PROJECT AIRBORNE (2020)

	Program	Project	Output	Indicators (2020) Q1 - Q4
1	Health	Project Airborne	Number of water, sanitation & hygiene products delivered (soap, disinfectant, tanks)	10,916
2	Health	Project Airborne	Number of tippy taps installed	132
3	Health	Project Airborne	Number of personal protective equipment delivered to health workers and teachers	11,100
4	Health	Project Airborne	Number of training manuals distributed	150
5	Health	Project Airborne	Number of health facilities received COVID-19 resources	12
6	Health	Project Airborne	Number of schools receiving COVID-19 resources	44
7	Health	Project Airborne	Number of people reached through COVID-19 awareness activities	77,808
8	Health	Project Airborne	Number of facemarks produced by KTF's womens groups	3,832
9	Health	Project Airborne	Number of kilograms of supplies freighted to remote communities	2,304

# PROJECT AIRBORNE OUTPUTS: QUALITATIVE DISCUSSION

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The COVID-19 global pandemic presented a huge challenge for PNG's health system that was already struggling to provide basic health services to the population. At the beginning of the pandemic, KTF established an expert advisory panel, to determine an organizational response to COVID-19 and to receive ongoing expert advice on the disease and pandemic as it evolved.

In consultations with Port Moresby General Hospital and Pacific International Hospital early in the pandemic, KTF was advised that no tests were available in Port Moresby at that time. It became apparent that testing for the virus would not be widely available in PNG in the short term. The locations where COVID-19 testing will be most likely to be available are in larger cities such as Port Moresby and Lae. However, with 85% of the population living in rural areas, the majority of people in PNG did not have access to testing for the virus. Consequently, it was determined that CHWs would become the health care workers on the frontline and would need to treat all cases presenting with flu-like symptoms as a possible case of COVID-19 and implement mitigation strategies in response to try to contain the disease. This also meant enforcing isolation for suspected cases. As part of the awareness delivered in the COVID-19 Project Airborne, KTF up-skilled CHWs on infection control, symptoms, treatment options, and quarantine requirements as per the recommendations by the CDC and the WHO.

Wide-scale outreach programs were delivered across the course of the pandemic, via in-person awareness programs, aid post based education, and by utilising KTF's extensive networks of teachers and teacher trainers to raise community awareness about the virus across remote and rural PNG. Community awareness leaflets of the Coronavirus outbreak were distributed to villages with information provided was based on guidelines provided by the WHO and PNG NDOH. The information was displayed in English and Tok Pisin and incorporated pictures to overcome literacy barriers. These were sent via emails and text messages too; and translated messages were relayed via radio into remote villages.

The National Government implemented national lockdowns on all travel during April, May and June, effectively isolating already remote communities and preventing the movement of goods and services including medical supplies. During this time, project operations were challenged as deliveries had to be put on hold. Communication via phone and social media was maintained in areas where service is available, however, for a period of weeks, we were not able to contact most of our health workers. When lockdown was lifted, logistics officers sought out health workers and urgent supplies were delivered.

In the second half of 2020, significant efforts were made to address WASH issues in communities and install tippy taps and hand washing tanks in all schools and aid posts supported by KTF. These efforts were compounded by an earthquake which hit in the catchment region in July 2020; one of KTF's disaster relief responses involved the installation of 10,000L water tanks in impacted communities - further assisting our efforts to improve WASH systems in remote areas and to promote hand washing and hygiene.

# 3. 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 Sight for PNG project supports 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 2020, the Sight for PNG project continued to refine the technology design and rolled out a third pilot test of the new design in Hanuabada village in Port Moresby. The project, however, was paused when the pandemic hit, due to the economic crisis and related impact on the project's funding. We hope to re-commence the project in 2021.



# PROJECT OUTPUTS: SIGHT FOR PNG (2018 – 2020)

	Program	Project	Output	Indicators (2018)	Indicators (2020)
				Q1 - Q4	Q1 - Q4
1	Health	Sight for PNG	Number of testing wheel sketches prepared for analysis	5	-
2	Health	Sight for PNG	Number of testing wheels designed for prototype testing	1	4
3	Health	Sight for PNG	Number of prototype testing wheels manufactured	3	4
4	Health	Sight for PNG	Number of people trained in vision testing (via testing wheel) and glasses assembly	12	6
5	Health	Sight for PNG	Number of team leaders prepared for vision testing pilot roll-out	4	4
6	Health	Sight for PNG	Number of people to have their vision tested	1,800	325
7	Health	Sight for PNG	Number of pairs of prescription spectacles assembled	1,200	221
8	Health	Sight for PNG	Number of villages vision testing pilot rolled out to	14	3
9	Health	Sight for PNG	Number of Provinces vision testing pilot rolled out to	1	2





# HEALTH OUTCOMES

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# HEALTH OUTCOMES

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KTF's health program seeks the following outcomes:

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

In 2020, KTF supported an additional two community members from Oro Province to train as Community Health Workers at the St Margaret's School of Nursing. One of these students has graduated at the end of 2020 and will join the KTF team at the Buna Health Centre, giving us a critically needed new female member of staff.

Additionally, KTF's Kokoda, Balimo and MKA Colleges are preparing a cohort of students from remote communities across the Oro, Central and Western Provinces and NCD 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 2020, 196 students were enrolled into their studies at the Kokoda, Balimo and MKA Colleges who are interested in pursuing careers in health work. Of these students, 138 completed an entire academic year and sat their end of year exams. It is anticipated that approximately 53 students will matriculate in early 2021 and seek 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 2020, our Bebi na Mama project was temporarily suspended due to the impact of the COVID-19 pandemic on international and domestic travel; and the need for our health workers to spend significant time preparing for and attending to the pandemic. Whilst up-skilling was delivered via KTF's Sight for PNG project, most up-skilling of health workers during the FY2020 was COVID-19 related (delivered by KTF and partners) or delivered by Provincial Departments of Health and partner organisation, Kokoda Initiative (DFAT funded).

All 14 KTF health workers did participate in COVID-19 education awareness sessions on 3 to 4 occasions throughout the year; and were in weekly contact with KTF's Health Program Manager for support.

## **OUTCOME HEA3: Increased number of mothers supported to deliver safely and nurture babies**

During the course of 2020, 40 babies were delivered by a community health worker one of the KTF health facilities. Additionally, 123 pregnant women accessed pre or post natal classes by a Community Health Worker at a KTF health facility. Our limiting factor continues to be the lower number of female health workers; our scholarship program continues to identify female candidates to be supported to train as Community Health Workers at PNG's Schools of Nursing. In 2021, we will recruit at least one new female CHW to the team.

# HEALTH OUTCOMES

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## **OUTCOME HEA4: Decreases in preventable illnesses and diseases**

KTF's Healthy Communities, Sight for PNG, and Project Airborne 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 was supplemented with the recent 2020 survey undertaken by the Kokoda Initiative (2020 Track survey) which found the following outcomes.

- Maternal and Child Health programs have improved through patrols including the uptake of antenatal coverage, vaccinations, and family planning. There has been a marked decrease in maternal health issues and birth complications.
- Overall 90% of pregnant women accessed antenatal care at local health facilities or on MCH patrols for one or more antenatal check-ups (Kokoda 88%, Mt Koiari 75% and Sogeri 94%) much higher than GoPNG provincial averages of 49% for Central and 40% for Oro provinces
- On average, over 65% of births occurred at local health facilities for households surveyed.
- A total of 75% of women in Kokoda who responded to the household survey reported they had received tetanus at antenatal check-ups. This compares strongly against provincial averages (34.5%) in Oro Province, Mt Koiari (59% versus a 52% provincial average) and Sogeri (85% vs 52% provincial average).
- About 70% of households are accessing MCH patrol visits with households in Mt Koiari relying more on these patrols for antenatal and vaccination services.
- Over 80% of mothers and children were vaccinated with all scheduled vaccinations with higher rates in Sogeri. All three catchment were well above recent (2018) provincial averages of Central<sup>1</sup> (BCG 36.5%, Hep 15.3%, Sabin 35.1%, Measles 36% and Pentavalent 37.4%) and Oro<sup>2</sup> (BCG 45.6%, Hep 9.5%, Sabin 16.1%, Measles 60% and Pentavalent 43.5%).
- Children in Sogeri (97%) and Mt Koiari (78%) were covered for measles compared to the Central provincial average of 32%. More children in Kokoda (85%) were covered compared to the Oro provincial average (52.8%).
- Uptake of implants is highest in Kokoda (40% of households using this method), followed by Mt Koiari (15%) and 2% in Sogeri which has contributed to less births in Kokoda hospital. The second preferred method of contraception is the DEPO injection (Kokoda 20%, Mt Koiari 22% and Sogeri 24%).
- Over 30% of households reported they don't use any family planning, with limited condom use reported across all three regions.

# HEALTH OUTCOMES

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## **CONT... OUTCOME HEA4: 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 HEA5: Increased vision**

During the 2020 trial, 325 people were screened for distance and near visual acuity, and over 200 people completed the questionnaire on previous experience with glasses and self-rated vision. The age range was 5-85 with a mean of age of 54 years. 69% of people tested were female and 31% male. 221 pairs of spectacles were dispensed, and this number would have been higher if we hadn't run out of lenses. Supplies of lenses were restricted due to the outbreak of the coronavirus which shut down the factory of our lens supplier in China. All remaining Dresden frames were distributed. Many people we tested who needed glasses went without for this reason.

Of those tested, 69% had distance vision of 0.2 or worse (this is the vision required to obtain a driver's license), and with their new glasses, this figure was reduced to 25%. For near vision, 47% could read small print without glasses, and this improved to 73% with new glasses.

Only 13% of people had glasses currently and only 16% had ever had a pair of glasses. For those people who had ever had glasses, the cost fell into three distinct categories: 21% got them for free, 30% got them for a low price, mainly being simple reading glasses (average cost PGK30; \$13 AUD) and the remaining 49% paid an average price of AUD\$252 (range AUD\$50-700). They said it was very difficult to get glasses, with 39% saying they didn't even try to get glasses because they thought it would be too expensive. 57% had to travel a full day or more to get glasses and only 36% had someone test their vision before getting glasses. 44% got their glasses straight away, while 16% had to wait a month or longer. Of those who obtained glasses, 51% stated they lasted less than 12 months. The main reason (53%) for this was damage to the lenses and/or frames. Although almost everyone was happy with whatever colour they were given, it was interesting that 85% indicated they would like to be able to choose.

The response to the new steel Koko frame was positive, with the majority of people preferring it to the plastic Dresden frame. The younger people in particular thought the design was "cool".

This trial has demonstrated that the concept of training local health volunteers to test vision and dispense glasses independently is viable. We were able to test large numbers of people and dispense glasses on the spot with no specific pre-existing infrastructure required. During the trial we developed an efficient method of registration, screening, testing and dispensing by training local people in specific tasks at each step of the process. We established a cooperative, productive relationship with the local residents in order to develop their capability for independent vision testing and dispensing of glasses in the future.

A large crowd attended for eye testing, and this highlighted the need for better organization and triage at the beginning of the process. It was agreed in our debrief with the volunteers that it would be best for them to perform screening tests before our team arrives, so that people with good vision don't need to attend on the test day. If a person has good distance vision and only needs reading glasses, they do not need to have a "wheel test" but can be directed to an area where pre-assembled readers are available for collection. This will significantly reduce the number of people and time needed for wheel testing.

There is an obvious and great need for glasses in Hanuabada. The enthusiastic engagement of local residents indicated a willingness to learn to administer this system independently. There were approximately 30 people who did not get the glasses we determined they needed because we ran out of lenses, 90 people who registered but were not tested due to time limitations, and many more who came to be tested and were turned away for lack of resources. The residents were very keen for us to return.



# EQUALITY 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 women-owned 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 female hygiene product and now face mask sector providing an alternative income source for women living in rural and remote communities throughout Papua New Guinea.





# PROJECT OUTPUTS: STRONGIM MERI BISNIS (2019-2020)

	Program	Project	Output	Indicators (2019)	Indicators (2020)
				Q1 - Q4	Q1 - Q4
1	Equality	Strongim Meri Bisnis	Number of women's groups supported	7	5
2	Equality	Strongim Meri Bisnis	Number of capacity building workshops conducted with women's groups (literacy, financial literacy, technical)	20	16
3	Equality	Strongim Meri Bisnis	Number of women participating in capacity building workshops	175	221
4	Equality	Strongim Meri Bisnis	Number of women's groups that received start up materials &/or sewing machines	7	5
5	Equality	Strongim Meri Bisnis	Number of face-masks made	-	2,550
6	Equality	Strongim Meri Bisnis	Number of face-masks sold	-	1,062
7	Equality	Strongim Meri Bisnis	Number of Pawa Packs made	450	151
8	Equality	Strongim Meri Bisnis	Number of Pawa Packs sold	210	93
9	Equality	Strongim Meri Bisnis	Number of Provinces project rolled out to	5	4
10	Equality	Strongim Meri Bisnis	Number of women actively involved in managing the businesses in an ongoing manner	100	195

# 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 business enterprises.

The project had to pivot its approach and focus activities under the COVID-19 pressures in 2020. With facemasks made mandatory in schools, offices and public places early during the pandemic, the women identified an opportunity to respond. Given that they had already been set up with sewing machines and materials for the making of Pawa packs, it was an easy transition to making WHO compliant face-masks to support PNG's COVID-19 response.

KTF's SMB pivoted project produces sustainable, clean and safe re-usable facemasks based on the WHO standard three layered pattern using 100% cottons and calico fabric. This pattern is suitable for people living in rural communities to provide them some form of protective PPE face covering.

The project is aimed at empowering women to build a resilient livelihood and KTF is rolling out training with the women through virtual means and print-illustration instructions to help women sew the WHO standard three layered facemasks. This will provide communities with an affordable but alternative protective facemask to help them manage and minimise the spread of the coronavirus.

One of the biggest challenges with this project is the remoteness of the locations where the women's groups operate. Communication is difficult and irregular. Leaders were provided with a mobile phone and credit to enable communication between KTF PNG and the women's groups. Material availability remains challenging, particularly for the production of compliant face masks. As the women's groups are following strict WHO and CDC minimum guidelines for the production of safe and effective masks, the women must use very specific types of materials which are limited in Port Moresby, and non-existent in the provinces. KTF has been sourcing this material in Australia and using the generosity of the DFAT's AUS Humanitarian Corridor to transport the materials into country. KTF has also been working with hardware and fabric suppliers in POM to commence importing and stocking PUL material - a critical material in the Pawa packs.

Sales of products at the community level are challenging, particularly due to the Wantok system. Traditionally, products are given out on credit and customers are unable to repay the debt. Whilst we profile the impact of this system in the business skills training provided to women, it continues to cause issues. KTF is now looking at ways in which non-monetary exchanges of products could provide alternative ways for acquiring goods made by the women (ie exchange of fruits and vegetables for a Pawa pack - the women could then use for their own families or sell at market for a value higher than the value of a Pawa pack). The women's group leaders however are working hard to undertake awareness among the women participants and broader community to encourage cash payments up front and setting prices for products at a reasonable and affordable value. The face-masks were in high demand in 2020 due to the COVID-19 pandemic and as such will be an ongoing focus of the project as it moves into 2021.

## 2. PROJECT ZERO

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Project Zero aims to explicitly address gender-based violence and violence against children via new collaborations and partnerships, school and community-based awareness-based interventions, and strengthening of partners that provide direct support to victims of violence in remote and rural Oro Province. This new project was designed in the first half of 2020 in close consultation with communities, Government, schools, health facilities and project partners. The project is working with Femili PNG, the Family Sexual Violence Action Committee (FSVAC) in Port Moresby, the Oro Family Sexual Violence Unit (FSVU), the division of Community Development in the Oro Government, and the Embo Meni Pamone Oreka Bande Safe House in Oro Province. Consultation with school principals, head teachers, health facility managers, community leaders, women's groups and police and justice services across the target catchment region has indicated very strong support and demand for child-protection training and gender and family violence awareness and training including policy development, reporting and referral pathways.



# PROJECT OUTPUTS: PROJECT ZERO (2020)

	Program	Project	Output	Indicators (2020) Q1 - Q4
1	Equality	Project Zero	Number of local partners engaged and consulted	5
2	Equality	Project Zero	Number of Family and Sexual Violence & Child Protection workshops delivered to schools, health facilities & community partners	5
3	Equality	Project Zero	Number of participants in FSVAC consultations	28
4	Equality	Project Zero	Number of safe houses supported with operations and capacity	1
5	Equality	Project Zero	Number of women seeking refuge and services from the safe house	9
6	Equality	Project Zero	Number of start-up business kits purchased for women at safe house	3

In a first-of-its-kind initiative for the region, we have brought together a vast array of stakeholders within formal and facilitated forums, to specifically address family and sexual violence, violence and women and girls, and child protection issues; and design and support community responses, school-interventions, and a public campaign.

Our key partners are Femili PNG, Family and Sexual Violence Action Committee, FSVU Popondetta and Embo Meni Pamone Oreka Bande Safe house in Oro. The partners will undertake a suite of awareness activities with a wide consortia of stakeholders (including schools, health facilities, police and justice services, village courts, community leaders, women's groups), will deliver the FSVAC "Referral Pathways Processes 5-day training", will deliver FSVAC tool-kits to participating organisations and groups, will strengthen the capacity of FSVU-Popondetta in partnership with the Community Development division, and will support the operations and strengthen the capacity of the Embo Meni Pamone Oreka Bande safe house, the first and only ward-level safe house in Oro Province.

As well as support services to women seeking refuge, the safe house is being supported with KTF's Strongim Meri Bisnis project, supporting women to establish livelihoods opportunities for when they leave the safe house.

**EQUALITY OUTCOMES**

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# EQUALITY OUTCOMES

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Equality and safety for women and children in PNG are highly complex issues, and addressing them requires a collaborative approach engaging a wide array of stakeholders including community leaders, village courts, schools, health- facilities, women’s groups, local and provincial police, family sexual violence units and local-and provincial- governments.

The long-term project outcomes include:

- People and communities take a zero-tolerance approach to domestic and family violence and violence perpetrated against children, women and people from vulnerable and marginalised backgrounds;
- Schools, health-facilities, Colleges and community are responding to, reporting & educating people about school- based violence, child-abuse, gender-based violence, and family and sexual violence;
- Stakeholders are working together and take action to reduce domestic and family violence and violence against children, women and people from vulnerable and marginalised backgrounds;
- Schools deliver teaching and learning that encourages respectful relationships via a gender transformative approach that tackles gender inequity;
- Strengthen community awareness of FSV;
- Improve access to services for survivors of FSV in communities; and
- Victims and their families are safe and supported.

These outcomes will be facilitated through activities delivered by a consortia of partners with strong track records in delivering Family and Sexual Violence prevention initiatives based on human-rights, empowerment and gender relations; combined with strong networks based on trust, respect and reciprocity.

Shorter-term outcomes include: increased awareness of FSV and CP, understanding of and access to referral pathways, delivery of established training programs across schools, health-facilities, and a wide range of Government and community partners, establishment and support of safe-houses, creation of livelihoods opportunities for women accessing safe-house services including women-led sewing businesses, a public campaign against FSV and violence of all forms including support from Governor of Oro Province and key Government and community leaders, and eventual establishment of a case-management service in Oro Province (year 3 of the project).

As this is the first year of the project, there are no updates on the Project Zero outcomes. Additionally, the Strongim Mera Bisnis project will be evaluated in the first quarter of 2021 and outcomes will be reported on in the 2021 Effectiveness Results.



# 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 10 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 (although this was hampered in 2020 by COVID-19 related international border closures and travel restrictions). 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 (2019-2020)

	Program	Project	Output	Indicators (2019) Q1 - Q4	Indicators (2019) Q1 - Q4
1	Leadership	Archer Leaders Development Program	Number of applications received for annual Archer Leadership scholarships	80	105
2	Leadership	Archer Leaders Development Program	Number of participants in annual Archer Leadership scholarships	8	8
3	Leadership	Archer Leaders Development Program	Number of work experience placements completed	24	8
4	Leadership	Archer Leaders Development Program	Number of sessions facilitated with key leaders and community organisations (exchange / immersion program)	46	28
5	Leadership	Archer Leaders Development Program	Number of community projects (small-scale) established	8	8

# ARCHER LEADERS OUTPUTS: QUALITATIVE DISCUSSION

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In 2020, KTF's Archer Leadership Development Program entered its tenth 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 opportunities.

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 2020 Archer leaders are: Peterson Mathius - UPNG, Law, Keren Mahabi - UPNG, Banking & Finance, Elizabeth Guka - UPNG, Journalism, Valisha Pala - UPNG, Environmental Science, James Lunge - UPNG, Law, Perry Koninda - UPNG, Medicine, Conscilliah Menda - Divine Word University, Medicine, John Robert Villegas - Unitech, Civil Engineering.

Whilst the year started on track, COVID-19 soon disrupted the program and the physical exchange program to Australia - the pinnacle of the program - had to be re-designed. Instead, the virtual Archer immersion program was born whereby the 2020 cohort participated in a range of the exchange activities; albeit virtually. Whilst some components of the Archer Leaders Program continued as normal in 2020, such as the payment of tuition and boarding fees, provision of educational and professional development resources, work experience placements in PNG and pairing with mentors; the exchange programme was postponed until after the pandemic and resumption of international travel.

In its place, KTF designed a new immersion program, which was delivered via a combination of in-person experiences in Port Moresby and virtual connections that were facilitated by KTF's Leadership Program Manager. The immersion program sought to replicate many elements of the exchange program to Australia - difficult conversations, deep diving into Adaptive Leaders, meetings with key leaders from civil society, Government and private sectors, and leadership engagement within the group. The immersion program also involved visits to KTF projects in Port Moresby.

The 2020 cohort also undertook their community projects this year and a range of interesting ideas and initiatives emerged, including:

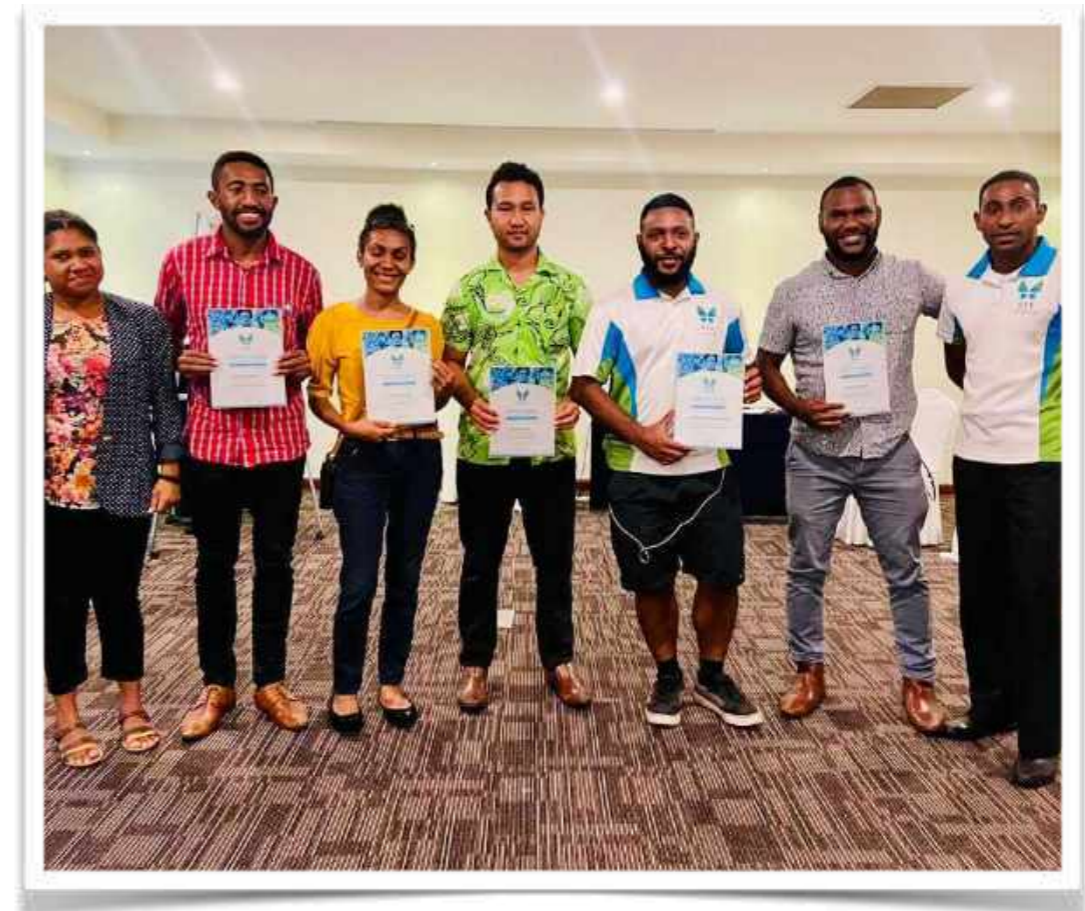
- Youth Mentorship program for West New Britain youths
- Legal rights project for women in Namatanai
- Water bubbler/dispenser at UPNG library to aid students with better concentration for study by being hydrated
- Classroom resources for Popondetta Secondary
- Learning Centre Leadership Library
- Disability School Awareness program for schools in NCD - to encourage students with disability to enter secondary schools
- Buansing Early Childhood Learning Workshop
- Mini Microfinance & Financial Literacy Project at Asaro Station, Eastern Highlands Province

## 2. ARCHER REIGNITE

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2020 saw KTF host the third Archer “Reignite” Conference in PNG; and launch the second Archer Reignite Grant. The Archer Alumni now comprises 66 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.

Of course, part of the Alumni Conference in 2020 was held virtually and our speakers were a combination of physically present in the room and connected via Zoom.



# PROJECT OUTPUTS: ARCHER REIGNITE (2019-2020)

	Program	Project	Output	Indicators (2019) Q1 - Q4	Indicators (2020) Q1 - Q4
1	Leadership	Archer Reignite	Number of Archer Alumni who participated in the conference	30	45
2	Leadership	Archer Reignite	Number of guest speakers engaged to speak to alumni at the conference	10	7
3	Leadership	Archer Reignite	Number of community / social impact project ideas developed throughout the	10	12
4	Leadership	Archer Reignite	Number of Archer Alumni who pledged to submit an Archer Reignite application	25	33
5	Leadership	Archer Reignite	Number of Archer Reignite Collaboration Grants announced/awarded	1	1
6	Leadership	Archer Reignite	Number of Archer Reignite Grants completed	-	1
7	Leadership	Archer Reignite	Number of alumni engaged in full-time employment		96%

# ARCHER REIGNITE OUTPUTS: QUALITATIVE DISCUSSION

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The Archer Alumni Conference was held in December 2020, against a backdrop of uncertainty and challenges that the COVID-19 pandemic has thrown at us this year. Delivered via a combination of in-person and virtual delivery mechanisms, the Conference and the 2020 Archer program has thrived... against the odds. The theme of the 2020 Archer Alumni Conference was: Adaptation and Resourcefulness in times of uncertainty. The conference explored journeys of resilience, innovation and adaptive leadership during challenging times; of course, exploring personal experiences of the pandemic among guests and participants.

Returning for her third consecutive year, Terri Soller from Conversus Leaders, facilitated the 2020 Archer conference. Due to the fact that Terri was remote, a decision was made for Terri to also upskill a group of six co-facilitators who were selected from the alumni. Terri and the co-facilitators held the room extraordinarily and facilitated meaningful dialogue and outcomes.

45 Archer alumni members participated in the Archer Alumni Conference over the course of the 5 - 6 December 2020 in Port Moresby. This included the six co-facilitators and the current alumni cohort. This is equivalent to 69% attendance from the alumni; an excellent attendance rate from a 10-year program alumni. Alumni travelled to Port Moresby from a range of regions including Morobe, Madang and Bougainville.

The conference participants comprised 48% females and 52% males. The average age of conference attendees was 26 years. We had attendees from all program years except for 2011 and 2014. The breakdown appears in the pie chart. 8.7% of participants reported having a disability.

Of the participants, 96% of the non-final year Archer Leaders are currently engaged in full-time employment. 4% were volunteering and looking for work; and a further 20% were engaged in final year studies. A range of careers were reported by the Archers including with private sector, Government and civil society.

*“I learnt that my ideas matter. I learnt that you can never know how your ideas could actually become a reality if you don't take a chance and give it a try. I learnt that team work is also very important in doing a project and especially if you're a leader, you cannot do things on your own. I learnt that I have to step out of my comfort zone and to take opportunities as they come with a positive attitude and to have the desire to learn, grow and contribute meaningfully whilst doing what you're passionate about.”*



# ARCHER REIGNITE OUTPUTS: QUALITATIVE DISCUSSION

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The successful community project was presented at the Archer Reignite Conference in December 2019 where groups of alumni members who applied for the Archer Reignite Grant presented their project applications to the attendees. Each group addressed the specific social challenges they were addressing in their project including their innovative approaches to problem solving.

The project concepts presented included:

- Financial Literacy Training – 5-day training program for two Women’s Groups in the Mt Koiari Community, NCD.
- IT Lab – installation of an IT lab and internet access for access by up to 1000 students at De La Salle Secondary School in Bomana, Port Moresby NCD.
- Community marketplace for women in Morobe Province to sell their fruits and vegetable and other goods to improve livelihoods, Morobe Province.
- IT literacy training – for the teachers, students and community (2000) in and around Yabiufa Primary School, Eastern Highlands Province to maximize the use of a donated computer lab at the school.
- Bore Water Well – drilling of well and installation of a hand water pump to supply Taurama community, Port Moresby.

The successful winners of the inaugural Archer Reignite grant was group comprising Jetta Caleb (2018), Raylance Messa (2018), Joshua Sialis (2017), Len Awinup (2017) and Jimmy Kiso (2011).

The successful project involves the design, development and construction of a model community marketplace for women to safely access and to sell their produce at a common marketplace. The marketplace will provide a safe location out of the tropical weather elements for women to sell fish and garden produce safely, generating income, ultimately providing improved economic, health and education opportunities for their families. The Salamua Community Market in Morobe Province will benefit a region composed of 10 villages and a population of 2,000+ people.

The construction is now 90% complete and the Archer group are on track to formally open the marketplace in Quarter 1 2021.





# LEADERSHIP OUTCOMES

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In 2019, an internal, mini-program evaluation was conducted, examining a number of outcomes of the Archer Leaders Development Program. In 2021, an external evaluation will be commissioned to mark the 10 year anniversary of the project.

KTF's leadership program seeks the following outcomes:

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

The Archer alumni comprises 66 leaders who have participated in the leadership development program over the past 10 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:** 67% - "Absolutely, without a doubt"; 27% "Yes"; average score (on 5 point likert scale) = 4.66

**Helped you set new goals:** 63% - "Absolutely, without a doubt"; 30% "Yes"; average score (on 5 point likert scale) = 4.62

**Better sense of self:** 60% - "Absolutely, without a doubt"; 30% "Yes"; average score (on 5 point likert scale) = 4.55

**Better sense of others:** 70% - "Absolutely, without a doubt"; 22% "Yes"; average score (on 5 point likert scale) = 4.69

**Better public speaker:** 62% - "Absolutely, without a doubt"; 22% "Yes"; average score (on 5 point likert scale) = 4.48

**Build a stronger network:** 60% - "Absolutely, without a doubt"; 27% "Yes"; average score (on 5 point likert scale) = 4.52

**Helped you get a job:** 57% - "Absolutely, without a doubt"; 18% "Yes"; average score (on 5 point likert scale) = 4.32

**Inspired you to tackle social challenges:** 70% - "Absolutely, without a doubt"; 20% "Yes"; average score (on 5 point likert scale) = 4.66

**Inspired you to be a better person:** 77% - "Absolutely, without a doubt"; 12% "Yes"; 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. In a recent survey after the Archer Conference in 2020, 95% of non final year tertiary students were engaged in full-time employment.

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 2021**

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# MOVING FORWARD: 2021

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Despite all the difficulties of 2020, we have ended the year stronger than ever. Our people have demonstrated the most extraordinary resilience under extreme pressure; but all have thrived and remained committed to achieving our goals and outcomes.

Moving into 2021, we must remain committed to our purpose and our people. They are the most important of all.

We must embrace the four new pillars of our COVID-19 strategy:

- ◆ Localisation
- ◆ Long-term Sustainability
- ◆ Technology
- ◆ Adaptability

2021 will require new innovations and a civil society that is enquiring, efficient and responsive. KTF has a critical role to play in supporting communities through the pandemic and onto the road of recovery.





# CONTACT US



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