



SENIS YU MEKIM THE DIFFERENCE WE MAKE

2021 Effectiveness Results



KTF

EXECUTIVE SUMMARY

2021 continued to be a year of immense challenges and uncertainty, as we faced the ongoing COVID-19 pandemic. Despite these challenges, KTF, and our dedicated teams and partners, was committed to the ongoing delivery of high-quality, high-impact projects across a range of program areas and regions throughout PNG.

In 2021, we delivered 18 projects across nine of PNG’s Provinces; as well as our ongoing national work in leadership. We ended the year with almost 200 students matriculating from our FODE Colleges with a Grade 12 qualification and a significant portion gaining the minimum qualifications required to enter Teachers Colleges or Schools of Nursing. Hundreds of teachers participated in professional development and up-skilling opportunities; and more than 50 schools were supported with training, resourcing, and technology resulting in improved operating capabilities. We reached over 250,000 people with COVID-19 education and awareness, WASH facilities and PPE resources; and 60,000+ people had access to primary healthcare services across our remote and rural catchment region.

Our work in education, health, equality and leadership over the past three years, continues to improve lives, livelihoods and futures for the people of PNG. In education, our support of teacher training initiatives have enabled 115,000+ children to remain in school; and as PNG introduces its major education restructure, we are targeting practical and critical pathways for teachers in remote and rural areas to upgrade their qualifications, in order to remain on Government payroll, or to train as primary teachers, as the elementary layer of schooling begins to be phased out. We have supported almost 1,500 people on second chance pathways to become qualified teachers or community health workers. Similarly, our work in health provides life saving primary healthcare across a remote and rural population of 60,000 people. 50 health facilities have been supported with solar infrastructure, staff postings, drugs and medical resources and operating costs; and one critical outcome of our work in child and maternal health training is that 70% of pregnant women are now seeking child and maternal health care and supervised births in health facilities with qualified health workers.

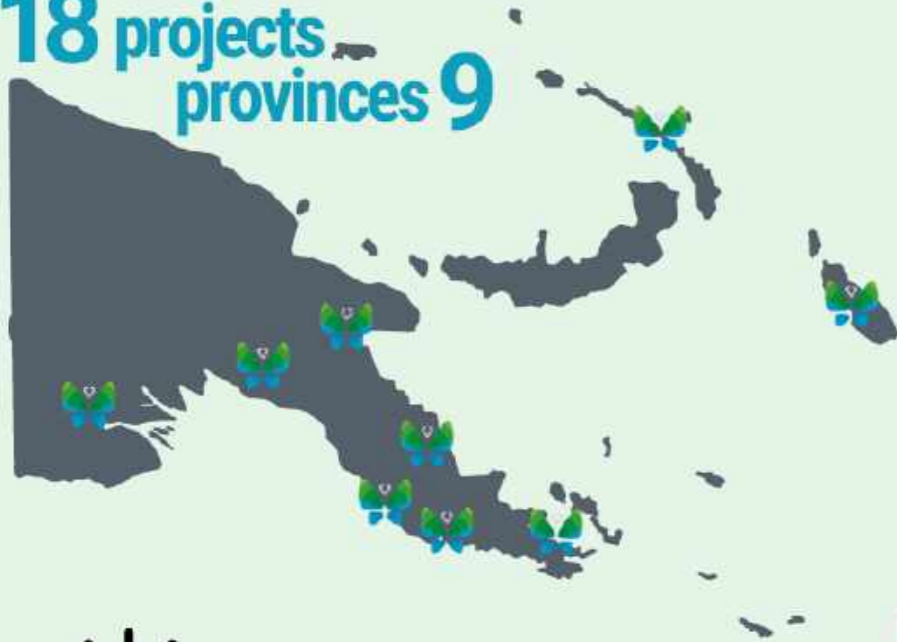
Our work in equality also saves lives, with 50 survivors of family and sexual violence having been supported at the first safe house servicing Oro Province; and more than 3,000 people have participated in education and awareness sessions about family and sexual violence and their role in preventing it in their homes, schools and communities. We continue to be grounded in the philosophy that key to the change that we seek is strong leadership. That’s why we continue to invest in the next generation of PNG’s leaders, and have supported 74 extraordinary Papua New Guineans for more than a decade on their leadership journeys. With 70% of the alumni actively involved in establishing and running community and social impact projects, we know the future is in bright hands.

As we look to 2022, we know that the challenges of the pandemic will continue. We know that we must continue to support 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 ongoing revisions and project pivots we have made which will continue into 2022 and put us in a strong position to deliver on our commitments. The education and health systems will need great help to recover and rebuild from the pandemic and we stand poised to play our role in this.



2021 by numbers

18 projects
provinces 9



200+
students

matriculating and eligible for tertiary teaching or health work

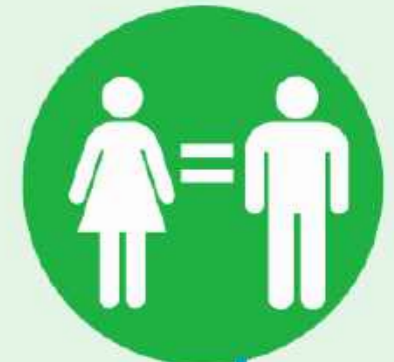
60,000+
people
with access to primary healthcare

3,000+
people

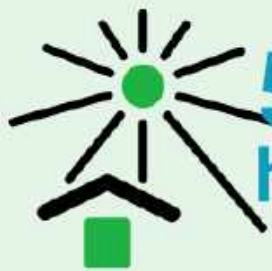
reached with family & sexual violence education

50

schools supported with training, resourcing & coaching



gender equality across scholarship opportunities for students



5,000+
households connected to solar energy

25,000+ people



with renewable lighting and energy in their homes

250,000+ people

reached with COVID-19 awareness, PPE or WASH resources



2 new schools built

COVID-19 CHANGED CONTEXT

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

Two years into the pandemic, we are as committed as ever to pursuing our purpose, 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 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. The pandemic 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 time 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.

OUR PURPOSE

2019-2021



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.

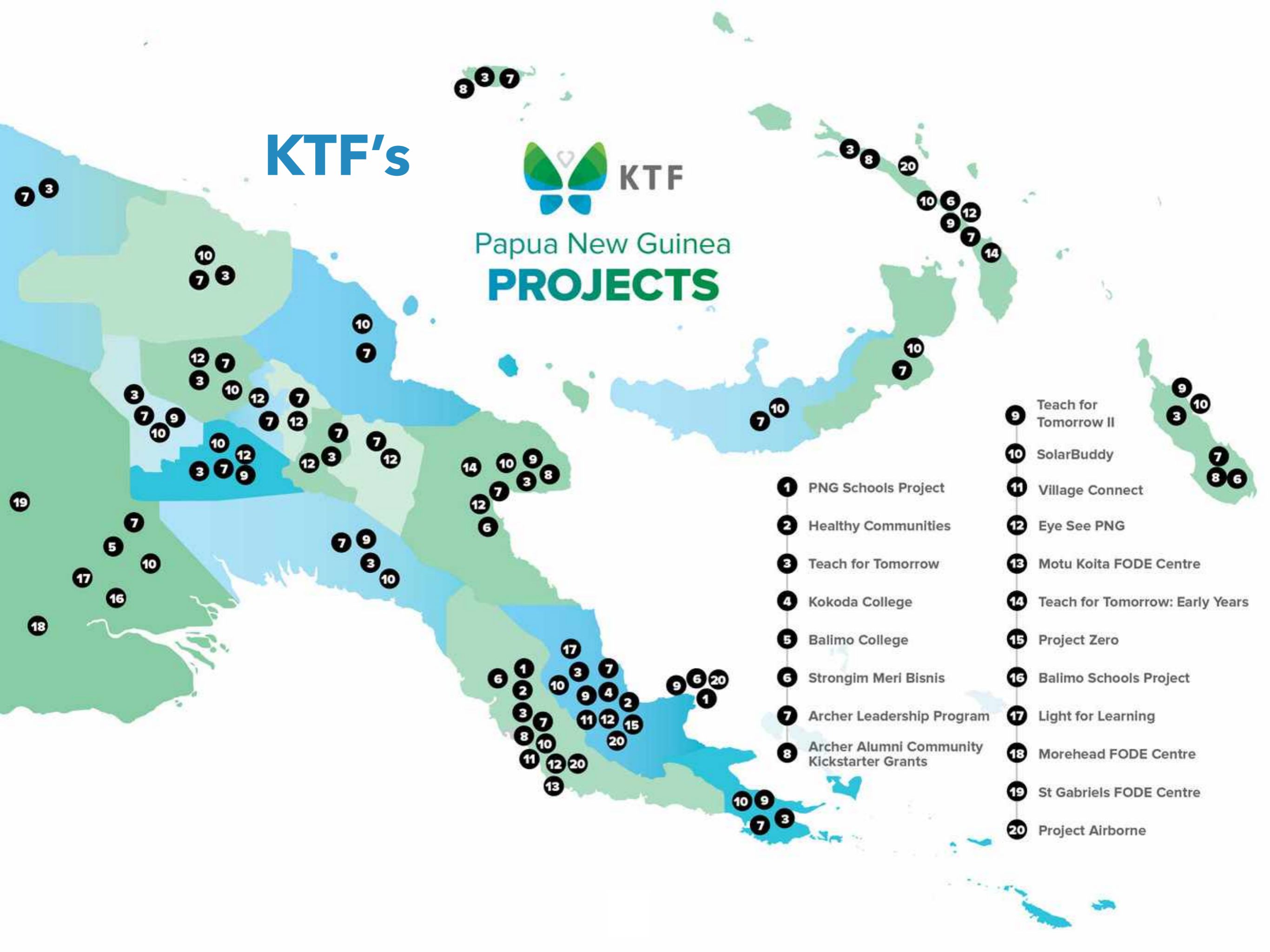
OUR FOOTPRINT

2019-2021

KTF's



Papua New Guinea PROJECTS



- 1 PNG Schools Project
- 2 Healthy Communities
- 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 Motu Koita FODE Centre
- 14 Teach for Tomorrow: Early Years
- 15 Project Zero
- 16 Balimo Schools Project
- 17 Light for Learning
- 18 Morehead FODE Centre
- 19 St Gabriels FODE Centre
- 20 Project Airborne



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



EFFECTIVENESS FRAMEWORK

2019-2021

EFFECTIVENESS FRAMEWORK

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

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, revised Theories of Change, 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.

IMPACT

Improved lives, livelihoods and futures for all Papua New Guineans

EDUCATION

High functioning and resourced, locally relevant, empowered education system which enables every rural elementary and primary aged child the opportunity to go to school

HEALTH

Well-resourced and functioning rural health system that provides accessible and affordable primary healthcare to all people in remote communities

EQUALITY

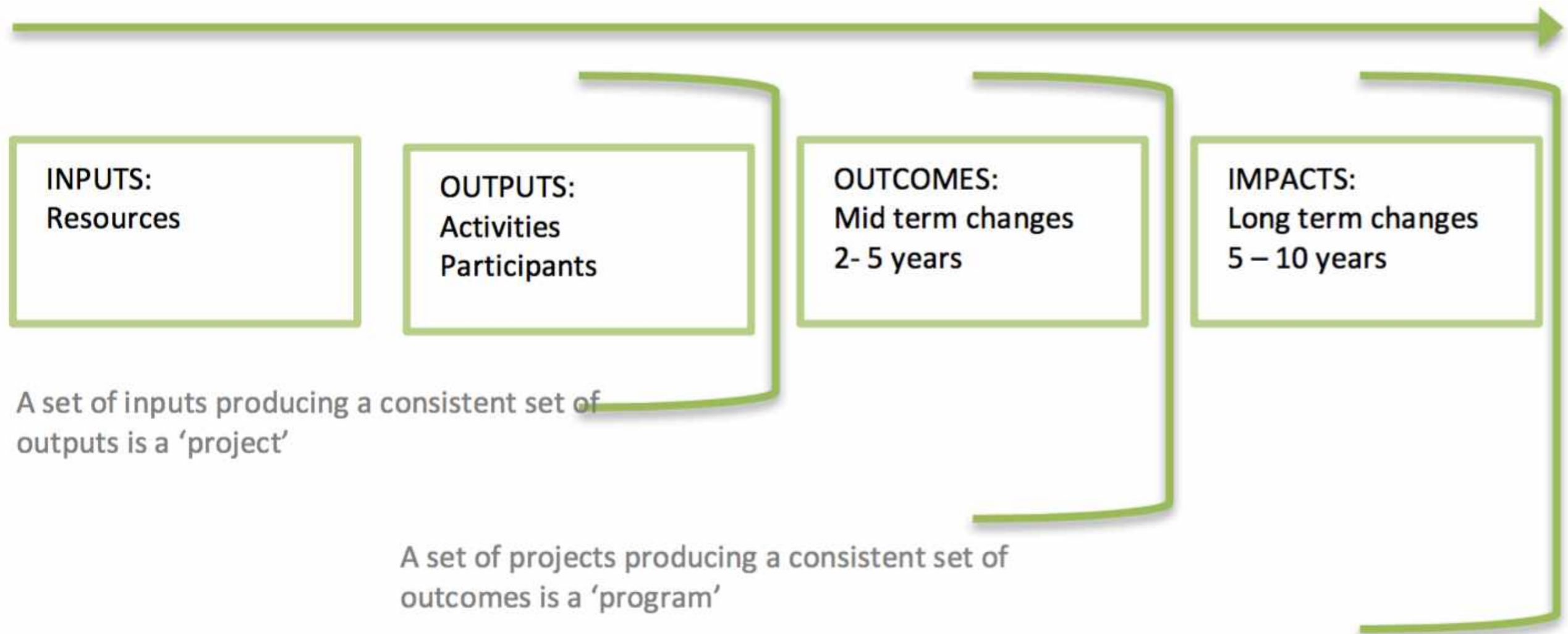
Women and girls are protected from violence and exploitation and have access to improved livelihoods through income-generation opportunities across remote and rural PNG

LEADERSHIP

A new generation of engaged young leaders have created positive, equitable and sustainable change

PROGRAM LOGIC MODEL

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



Inputs - usually time, money, resources, human resources

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

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

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

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

TRACKING OUTPUTS

2019-2021

TRACKING OUTPUTS: 2019–2021

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 partners and are reported on a quarterly basis. This section outlines the outputs achieved per project between 2019 - 2021. This reporting period is aligned with KTF's current Strategic Plan.



EDUCATION OUTPUTS



1. KOKODA (FODE) COLLEGE

Kokoda (FODE) College is a holistic centre of excellence for the creation of pathways, training and professional development of teachers and health workers. The principle focus of the Kokoda College is 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 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 (2019-2021)

	Program	Project	Output	Indicators (2019)	Indicators (2020)	Indicators (2021)
1	Education	KC FODE	Number of students PET tested and enrolled	127	156	184
2	Education	KC FODE	Gender breakdown of students enrolled (f / m)	53% / 47%	47% / 53%	46%/54%
3	Education	KC FODE	Students with a disability	13%	6%	13%
4	Education	KC FODE	Number of students who completed a full academic year including national examinations	108 (85%)	122 (78%)	155 (84%)
5	Education	KC FODE	Number of students who sat Grade 10 examinations	67	40	53
6	Education	KC FODE	Number of students who sat Grade 11 examinations	19	48	42
7	Education	KC FODE	Number of students who sat Grade 12 examinations	22	34	50
8	Education	KC FODE	Number of students progressing to Grade 11 at end of academic year	67	40	51
9	Education	KC FODE	Number of students progressing to Grade 12 at end of academic year	19	48	42
10	Education	KC FODE	Number of students matriculating at end of academic year	22	34	50
11	Education	KC FODE	Number of students with GPA to gain entry to Teachers College (2.4+)	-	-	13 (27%)
12	Education	KC FODE	Number of students with GPA to gain entry to CHW Training College (2+)	-	-	26 (54%)
13	Education	KC FODE	Average % improvement for Upgrading students (from previous GPA to new GPA)	-	-	53%
14	Education	KC FODE	Number of students committed to becoming teachers at completion of studies	53%	58%	53%
15	Education	KC FODE	Number of students committed to becoming health workers at completion of studies	47%	42%	47%

Case Study: Emmanuel Kerahu

Emmanuel Kerahu completed his studies in 2021 as a student at KTF's Kokoda FODE College. The 24-year-old has volunteered as an assistant to teachers' Wari and Cornelius Pondo at Gorari Elementary School since 2018 and even continued to volunteer whilst doing his FODE studies at the Kokoda FODE college from 2019 to 2021.

Emmanuel resides in Gorari ward 10 Kokoda LLG. He is the last born of nine siblings and resides with his family in the village. He is passionate about the work he does as a volunteer assistant to the teachers. He attended Kokoda High School in 2016 and 2017, however was unsuccessful in his bid to be selected for Grade 11 (due to the shortage of spaces in upper secondary schools), prompting him to take up FODE studies at Kokoda College. He upgraded his Grade 10 results, then continued full correspondence in 2020 and 2021 to complete Grade 11 and Grade 12. He completed his studies and gained an exceptional GPA of 2.6, which meets standards for further teaching studies.

When expressing his excitement about the successful completion of his studies and getting good results, he said:

"I somehow managed to do well. I was very proud of myself. With all my struggles and sleepless nights, I got good marks, which will make it possible for me to do further studies. I am very thankful to KTF for bringing me up to the stage where I am now. My family were also happy when they heard about my good results. We are now looking forward to any opportunities for further studies that may come my way".

Throughout the three years of his studies, Emmanuel juggled his volunteer work and studies to achieve good results.

Emmanuel said, *"It was a challenge for me to do my studies at the same time and volunteer. I had classes at the elementary school to look after and also had to juggle my studies at the same time. I was struggling, but I managed to make it through."*

Emmanuel sees the importance of education and hopes to be able to become a teacher in the future.



Case Study: Theresa Sara

Theresa Sara is from Gorari village in Kokoda. She completed her Grade 12 Full Correspondence studies at KTF's Kokoda FODE College in 2021. She registered for her studies at Kokoda College studies under the health pathway, which was fitting for her as she has been an active Village Health Volunteer (VHV) and has shown great interest in pursuing formal studies as a Community Health Worker.

Theresa attended Martyrs Memorial Secondary School from 1999 to 2002, where she completed her grade 7, 8, 9 and 10. Although she completed Grade 10, she did not sit for her national exam as she had to withdraw from her studies due to challenging personal circumstances. In 2013, she joined the Kokoda Initiative's Village Health Volunteer program, and ever since then, she has dedicated her life to serving people as a VHV in local communities in Kokoda. To pursue further studies and become a certified CHW, Theresa took up FODE at Kokoda College to upgrade to Grade 12.

The 37-year-old single mother of four children is committed to her career dream. Theresa's work as a VHV meant she was fortunately selected to have her studies at Kokoda College supported by Kokoda Initiative (KI). Starting Grade 10 in 2019, she completed her Grade 12 studies finishing off with a strong GPA of 2.4.

“After all these years, I came back to school again and I gave my best in my studies to get the GPA that I got. I was really proud of my achievement. I believed in myself that I could do it,” Theresa said.

Kokoda College Principal John Yandawai said: “Theresa is an excellent student who uses instincts to deal with matters independently and in a positive way. She sets an example of excellence in behaviour and cooperation. She is an attentive student and is working well in all subject areas; is able to focus and stays on task during independent working times. Theresa pays attention to detail in her assignments and I appreciate the high quality of her work.”



Case Study: Aron Sega

Aron is from Alola village, a committed teacher and student at Kokoda College and has been part of the KTF family for almost a decade.

Aron originally trained as a teacher with KTF back in 2012 and went on to complete his certificate of elementary teaching under KTF's Teach for Tomorrow project that was rolled out in Oro Province in 2016.

Upon graduation, he was employed as a full-time teacher by KTF to deliver schooling in Alola. With no permanent classroom in the village, Aron was one of three teachers to deliver elementary schooling in a school that was subsequently built by KTF and further improved by KI's refurbishment. With the population of Alola declining, Aron's peers left the village, leaving him as the sole teacher for the community.

An extremely dedicated teacher, Aron finally became officially recognised by the Teaching Service Commission in 2020, and he was transferred from the KTF payroll across to the Png Government's payroll.

However, in 2021, new requirements have been introduced for all teachers across PNG and the education system is being restructured. New minimum GPA requirements for PNG teachers has required Aron and many of his peers to enrol at Kokoda College to upgrade their secondary school results. Simultaneously juggling the roles of both teacher and student, the flexibility of FODE allows Aron to balance providing quality education to his students whilst achieving his required strong results at the Kokoda College.

Aron enters Grade 12 in 2022 with an average GPA of 3.0 and is excited about completing his studies and meeting the new requirements in 2022.



KOKODA COLLEGE EVALUATION

In 2021, an external evaluation was undertaken to examine the impact and effectiveness of the Kokoda College FODE offering in creating and supporting pathways for people into formal, second-chance education opportunities and then onto tertiary training and careers in teaching and health work. The review was conducted through consultations with KTF staff and College students in November 2021 as well as analysing a range of literature and data provided by KTF.

The review found that students were very well supported to upgrade their studies through Kokoda College. Over the past three years, on average, 81.7% of enrolled students completed a full academic year including the national exams. Women and students with disabilities felt included and empowered to study in a respectful and considerate environment. Support was given to students to travel from remote areas to attend the College and boarding facilities enabled remote students to stay at the College to get the support required to learn and study effectively. The provision of tablets, lighting and energy was cited as being integral to being able to connect with the College remotely and access material easily. Students noted some deficiencies in the support provided by the College, namely the lack of sufficient teacher support, particularly in relation to maths (this is being addressed in 2022). The charging of tablets was also cited as a problem that reduced effective and efficient learning practices.

The evaluation found that the Kokoda College FODE program is highly relevant, coherent and high impact. While it is also an effective and efficient program, challenges in terms of teaching time and power supply for the charging of tablets, reduce the effectiveness of the program's learning support structures. The evaluation recommended KTF seek to clarify the intentions of students when they leave the College to confirm that their graduates are likely to go on to support the health and education needs of the local community and surrounds. While demand for the intervention is strong, sustainability would be strengthened by diversifying income sources to reduce reliance on donor support. Effectiveness, efficiency and sustainability score 3 out of 5.

The program was found to be highly relevant and fills a critical gap that addresses important workforce needs in critical sectors. Demonstrating effectiveness however, requires greater investment and resourcing of program measurement and evaluation. This will also help with identifying and attracting sustainable funding sources as donors look for demonstrated results and effectiveness.

KTF is implementing the seven recommendations from the evaluation in 2022. See: <https://www.ktf.ngo/me-reporting> for the full evaluation and KTF's response to the recommendations.

2. BALIMO (FODE) COLLEGE

In 2021, KTF continued to expand the capacity of its FODE Centre in Balimo, Western Province. The Balimo College is 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 to open in 2022. 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 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. This project is an initiative of our partners PNGSDP, and is managed and implemented by KTF.



PROJECT OUTPUTS: BALIMO (FODE) COLLEGE (2019-2021)

	Program	Project	Output	Indicators (2019)	Indicators (2020)	Indicators (2021)
1	Education	FODE	Number of students PET tested and enrolled	105	210	319
2	Education	FODE	Gender breakdown of students enrolled (f / m)	47% / 53%	50% / 50%	60% / 40%
3	Education	FODE	Students with a disability	3%	3%	43%
4	Education	FODE	Number of students who completed a full academic year including national examinations	84 (80%)	175 (83%)	239 (75%)
5	Education	FODE	Number of students who sat Grade 9 examinations	N/A	N/A	16 (57%)
6	Education	FODE	Number of students who sat Grade 10 examinations	32	56	61 (77%)
7	Education	FODE	Number of students who sat Grade 11 examinations	49	38	45 (73%)
8	Education	FODE	Number of students who sat Grade 12 examinations	21	46	117 (81%)
9	Education	FODE	Number of students progressing to Grade 10 at end of academic year	-	-	57%
10	Education	FODE	Number of students progressing to Grade 11 at end of academic year	32	50	16 (57%)
11	Education	FODE	Number of students progressing to Grade 12 at end of academic year	49	38	61 (77%)
12	Education	FODE	Number of students matriculating at end of academic year	21	46	117 (81%)
13	Education	FODE	Number of students with GPA to gain entry to Teachers College (2.4+)	1 (5%)	13 (28%)	20 (17%)
14	Education	FODE	Number of students with GPA to gain entry to CHW Training College (2+)	4 (19%)	24 (53%)	87 (74%)
15	Education	FODE	Average % improvement for Upgrading students (from previous GPA to new GPA)	-	-	116% increase
16	Education	FODE	Number of students committed to becoming teachers at completion of studies	67%	59%	61%
17	Education	FODE	Number of students committed to becoming health workers at completion of studies	33%	41%	39%

Case Study: Helen Moage

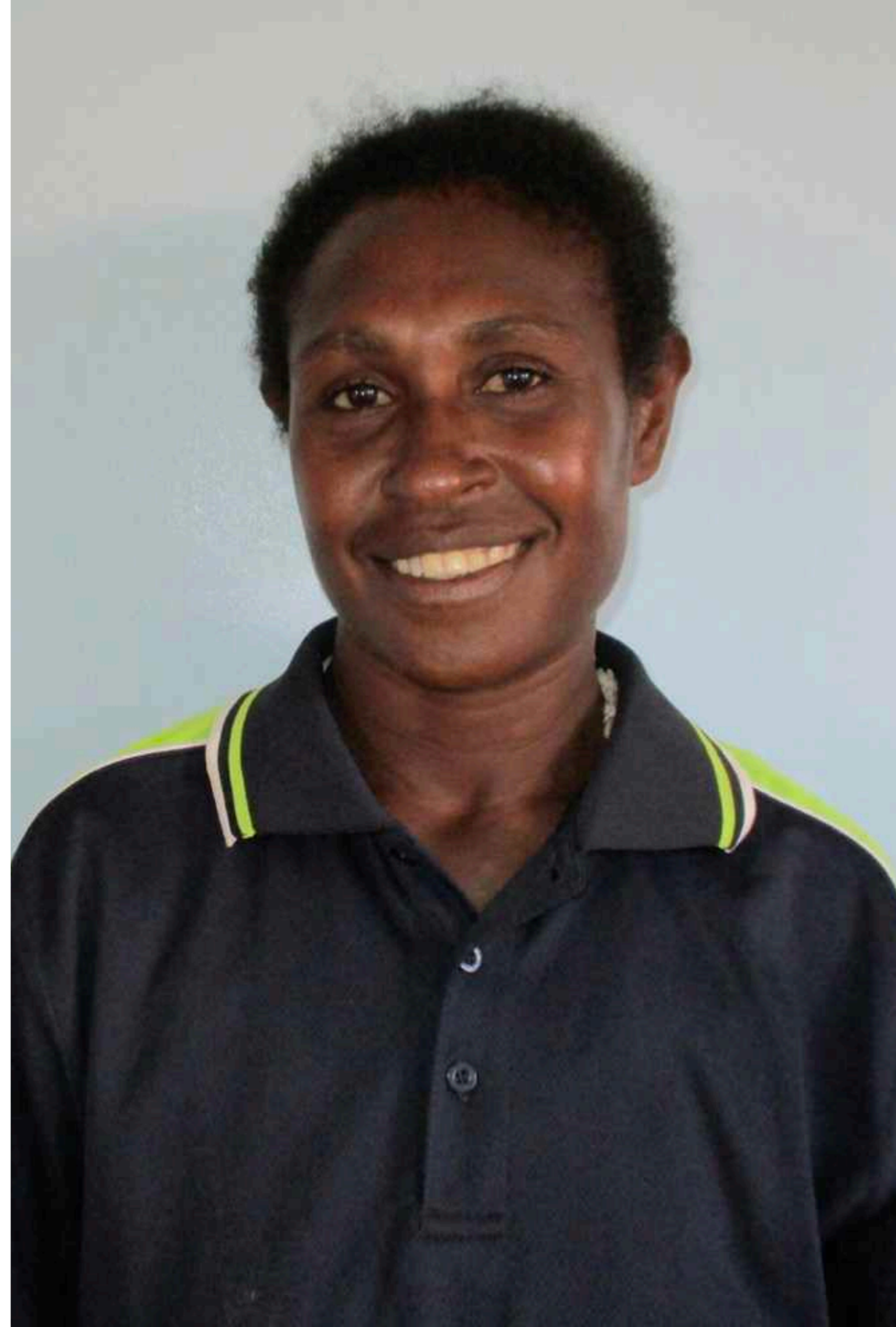
Witnessing the shortage of teachers in her village and class overcrowding, Helen aspires to become a teacher. She wants to be part of the solution to end chronic teacher shortages in her village and across PNG. Such was Helen's commitment to her education and teaching dream, in 2019 she gave birth to a healthy baby boy on the weekend and went straight to Balimo College to sit her Grade 10 examinations on the Monday.

Helen lives in Kania village, a six-hour dinghy ride from Balimo and would not be able to study to fulfil her teaching dream if not for the support of her husband, extended family, the team at Balimo College and the flexible nature of the FODE course programming.

While attending classes, Helen boarded with her sister in walking distance to the College; her youngest son cared for by local relatives, while her supportive husband cared for their three elder children at home in Kania, working a range of jobs to cover Helen's dinghy fares to Balimo.

Helen embraced her second chance at matriculating, having previously studied Grade 10 in 2004. Then, she struggled understanding lesson content and lacked the material and support for success. In stark contrast, FODE at Balimo College provided the time, resources and teaching support to diligently apply herself to her studies while juggling home life with four children aged from two to 13.

Study routine and commitment paid off for Helen. She sat her Grade 12 exams at the end of 2021, achieving a final GPA of 2.8! Based on her results, Helen was honoured with the offer of a place at the Balimo Teachers College in its inaugural year. Helen will be proudly studying her Diploma of Primary Teaching in 2022.



Case Study: Solowato Kela

Solowato completed Grade 10 at the Balimo FODE College in 2021, upgrading her results in pursuit of her dream to become a health worker.

Committed to her education, the 35-year-old mother of two resides in Balimo Station and walks about an hour each way to the college to attend face-to-face classes and submit assignments each term. She hopes her efforts are enough to progress to tertiary studies to become a qualified nurse.

“I selected the pathway of health because I saw the need here in my province and community. We do not have enough nurses or community health workers here in Balimo. Most of the nurses here are old and some of them have already died. I want to go into a nursing college after I do my FODE studies so that I be a nurse and serve my community,” Solowato says.

Solowato found FODE to be very interesting and enjoyed every minute of it, which was reflected in her Grade 10 results; she scored good marks in her exams and will be continuing to Grade 11 in 2022. However she credits her success to her lecturers at the FODE college.

She says, “I enjoyed doing assignments and homework. I enjoyed learning new things. I am thankful for the KTF staff and my KTF lecturers. It is because of them that I got good results in my exams.”

Solowato is looking forward to the year ahead.

“I am very excited and happy to be doing my grade 11 this year at the FODE college,” she says.



Case Study: Thompson Olo

“My favourite subjects were English and Business studies. I was very happy to attend classes,” says Thompson Olo from Tai village in Middle Fly, Western Province.

Unsurprisingly, Thompson is studying an education pathway at KTF’s Balimo FODE College. At 30 years old, in 2021 he grasped his second chance at education by enrolling to upgrade his Grade 10 results in the pursuit of a teaching career.

Thompson says, “In my village, we do not have enough teachers in the schools. I want to become a teacher so I can teach the children in my village.”

Age is not a barrier for Thompson, who hopes to attend teachers college on completion of his FODE studies, hopefully at the newly-opened Balimo College where the Diploma of Primary Teaching is now offered.

Thompson has shown his commitment and dedication to his studies by walking 2 hours to campus just to attend classes and submit his completed assignments. Thompson performed well academically as a Grade 10 student, and is now looking forward to moving on to Grade 11 at the FODE college.

“I want to complete my studies and go into a teachers college and train to become a teacher,” he says.



3. MOREHEAD (FODE) COLLEGE

In 2021, KTF, in partnership with SDP, expanded the partnerships' FODE offerings in Western Province and opened a satellite FODE Centre in the very remote Morehead community in the South Fly District. One of the most remote parts of the country, the second chance education offering in Morehead is taking a vital resource to where it is needed most. Previously, some students made the 3-week trek to our Balimo FODE campus, requiring extraordinary perseverance to make the treacherous journey and relying on family billeting opportunities in Balimo during the course of their studies. The Morehead FODE campus offers a second chance secondary education to over 50 surrounding communities in the immediate catchment area, along the remote water ways of the region. Students come from extremely disadvantaged backgrounds, where opportunities to complete their secondary schooling in traditional high schools are limited to the main town.



PROJECT OUTPUTS: MOREHEAD (FODE) COLLEGE (2021)

	Program	Project	Output	Indicators (2021)
1	Education	FODE	Number of students PET tested and enrolled	76
2	Education	FODE	Gender breakdown of students enrolled (f / m)	61% / 39%
3	Education	FODE	Students with a disability	21%
4	Education	FODE	Number of students who completed a full academic year including national examinations	41 (54%)
5	Education	FODE	Number of students who sat Grade 9 examinations	5 (45%)
6	Education	FODE	Number of students who sat Grade 10 examinations	15 (83%)
7	Education	FODE	Number of students who sat Grade 11 examinations	7 (54%)
8	Education	FODE	Number of students who sat Grade 12 examinations	14 (82%)
9	Education	FODE	Number of students progressing to Grade 10 at end of academic year	5 (100%)
10	Education	FODE	Number of students progressing to Grade 11 at end of academic year	15 (100%)
11	Education	FODE	Number of students progressing to Grade 12 at end of academic year	7 (100%)
12	Education	FODE	Number of students matriculating at end of academic year	14 (100%)
13	Education	FODE	Number of students with GPA to gain entry to Teachers College (2.4+)	4 (29%)
14	Education	FODE	Number of students with GPA to gain entry to CHW Training College (2+)	8 (57%)
15	Education	FODE	Average % improvement for Upgrading students (from previous GPA to new GPA)	27% increase
16	Education	FODE	Number of students committed to becoming teachers at completion of studies	63%
17	Education	FODE	Number of students committed to becoming health workers at completion of studies	37%

Case Study: Mark Sinba

Mark is from Kiriwo, a village in Morehead rural Local Level Government. He completed his Grade 12 studies in 2021 at KTF/SDP's Morehead satellite FODE centre. He travels almost half a day in a dug-out canoe just to get to campus. The 31 year old chose the career pathway of education because he saw the need in his community for more teachers.

"I took up the pathway of education, because not only was I interested in becoming a teacher but I also saw the need in my community. We do not have enough teachers in the schools in my village, and I wanted to fill this gap" says Mark.

While taking up studies at the Morehead FODE centre, Mark enjoyed the subjects that were taught to him. He particularly liked studying English and Economics.

He says, "I really enjoyed learning English because it helped me to really improve on my writing and communicating. I also enjoyed Economics because it really helped me to understand a lot of things that happen in the society today."

Mark is also an active member of his community and volunteers to organise programs and activities for the youths in his community, making him a role model for other youths in his community.

"I like working with the youths in my community. I help to organise activities and programs to help the youths in the community to keep busy and active in the community," Mark says.

Upon the completion of his studies last year, Mark managed to perform well in his exams and has been offered a place to study in the new Balimo Teachers College in 2022.

"I am happy that I did well and got good results in my exams last year. I am also excited that I have been offered a place to study at the Balimo Teachers College. I am thankful to KTF and SDP for providing us with everything we need to use to do well in our studies. Not only did we have tablets with the resources needed to help with our studies, but we also had help from the principal and staff here at Morehead FODE centre," says Mark.

Mark is now looking forward to a new year of studies and training at the Balimo Teachers College, which will take him a step closer to achieving his dream of being a teacher and teaching the children in his community.



Case Study: Wemah Gire

31-year-old Wemah completed her Grade 12 FODE studies at the newly established Morehead Satellite Centre; and also worked as KTF's Administration Officer. Wemah had been wanting to upgrade her marks for many years but until 2021, there were no opportunities to do so for the Morehead region in Western Province's remote South Fly District.

Wemah is studying under KTF's education stream; on a pathway to becoming a teacher: "I saw a need here in Morehead that we really need more teachers to come and educate our people. I saw that when teachers come here, they don't stay for long here in Morehead, maybe because of the remoteness of the place. As a local I thought that it would be much better for a local to come back and serve our own people here. Teachers come here and stay for a year or 2 years, then they leave. I want to be a teacher so that I can come back and help my people here. I want to provide service to my own people."

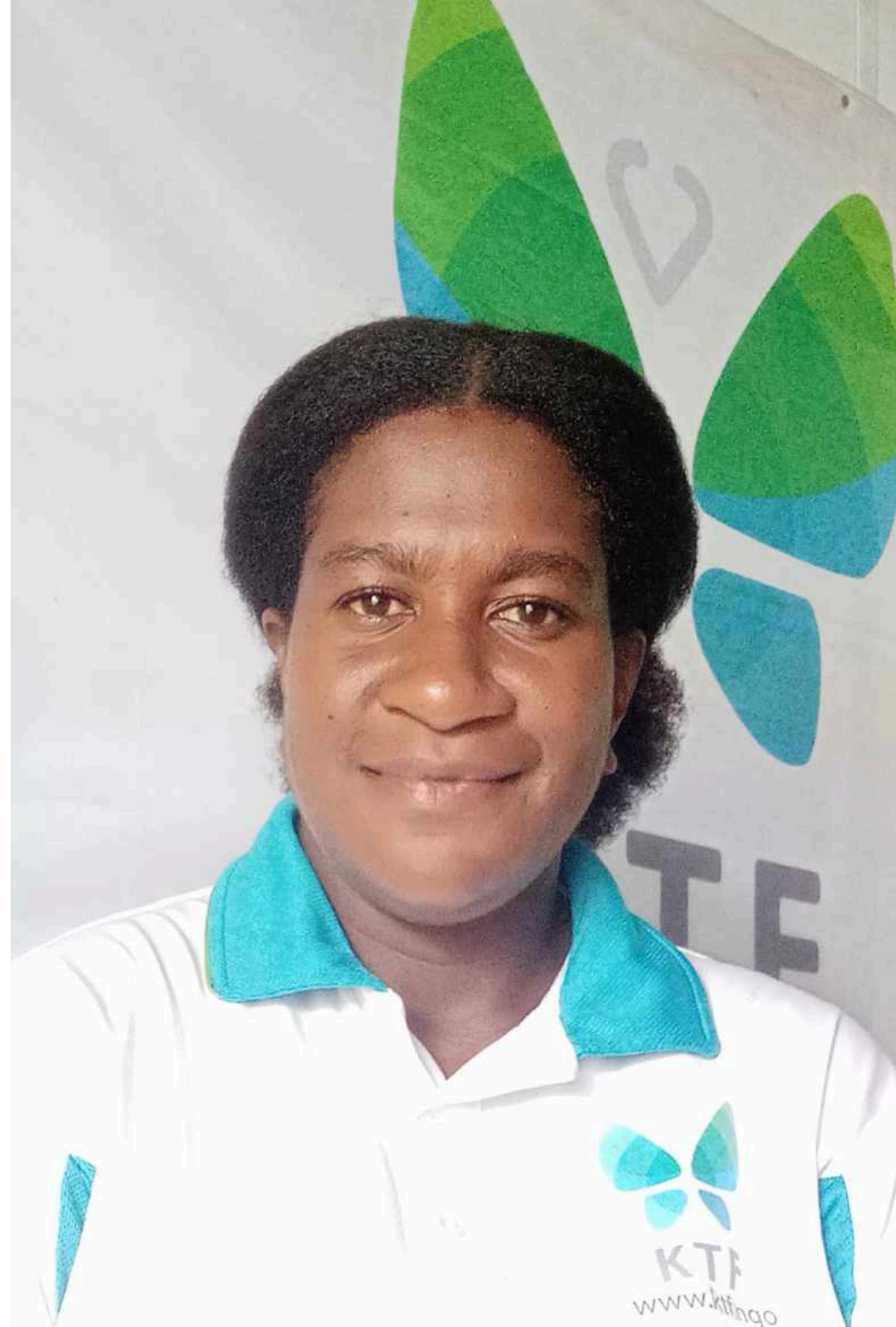
She describes how she found FODE to be exciting: "I was really surprised at how real the exams were. They were treated exactly like how national exams would be treated. I never knew that FODE also provided exams like this too. I saw the FODE exams and it motivated me to be serious with my exams. I was surprised at how the exams really worked and how formal it was. I was really impressed by the exams. It was a main highlight for me," describes Wemah.

She faced certain challenges while studying and working at the same time, but this did not stop Wemah from doing well in her studies. Wemah has been offered a place to study at the Balimo Teachers college in 2022, but is having her first child in 2022 so will stay on working with Morehead FODE centre and later apply for a place in the teachers college.

She says, "I was thrilled to receive the news of my offer to study at the Balimo Teachers College, but because of my situation with having my first child, I have decided to stay on in Morehead, have my baby, then later apply again to go into the teachers college."

Wemah is encouraging others interested in taking up FODE studies this year to take studies seriously.

"My encouragement to those wanting to study FODE, is that you have to take your studies seriously. If you are given a place to study, you have to put your time, effort and commitment. We are in a very remote place and if you have been given an opportunity to study FODE, you have to make use of that opportunity in order to have a bright future," Wemah encourages.



4. ST GABRIEL'S (FODE) COLLEGE

In 2021, KTF and SDP also expanded the partnerships' FODE offerings in Western Province and opened a satellite FODE Centre in Kiunga in the North Fly District. Based out of Kiunga, the second chance education offering at St Gabriel's is supporting second chance pathways for students in North Fly. We recognised that the need for second chance education pathways is equally important in more urban centres in Western Province; and we prioritise places for women and people with a disability who may have dropped out of mainstream schooling earlier. Our new FODE Centre is co-located at a secondary school campus run in partnership with the Catholic Church in Kiunga; and supports students who have previously disengaged from formal schooling to get a vital qualification. Students are on pathways to then study teaching or health work and Grade 12 graduates will eventually be eligible for tertiary places in the new Teachers College in Balimo. Only Grade 10 was offered in 2021.



PROJECT OUTPUTS: ST GABRIELS (FODE) COLLEGE (2021)

	Program	Project	Output	Indicators (2021)
1	Education	FODE	Number of students PET tested and enrolled	35
2	Education	FODE	Gender breakdown of students enrolled (f / m)	46% / 54%
3	Education	FODE	Students with a disability	9%
4	Education	FODE	Number of students who completed a full academic year including national examinations	25 (71%)
5	Education	FODE	Number of students who sat Grade 10 examinations	25 (71%)
8	Education	FODE	Number of students progressing to Grade 11 at end of academic year	25 (100%)
11	Education	FODE	Number of students with GPA to gain entry to Teachers College (2.4+)	N/A
12	Education	FODE	Number of students with GPA to gain entry to CHW Training College (2+)	N/A
13	Education	FODE	Average % improvement for Upgrading students (from previous GPA to new GPA)	N/A
14	Education	FODE	Number of students committed to becoming teachers at completion of studies	69%
15	Education	FODE	Number of students committed to becoming health workers at completion of studies	31%

Case Study: Anthony Takamsok

Anthony is 20 years old and has completed his Grade 10 upgrading studies at St Gabriel's satellite FODE centre in 2021. Anthony lives just 10 minutes from where the FODE centre is located, which makes it convenient for him to walk to campus to attend classes and submit his assignments or just to have a look at the notices on campus noticeboards. This opportunity would not be available if it was not for the satellite centre; Anthony would have to travel much further afield, to the capital Daru or even to KTF's Balimo FODE College to pursue his second chance at education.

Anthony says, "Studying closer to home makes it easier for me to travel to school to do my studies."

FODE was attractive to Anthony as he wanted to upgrade his marks in the hope of attending teachers college in the future. He did not do well in his Grade 10 exams, needing to upgrade his marks in order to continue with studies to Grade 11 and 12, providing entry to tertiary education and continuing the pathway to teaching.

Anthony performed very well in his exams in 2021, and looks forward to completing his Grade 11 studies at the centre in 2022.

"I enjoyed the lessons with the lecturers last year. Also, I am happy that I have done well with my studies last year. I am thinking of going into a teachers college once I complete my Grade 12 at the FODE college," says Anthony.



Case Study: Sylvia Yakalok

“It has always been my dream to one day teach small children”

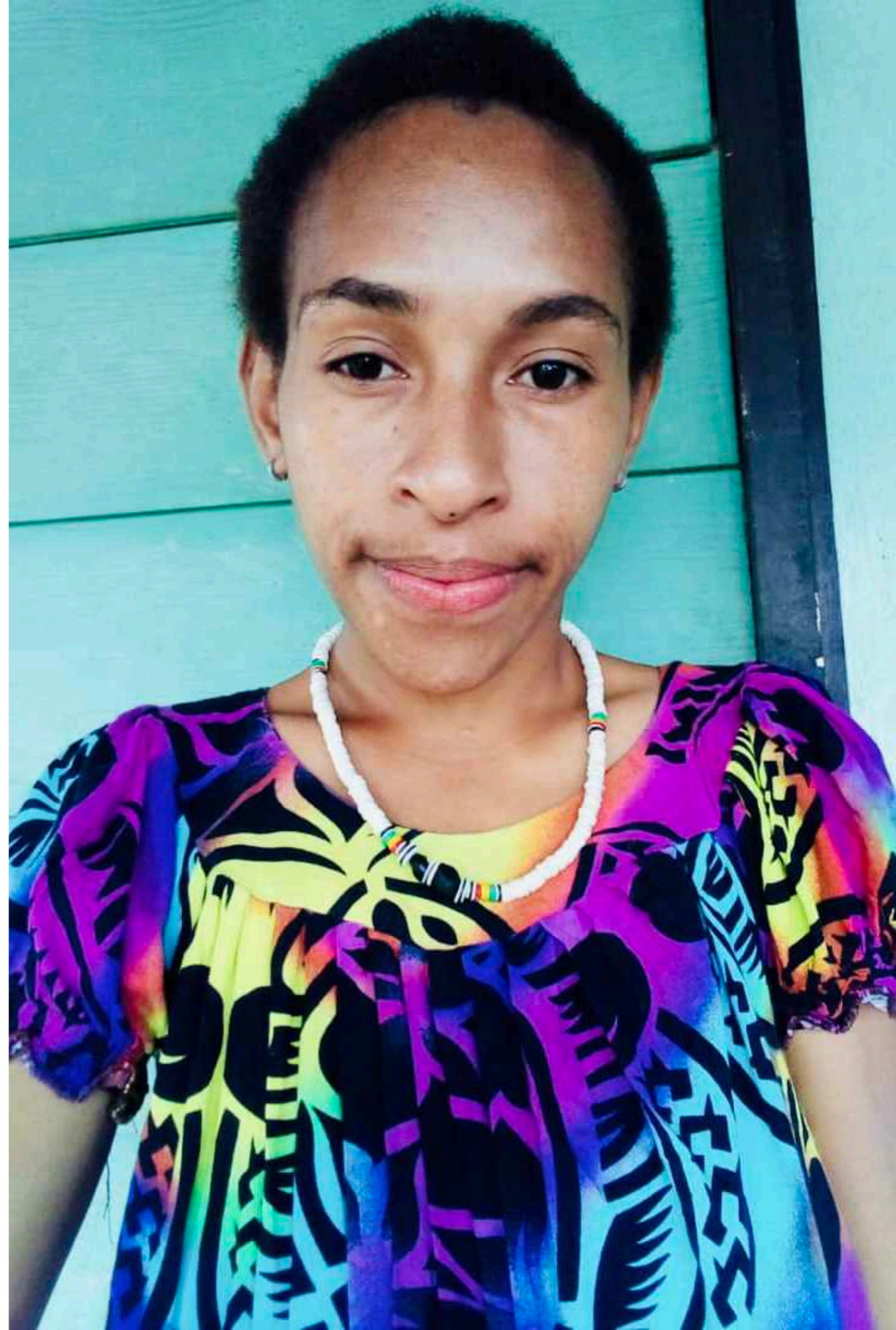
Sylvia’s pursuit of her dream could have been shattered when she did not do well in her Grade 10 exams in 2020. Determined to continue on her pathway to teaching, she took the opportunity to improve her results by enrolling at St Gabriel’s Satellite FODE Centre, in her home town of Kiunga. She resides with her family nearby the campus and walks to attend classes.

“I decided to study FODE because I did not do well in my Grade 10 exams in 2020. Also, I chose the pathway of education because I want to be a teacher. It has always been my dream to one day teach small children,” she said.

Sylvia re-sat grade 10 in 2021, committing to her studies, giving her confidence with her performance, *“I know I have done my best to get good grades,”* she says. Her confidence was well placed; Sylvia did do well, scoring good grades to upgrade her Grade 10 record and placing her in a good position to continue to Grade 11 in 2022, something she is keen to do at St Gabriel’s FODE Centre.

She says, “I am really excited to start school this year. I am really happy to do my Grade 11.”

Sylvia hopes to complete her FODE studies in 2023 and continue on to teacher training, enabling her to fulfil her dream of teaching children in schools in her province.



5. MOTU KOITA (FODE) COLLEGE

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. In 2021, we re-enrolled a number of students who had completed a partial loading in 2020, to support them back on their pathways to matriculate and gain entry to tertiary institutions. Ongoing challenges related to the pandemic throughout 2021 caused us to have multiple closures of the Centre due to outbreaks in the capital city. Our partners at the the FODE Centre have endeavoured to case manage and support students through outreach and online connectivity during another tumultuous year. The MK FODE Centre, unlike KTF's other FODE Colleges, also accepts students who want to pursue pathways other than teacher and health work.



PROJECT OUTPUTS: MOTU KOITA (FODE) COLLEGE (2020 – 2021)

	Program	Project	Output	Indicators (2020)	Indicators (2021)
1	Education	FODE	Number of students who undertook initial PET testings for enrolment	105	141
2	Education	FODE	Gender breakdown of students enrolled (f / m)	33% / 67%	53% / 47%
3	Education	FODE	Students with a disability	3%	9%
4	Education	FODE	Number of students who completed a full academic year including national examinations	36 (34%)	92 (65%)
5	Education	FODE	Number of students who sat Grade 9 examinations	N/A	8 (47%)
6	Education	FODE	Number of students who sat Grade 10 examinations	14	27 (63%)
7	Education	FODE	Number of students who sat Grade 11 examinations	12	8 (24%)
8	Education	FODE	Number of students who sat Grade 12 examinations	10	16 (33%)
9	Education	FODE	Number of students progressing to Grade 10 at end of academic year		8
10	Education	FODE	Number of students progressing to Grade 11 at end of academic year	14	27
11	Education	FODE	Number of students progressing to Grade 12 at end of academic year	12	8
12	Education	FODE	Number of students matriculating at end of academic year	10	13
13	Education	FODE	Number of students on track to gain GPA of 2.4+	-	2 (12%)
14	Education	FODE	Number of students on track to gain GPA of 2+	-	11 (69%)
15	Education	FODE	Number of students committed to studying trade or technical courses upon graduation	-	80%
16	Education	FODE	Number of students committed to studying finance or ICT courses upon graduation	-	15%
17	Education	FODE	Number of students committed to studying education or health work upon graduation	-	5%

Case Study: David Adam

David is 21-years old and has a hearing-impaired condition; previously starting his elementary education at the PNG Cheshire Home, he did so with the help of interpreters who were able to help him through sign language.

David completed his grade 3 to grade 8 at the Hohola Demonstration Primary School in Port Moresby. Since childhood, David has been assisted by a translator to help him interpret what is being taught at school.

It was a struggle for David to be around other students in class, however David was determined enough to complete his studies and was fortunate enough to be selected to the Badihagwa Secondary School in Port Moresby in 2018, and sat for his Grade 9 exams in 2019.

“It was during that time of his studies at Badihagwa Secondary School, that David had to struggle on his own without an interpreter or teacher to assist him during class times, and unfortunately he struggled with his grade 10 national examinations and did not make it through to grade 11,” said David’s father.

David wanted to be enrolled at the MK FODE Center so that he can do his studies at the comfort of his home and can be able to read the books and do his assignments from home.

David’s father said, “David looks forward to upgrading his marks and is excited to do his studies at the MK FODE centre. David wants to inspire his younger brother, who also has the same condition as David, to also aspire to do his studies despite being a student with special needs.”

When asked what career pathway David would like to take after he completes FODE studies and further studies (if possible), David’s response as translated by his father was, “David wants to work with computers. He wants to be an IT expert or computer specialist and do programming and fix computers,” said David’s father when translating for David.



Case Study:

Reia Ali

Reia Ali is a student at the Motu Koita FODE centre in Hanuabada. She completed Grade 10 in 2021 as a full correspondence student. Growing up, Reia has had to struggle with battling various health conditions and going in and out of hospitals for almost her entire school-aged life, including struggling from a major accident, a hearing disability, and tuberculosis.

Reia recalls, “Sometimes I tried to go to school, I would have to turn back halfway and go back home because I wasn’t feeling better. I had to go back again to the hospital because I was feeling sick again, and stayed in hospital and my mum had to pay the bills.”

Despite all these challenges with her health condition, Reia persisted and attempted to complete her studies through the formal schooling system. After many drop-outs caused by health issues, she decided that she would need to take FODE, which would make it more convenient for her to do her studies in the comfort of her home.

Reia said, “I told my mum that it was best for me to take FODE studies because it would help to cut down on costs and because I had constant health conditions, it would be flexible for me to do my studies on days when I feel better.”

Reia feels excited to be attending FODE at the MK FODE centre.

“I am excited to be doing FODE here at MK FODE centre. “I hope to become a doctor some day because in my family I am always the one who’s always getting sick, I hope to become a doctor in the future so that I can help others like me.”



FODE COLLEGES OUTPUTS: QUALITATIVE DISCUSSION

2021 was another challenging year for the KTF teams and FODE College partners 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 continued to be felt across several areas of the delivery of the FODE program at all FODE campuses, including:

- The impact of COVID-19 on logistics, transportation and movement of staff, students and resources for the ongoing operations of the Colleges;
- Various COVID-19 lockdowns and restrictions on domestic borders impacted the amount of face to face teaching and learning and movement of staff and students in and out of Colleges;
- The operation 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 continuation of the reduced numbers of students allowed on campus at any one time (especially complex for boarding students) and shorter rotations of smaller cohorts in order to adhere to these restrictions;
- Major vaccine hesitancy among students and their families across all College regions; and balancing this with pressures from partners and donors to introduce vaccine mandates (not enforceable by PNG law);
- Continued strengthening of the GBV support across campuses given the increased isolation and time at home for our female students;
- 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;
- Roll-out of new student registration and monitoring processes including new standardised electronic databases in place across all Colleges and greater case management abilities in place to identify student support needs throughout the academic year;
- Detrimental impact of COVID-19 lockdowns and associated disruptions to the MK FODE Centre in Hanuabada in Port Moresby. Student attrition rates were significantly higher in the MK FODE Centre as a result. Students will also require more tailored case management support in 2022 to try and re-engage them with their FODE education.

FODE OUTPUTS: QUALITATIVE DISCUSSION

Despite the ongoing COVID-19 disruptions, all five FODE Colleges still managed to complete a full academic year, with attendance and progression rates high (with the exception of the MK FODE Centre in Port Moresby). Academic results were varied across the Grades and Colleges, with consistently low results across the board in Mathematics; but average results coming out at PASS to UPPER PASS for lower secondary and C for upper secondary.

The KTF teams and partners continued to understand the high demand for FODE as a flexible, second chance education pathway for people from remote and disadvantaged, often made more complex by disability, gender and the juggling of competing familial and community demands. In many cases, people with disability or background health issues discussed the critical nature of FODE - being able to complete a part-time loading, under flexible, self-directed study at home, and being supported with targeted tutoring support in areas of need.

Women often spoke about being able to juggle demanding home lives including child raising and domestic duties alongside academic study; and teachers who are upgrading due to the PNG Government's education restructure and new minimum GPA requirements, discussed their ability to continue teaching during the day and undertaking their FODE studies in the evenings and on weekends. This flexibility is critical if the bulk of PNG's elementary and primary teachers are to be able to meet the Government's new requirements and still keep their schools open. FODE requires substantial investment, especially for remote and rural areas, moving forward.

In 2021, the PNG National Department of Education formally increased the minimum GPA requirements to be held by all teachers - and have applied the requirements in retrospect to existing teachers. This has resulted in the need for tens of thousands of elementary and primary teachers across PNG to undertake FODE studies and effectively return to upper secondary school in order to upgrade their GPA to 2.4. Our Colleges are not only supporting intending teachers on pathways to graduate with Grade 12 qualifications and GPAs of 2.4; but they are prioritising teachers to complete their upgrading so as to remain on the Government payroll and in their teaching positions.

The situation in health work is different; and the focus of the Colleges remains on supporting prospective community health workers and nurses to complete their secondary school and obtain the grades to enter tertiary studies in health work and nursing. This currently requires a GPA of 2+ and sufficient grades in science subjects.

The FODE Colleges continue to support accessible pathways for people across remote and rural areas and from disadvantaged backgrounds to obtain the qualifications they need to access tertiary studies, maintain their existing roles as teachers, and build their lives and livelihoods in order to support themselves, their families and the broader community.



Computation
Exercise 1
Exercise 2
Exercise 3
Exercise 4
Exercise 5
Exercise 6
Exercise 7
Exercise 8
Exercise 9
Exercise 10
Exercise 11
Exercise 12
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Exercise 14
Exercise 15
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Exercise 18
Exercise 19
Exercise 20

LOVE PNG

Exercise 1

6. EARLY YEARS (TEACH FOR TOMORROW II)

Teach for Tomorrow, Early Years supports the introduction of Early Childhood Education into remote and rural schools and communities by delivering professional development and in-service training for elementary teachers, training and support for provincial trainers, district senior teachers and school boards of management, and through the provision of practical infrastructure and resourcing support for schools to establish ECE classrooms.

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 as a result of ongoing changes to the structure of the schooling system and the launch of the new National Education Plan.

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 new education structure. Provincial Departments of Education have 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 is also enforcing minimum schooling qualifications that will be applied to elementary teachers in retrospect (from 2021 onwards). See previous discussion in FODE Colleges.

KTF continues to work in partnership with Provincial DoEs to deliver targeted training to elementary and primary teachers in early childhood education (ages 4-6 years). 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 short-term teacher in-service program for elementary 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. Support is also provided in the form of Early Years learning manual, infrastructure and ECE resources for classrooms to be established by School Boards of Management and teachers. KTF adopts a co-delivery approach to project design and implementation. Its 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 – 2021)

	Program	Project	Output	Indicators (2019)	Indicators (2020)	Indicators (2021)
1	Education	Early Years	Number of district elementary trainers / senior educators trained	112	83	85
2	Education	Early Years	Number of district elementary trainers trained (females)	35	26	41
3	Education	Early Years	Number of district elementary trainers trained (males)	77	57	44
4	Education	Early Years	Number of workshops delivered	9	5	5
5	Education	Early Years	Number of exchange programmes delivered	4	0*	0*
6	Education	Early Years	Number of Early Childhood Education Provincial Frameworks developed	-	4	4
7	Education	Early Years	Number of elementary teachers & community members participating in Early Years workshops	-	39	37
8	Education	Early Years	Number of Early Years resource kits distributed to trainers and teachers	112	122	119
9	Education	Early Years	Number of best-practice classrooms modified for Early Years education	-	2	6
10	Education	Early Years	Number of early childhood cube resources delivered to schools	-	-	20

**COVID-19 pandemic prevented any Early Years / Teach for Tomorrow II exchange programmes from taking place in 2020-2021.*

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 four 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.



Early Years in action

Papua New Guinea recently transitioned to a new '3-6-6' model of education, which introduced formal schooling to the earliest, formative years of a child's education. As the new learning landscape takes root, the need is apparent for the development of a structured framework for Early Childhood Education (ECE).

KTF's Early Years project works alongside provincial Departments of Education (DoE) to develop an ECE program framework and teacher upskilling program that delivers quality education to children in their vital, early formative years. Together, in partnership with DoE, trainers and KTF's network of teachers across remote and rural PNG, are working to introduce this critically important layer of education into PNG's schooling system, focusing on areas that are remote and rural; and often excluded from educational support and strengthening opportunities.

Early Years develops and pilots bespoke and tailored in-service teacher upskilling and ongoing professional development program to existing elementary teachers in rural areas. The project is enabling elementary teachers to transition their skill set to deliver specialist, child-centred, age-appropriate learning to children aged three to five years, introducing the new ECE layer to the schooling system.

Morobe, Western, Central, Gulf and New Ireland provinces have commenced on their ECE journeys.

"As a mom, parent, teacher and carer, my passion for creating interesting play and learning opportunities for my children never stops. My role is to observe, guide, appreciate, and praise; and encourage positively as much as possible. Thank you for the training and support for ECE in my school. I enjoyed the outdoor and indoor activities and the creative "dance like me" activities – Great Idea! I got so much more from this training compared to any other trainings I have received to date. I am very much experiences now and interested in Early Childhood Development and Education; thank you to this wonderful, enrichment workshop." Teacher, New Ireland Province

KTF is rolling out the T4T Early Years project to nine Provinces across PNG.





7. PNG SCHOOLS PROJECT

Accessing quality education is an ongoing challenge for parents in PNG. KTF is committed to establishing and improving school infrastructure, supporting the development and posting of quality teaching 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 (2019-2021)

	Program	Project	Output	Indicators (2019)	Indicators (2020)	Indicators (2021)
1	Education	PNG Schools Project	Number of schools built or maintained	12	9	10
2	Education	PNG Schools Project	Number of schools provided with educational supplies	35	10	N/A
3	Education	PNG Schools Project	Number of students enrolled in schools provided with educational supplies	3,875	2,077	N/A
4	Education	PNG Schools Project	Number of water supply systems completed in schools	2	2	1
5	Education	PNG Schools Project	Number of people served by improved water supplies	400	215	3,161
6	Education	PNG Schools Project	Number of teacher postings supported (wages)	15	15	9
7	Education	PNG Schools Project	Number of students served directly by teacher postings supported	532	457	301
8	Education	PNG Schools Project	Number of students in schools with KTF teacher postings supported	1,000	457	327
9	Education	PNG Schools Project	Number of primary scholarships supported	1,846	2,042	2,042
10	Education	PNG Schools Project	Number of primary schools supported via scholarships	12	9	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 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 2021, 6 of our previous teachers were transferred to the Government payroll - a major milestone for the project. These teachers no longer require KTF support for their salaries and meet all Teaching Service Commission and Provincial Department of Education requirements to remain on government payroll.

9 teachers were continued to be supported through the salary programme to operate schools that contributed to eight schools remaining open during the year. Two new double classrooms were constructed in 2021 at Gorari Elementary School and Kou Kou Infants School, providing a safe and accessible school environment for staff and students.

The school scholarship program continued to be delivered 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 EY2021
Sogeri Primary	Central	83 Female; 99 Male	School perimeter fencing	Complete
Efogi Primary	Central	26 Female; 48 Male	Male and female toilets	Complete
Bodinumu Primary	Central	68 Female; 81 Male	Teacher staff haus	Complete
Manari Community	Central	54 Female; 64 Male	Classroom renovations & toilets	Complete
Kavovo Primary	Central	40 Female; 51 Male	Male and female toilets	Complete
Kokoda Primary	Oro	383 Female; 364 Male	Library, classrooms, teacher haus, resources, teacher training	Complete
Abuari Primary	Oro	14 Female; 21 Male	Stationery	Complete
Kebara Primary	Oro	176 Female; 170 Male	Teaches haus and desks	Complete
Gorari Primary	Oro	134 Female; 166 Male	Double classroom	Complete

Case Study: Wari Pondo

Wari Pondo, from Gorari village in Kokoda, Oro province, is a teacher at Gorari Elementary School. Wari went through KTF's teacher training in Kokoda in 2012 and in the same year after completing her training, she started off her teaching career at Gorari elementary school as a volunteer elementary school teacher. Since then, Wari has been teaching there, and this is her 10th year of teaching.

From 2012 to 2016 Wari was teaching at the elementary school on a voluntary basis, until in 2017, she was put on KTF payroll and supported by the PNG Schools Project. Wari also enrolled at the KTF FODE College in 2019, and matriculated with an excellent GPA in 2021, allowing her entry to tertiary Teachers College in 2022.

Wari and her teacher husband Cornelius are two of three teachers at Gorari elementary school and are responsible for delivering formative education to 189 Prep, Grade 1 and Grade 2 students. Prior to KTF's support of the new double classroom, they would have to fit all 189 students into two small classrooms, using shift and multigrade teaching. Wari receives holistic, tailored support via KTF's education program including professional development, resourcing, salary and infrastructure via PNG Schools and a pathway to tertiary studies via the Kokoda FODE College.

"After completing my FODE studies, I would like to go for further studies. I have been teaching as an elementary teacher for 9 years, and now I would like to go for studies in primary school teaching."

"I am very happy that KTF has pushed me into taking up studies at the Kokoda FODE college. My grade 10 marks were very low, and I got this good opportunity to upgrade my marks so that I can go on for further studies. As a teacher, I am very thankful to KTF for their support towards me. KTF has really supported me to come from nowhere to somewhere. They have also supported me by paying my salaries, and I am very thankful for this support. I have so much love for KTF."





New double classroom at Gorari Elementary School, supporting KTF teachers' Cornelius & Wari Pondo

8. BALIMO SCHOOLS E-LEARNING PROJECT

In 2021, KTF, in partnership with SDP, continued its Balimo Schools E-Learning Project, providing targeted support to teachers and schools in the Balimo catchment region in Western Province. Balimo Schools E-Learning 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 KTF, the 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. 157 elementary and primary teachers are engaged across the 36 schools. The schools span a geographical area of approx. 3,000 km². The project invests in three critical educational elements:

- Teacher professional development - a series of tailored PD workshops are delivered to the 157 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 – 2021)

	Program	Project	Output	Indicators (2020)	Indicators (2021)
1	Education	Balimo Schools	Number of elementary teachers participating in in-service workshops	49	50
2	Education	Balimo Schools	Number of primary teachers participating in in-service workshops	98	107
3	Education	Balimo Schools	Number of elementary schools receiving resources support (textbooks, library books, curriculum materials)	20	20
4	Education	Balimo Schools	Number of primary schools receiving resources support (textbooks, library books, curriculum materials)	16	16
5	Education	Balimo Schools	Number of solar systems and televisions distributed	36	N/A
6	Education	Balimo Schools	Number of elementary students receiving support (male, female)	1,854 (48% female, 52% male)	2,003 (49% female; 51% male)
7	Education	Balimo Schools	Number of primary students receiving support (male, female)	3,219 (49% female, 51% male)	3,211 (50% female, 50% male)
8	Education	Balimo Schools	Number of in-service workshops delivered	2	5
9	Education	Balimo Schools	Number of coaches engaged and trained	9	9
10	Education	Balimo Schools	Number of coaching sessions delivered	180	360

BALIMO SCHOOLS PROJECT: QUALITATIVE DISCUSSION

The Balimo Schools Project has completed a number of outputs to date:

- ▶ Delivery of teacher training in the form of a series of regular professional development workshops and small-group learning settings, delivered each Term to 50 elementary and 107 primary teachers.
- ▶ Weekly in-school coaching program, delivered by senior, local trainers and teachers who have been up-skilled as coaches. Based on the Coaching with Care framework, coaches travel to the remote schools, up and down the Balimo river system, and work in the classrooms with the teachers each week, providing mentoring and guidance, reinforcing learning from teacher training, and supporting them to adapt their practice and best utilise resources.
- ▶ Provision of a range of technology and resources including: tablets for teachers, televisions and solar power for classrooms, library books, textbooks, bilum books, curriculum materials, stationery, and early childhood materials.

The project is closely aligned to the Balimo FODE College whereby 10 teachers simultaneously undertook their FODE matriculation studies in 2021 in an endeavour to upgrade their GPA and meet PNG Government new requirements for the teaching profession. Balancing extremely heavy workloads, these teachers gained the following results:

- Four received the GPA of 2.4 required to attend Teachers College (pre-service or in-service) and meet NDOE ongoing employment requirements
- Four achieved a GPA or between 2 - 2.39 and will need to complete only one additional subject in 2022 to achieve the required level of 2.4
- Two teachers will need to sit two or more subjects to achieve the necessary GPA or 2.4 and will be supported in 2022 to re-enrol.

An internal, formative evaluation was conducted on the Balimo Schools Project in 2021 and a rigorous quantitative evaluation is in process with results expected to be published in Q2 2022.

Case Study: Aulaewa Demele

Aulaewa is a teacher at Balimo Elementary School and has participated in the Balimo schools learning project since 2020. After a difficult period of studying and withdrawing from studies, she finally graduated with her Certificate in Elementary Teaching in 2009.

Prior to joining the project, Aulaewa's school struggled with minimal resources and teaching and learning materials for students. The school was extremely under resourced, had no national curriculum materials, and outdated textbooks and teacher guides, including the old outcomes-based curriculum.

Via the KTF/SDP project, Aulaewa has received teacher training and coaching, resources for her classroom and students, technology including tablets and televisions for e-learning, and ongoing professional development.

“When I participated in the program, it was amazing to be able to access the resources we needed for teaching and learning and giving so much more to the students. It also opened my mind to see that what I was doing first was not really, it wasn't working well, and when the program itself came in I could see some things which I could learn from the program to improve my teaching.”

Aulaewa has particularly benefitted from the Bilum Books, which are based in the new standards-based curriculum and provide a lesson by lesson guide to teachers and practical worksheets and activities for students - focusing on the critical area of literacy.

“When children are with these Bilum Books, it boosts my morale; the Bilum books that we have been trained in via the workshops support the literacy learning stages of all the students. Students are now reading by themselves, they see for themselves and they read it themselves independently and then by looking at the pictures they can see what they are reading.”



Case Study: Elgin Tuwi

Elgin is a primary teacher at Mase Primary School and has participated in the KTF/SDP Balimo Schools E-learning project since 2020. His school previously was also extremely under resourced. They did not own a full set of the new standards based curriculum materials and instead had to utilise old curriculum materials and endeavour to bridge the gap with limited understanding of the new curriculum.

As well as benefitting from the resourcing and technology provided by the project, Elgin has particularly benefited from the teacher training and coaching delivered over the course of the project. “KTF is shaping me as a professional teacher, what KTF is really doing is shaping my professional wellbeing as a teacher. Some of the things that I did not learn at Teachers College, KTF is now stepping in and shaping me to be a better teacher.”

Elgin also commented on impact of the practical resourcing provided to his school and the impact that this has had on student learning:

“KTF is coming down to the level of the people...KTF is bringing the solar light technology, KTF is like a light to our communities, the schools. We have solar panels installed at the school, television 32inch screen for the students to learning via e-learning, and KTF has also provided students with the bilum books which is very helpful for students to improve their literacy skills. Previously literacy levels were very low but now I can already see them improving.”

Elgin also enjoys the professional development activities related to inclusive education: “Last year we had different workshops, some of the things like how to care for students with different learning abilities in the classroom is one of the things that shape and improve my understanding; also on how to care for different genders in the classroom.”



BALIMO SCHOOLS EVALUATION

In 2021, an internal, qualitative evaluation was undertaken to examine the impact and effectiveness of the Balimo Schools project in the first 16 months of pilot operations.

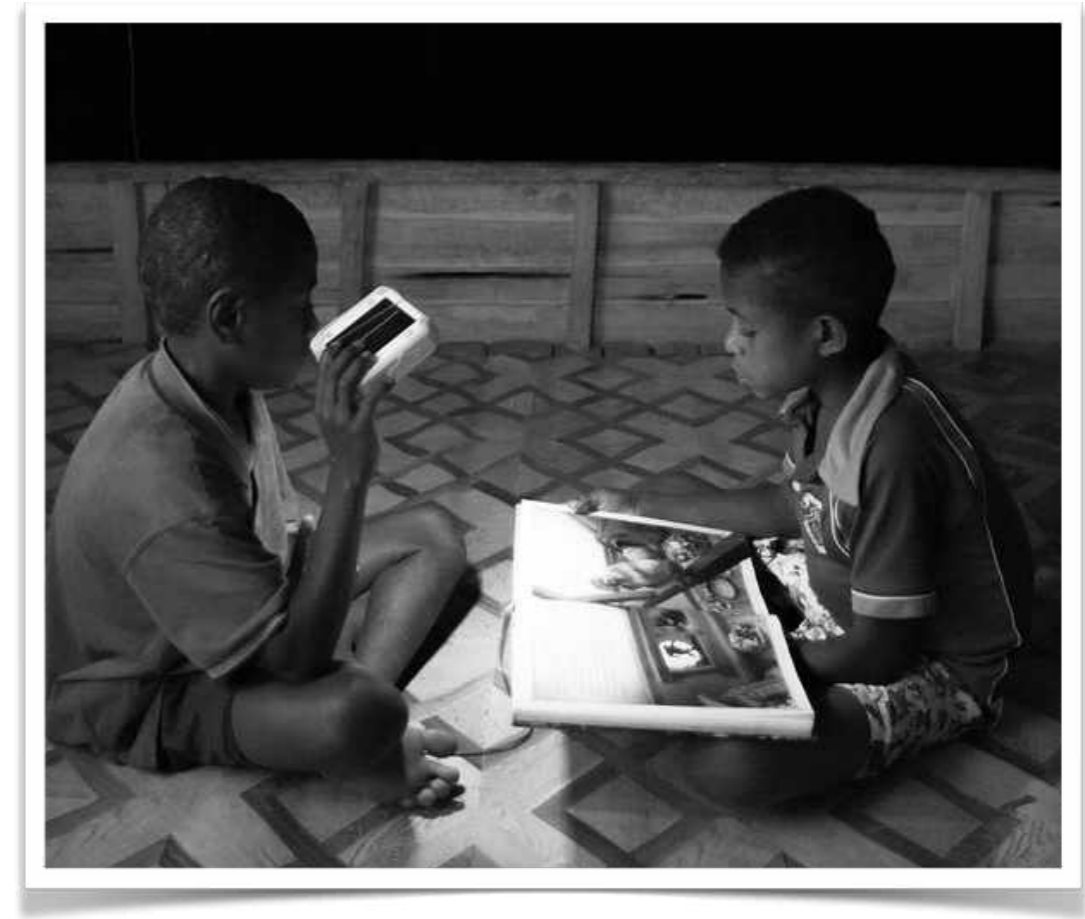
The key findings were:

- Increased teacher attendance
- Increased student attendance
- Improved engagement between teachers, parents and community
- Increased evidence of constructivist, child-centred and play-based teaching and learning
- Students are actively learning
- Structural changes supported
- Communities of practice developed
- Increased teacher enjoyment and improved self-concept
- Improved access to resources
- Creation of lesson plans
- Improved ability of teachers and students to create their own resources from natural environments
- Improved use of technology to expand resourcing
- Improved literacy and numeracy (anecdotal)
- Increased knowledge and application of inclusive education
- Improved understanding and application of child protection

The evaluation identified challenges and areas for strengthening of the project moving forward. See: <https://www.ktf.ngo/me-reporting> for the full evaluation and KTF's response to the recommendations.

9. LIGHT UP PNG

To light up the lives of children across PNG, we continue to work 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 – 2021)

	Program	Project	Output	Indicators (2019)	Indicators (2020)	Indicators (2021)
1	Education	SolarBuddy	Number of SolarBuddy lights given to children	14,159	3,550	3,894
2	Education	SolarBuddy	Number of schools SolarBuddy lights distributed to	77	14	30
3	Education	SolarBuddy	Number of provinces SolarBuddy lights distributed to	12	3	7

KTF's partnership with Australian charity, SolarBuddy, has to date distributed 38,000+ solar lights to children and teachers across remote and rural areas in PNG. In 2020-21, 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 lock downs and 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 2020-21.



10. LIGHT FOR LEARNING

KTF's Light for Learning project (an extension to its Village Connect project) aims to improve lives, livelihoods and futures by providing students and communities in remote Oro and Western provinces with a reliable source of clean solar lighting and power. It's an ambitious project that is installing solar units to households and facilities in remote villages in Western and Oro Provinces throughout 2021 and 2022. With support from the PNG-Australia Partnership, 'Light for Learning' is working through the greater Balimo region in Middle Fly, and the Kokoda, Northern Beaches and Tufi regions of Oro, installing solar and lighting systems to every household, school, aid post and community building in 53 villages. Villages all have links to KTF's existing education projects, chosen to assist students with their learning. Households receive a home solar unit which has three lights and USB charging capability for phones, radios and other small devices. Community facilities receive a larger unit capable of lighting and powering a television, which will be provided with USBs loaded with information for learning, highly beneficial for school lessons and community awareness, including COVID-19 information. Light for Learning provides students, their families and communities with a reliable source of clean lighting and power, enabling study and other activities after dark, improving lives, livelihoods and futures.



PROJECT OUTPUTS: VILLAGE CONNECT(2017 – 2019) & L4L (2021)

	Program	Project	Output	Indicators (2017 - 2019)	Indicators (2020)	Indicators (2021)
1	Education	Light for Learning	Number of household solar systems installed on village houses	1,021	-	5,067
2	Education	Light for Learning	Number of solar lights installed on village houses	3,063	-	15,201
3	Education	Light for Learning	Number of battery charging units installed on village houses	1,021	-	5,067
4	Education	Light for Learning	Number of facilities solar systems installed on village schools, aid posts & community centres	75	-	150
5	Education	Light for Learning	Number of people accessing improved lighting and energy	5,105	-	25,335
6	Education	Light for Learning	Number of villages illuminated and powered with improved solar systems	30	-	43
7	Education	Light for Learning	Number of provinces Village Connect rolled out to	2	-	2
8	Education	Light for Learning	Number of solar champions trained	-	-	438

Case Study: Priscilla Segari

Priscilla has recently completed her Grade 12 at KTF's Kokoda FODE college. She is 25 years old and aspires to be a doctor in the future.

Priscilla and her family had been using battery torches and cheap solar light as sources of light before the solar light system was installed in their home.

"I used to buy batteries for the battery torches and also charged solar light in the sun during the day to use at night," Priscilla says.

Now that the solar lights have been installed, Priscilla and her family can do many things at night. The students are now able to do their studies at night, the family can also save money that they previously spent on buying batteries and most importantly, they feel safer at night compared to before.

Priscilla feels that the L4L project has really helped the people.

She says, "It's a blessing to our village. It has supported people who cannot even afford to buy a solar light for themselves. It makes it easier especially for parents who cannot afford to buy batteries for their children to do their studies at night. Also, the light will help girls to feel safer at night."

Priscilla, is grateful to KTF for the solar light that has been installed in her home and community.

"Words cannot express how much it means to me. I really appreciate the great work done by KTF and supporters. This is the first of its kind that this service has come to my community and has helped a lot of people in the village who cannot even afford to buy a solar light."



Case Study: Julias Mesibere

Julias is 35 years old and lives in the village with his wife and 2 children. Julias has volunteered to be a L4L solar champion in his village.

“I become a solar champion because I want to make sure our solar lights installed by KTF are in good condition at all times,” he says.

Julias and his family had been using battery torches, kerosene lamps, wood for fire and candles as sources of light at night before the KTF L4L team had installed solar lights in their family home. With the installation of the solar light system in his home, Julias and his family can now save money to buy other things.

Julias says, “Now we can save money that we previously spent on other light sources. We can now use the money saved to buy clothes, soap, school fees and store goods.”

Now that Julias and his family have the solar light system in their home, they can not only save enough money to buy other things, they can also use the light to do other activities at night. The children can use the light to do their studies and the family can engage in a small business activity to bring in an income. They also experience improvement of health, because they do not have to burn fossil fuels to bring light to their homes. Most importantly, Julias and his family feel much safer at night and can move around freely because there is enough light provided by the solar light.

Julias expressed his thoughts on the project:

“I feel like we have been rescued from darkness and brought into light. The L4L project is helping people who really need light. KTF has given us a helping hand. Thank you so much KTF. We hope that KTF can also bring other projects into our community.





CASE STUDY: SESEYATO KIYAPA

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Seseyato is a L4L solar champion in her community in Bamustu village, Balimo Western Province. The 35-year-old mother of six is also a volunteer with World Vision in her community.

Seseyato was trained as a solar champion by the L4L Balimo team to provide assistance to the people in her community on how to look after their solar light systems at home.

“I wanted to be a solar champion because I wanted to help improve the living standards of people in my village,” she says.

Before the solar system was installed in her home, Seseyato and her family used battery torches, wood for fire, and a cheap solar light system as light sources at home.

Seseyato says, “The battery torch lights that we had been using were bought from the shop. They were purchased through hard work.”

Since the installation of the solar light system in her home, Seseyato and her family can be able to read at night, her children can do studies, and even the family can now engage in small business activity at night to make an income for themselves. The use of the solar light has also contributed to the improvement of health, with less making of fire at night with the reduction of smoke. The females in her family also feel much safer at night and the family can also be able to save money because they do not need to buy batteries anymore.

Seseyato is grateful for the solar light.

She thankfully adds, “The project has improved our living standards to a more modern style of living. I would like to say thank you to KTF and their donors for the solar light.”

VILLAGE CONNECT / LIGHT FOR LEARNING EVALUATION

KTF's Village Connect project connected 1,000+ households and facilities to solar solutions between 2017 - 2019. In 2021, an evaluation examined the impact of the project on a range of outcomes for families and communities. A mixed-method approach was adopted including the administration of a short survey to a sample of household owners across the catchment region. Semi-structured interviews were also conducted with a sample of participants across the region.

The 248 evaluation participants represented 11 villages across the catchment region that had received the solar lighting and energy systems. Survey participants ranged in age from 19 to 81 years of age; with the average age being 40 years.

Key findings included:

Participants reported a 246% increase in their children's time spent on homework after dark since receiving their solar systems. Qualitative data confirmed the positive impact of the systems on study time, academic results in schools, and the amount of time parents spent with their children supporting them to complete their school work after dark.

Sense of safety and security among participants was high with the average score (out of 5) for sense of safety in the home being 4.8 and sense of safety in the village being 4.7. Qualitative data confirmed that people felt safer from threats including intruders, raskol gangs, and dangerous animals including snakes and crocodiles. Women also reported feeling safer in their homes.

Participants reported a range of positive financial outcomes including a 97% decrease in expenditure on kerosene and 98% decrease in expenditure on batteries with the majority reducing expenditure to K0. Average weekly income also increased by 226%. Qualitative data confirmed the positive impact of the project on people's ability to save and confirmed people were saving money for battery replacement and spending saved income on a range of household and personal needs.

Participants reported an increase in productivity including a 371% increase in the amount of time they spent working on small businesses after dark. Qualitative data explored a range of small businesses that improved as a result of the lighting and energy systems including small canteens and trade stores, and the making of mats, bilums and other arts and crafts to sell at market. The availability of lighting increased the number of productive hours per person per day.

Recommendations for future projects and evaluations including Light for Learning were summarised and can be accessed in the full report:

<https://www.ktf.ngo/me-reporting>



EDUCATION OUTCOMES



EDUCATION OUTCOMES

Progress towards KTF's education program outcomes has been tracked over the course of 2019 - 2021. The following outcomes have been achieved to date, making strong progress towards our five areas of change:

Increasing access to formal and alternative schooling pathways across rural areas to maximise opportunities for all people to complete Grade 12, by:

- 467 students enrolled at **Kokoda College** (2019-2021); 400 students sat national examinations (86% retention rate).
- 625 students enrolled at **Balimo College** (2019-2021); 572 students sat national examinations (92% retention rate).
- 255 students enrolled at **Motu Koita FODE College** (2020-2021); 177 students sat national examinations (69% retention rate).
- 75 students enrolled at **Morehead College** (2021); 66 students sat national examinations (88% retention rate).
- 35 students enrolled at **St Gabriel's College** (2021); 35 students sat national examinations (100% retention rate).
- Over the course of the 2019-2021 period, the average gender split across the Colleges of students enrolled was 53% male and 47% female.
- Over the course of the 2019-2021 period, the % of Colleges of students enrolled with a disability was 16%. This number was highest in 2021, where 25% of students identify as having a disability.

Increased number of qualified and committed teachers engaged in rural schools on secure payroll, by:

- 3,685 elementary teachers trained via KTF's Teach for Tomorrow project; 80% transferred onto Government payroll between 2019-2020.
- Balimo Teachers College received DHERST accreditation and will commence its first intake of pre-service teacher training in 2022.

Grade 12 school leavers are engaged in teacher training pathways across rural areas, providing a pipeline of teachers into the profession, by:

- 56% of students enrolled across KTF's FODE Colleges on pathways to becoming teachers. Upon graduation from FODE, pending minimum GPA of 2.4 and minimum grades in English and Mathematics, these students will be eligible to enrol in Teachers Colleges across the country. KTF will offer scholarships to further support these pathways.
- 46 existing elementary and primary teachers enrolled across KTF's FODE Colleges in order to upgrade their Grade 12 and GPA requirements to meet new, Government imposed, minimum standards to remain in the profession.

EDUCATION OUTCOMES

Improved readiness and preparedness for formal schooling for early childhood aged children, with local communities engaged and leading efforts to deliver early childhood education, by:

- Up-skilling 222 Provincial trainers in Early Childhood Education theory and practice
- Direct training delivered to 87 Elementary teachers in Early Childhood Education
- On-delivery by Provincial trainers to 6,000+ teachers in Early Childhood Education including ECE theory, pedagogy, assessment, behaviour etc 8 model elementary schools upgraded and modified for Early Years education across 8 Provinces.

Increased number of school-aged children with reliable access to high-quality education, year-round, by:

- Built two elementary schools
- Provided infrastructure maintenance and constructions works to 30 elementary and primary schools
- Supported 81 schools with teaching and learning materials, student resources, technology and stationery
- Supported 5,930 student scholarships to attend primary schools
- Supported in-classroom coaching and teacher training to improve pedagogy, assessment and teaching and learning approaches.

**1,457 people on second
chance education
pathways**

**685 females
772 males**

**81 Schools supported with
resourcing, technology &
coaching**

**222 Trainers trained,
supporting over 6,000
teachers and 240,000+
students to remain in school**

**2,948 elementary
teachers transferred to
Government of PNG
payroll, keeping
115,000+ children in
school**

**5,930 student
scholarships supported
during pandemic. 10
schools received
significant infrastructure
support**



SATIPN

Ana is a cat

HEALTH OUTPUTS

1. HEALTHY COMMUNITIES

Our work in health focuses on strengthening primary health care delivery in some of PNG's most remote communities. Our Healthy Communities project supports the ongoing operations of health facilities throughout rural and remote communities in the Oro and Central Provinces of PNG. KTF supports the training and postings of Community Health Workers into aid post and health centre facilities as well as a regular supply of essential drugs and medical resources. With the increased demands of a growing population, the continuation and survival of aid 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 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 (2019-2021)

	Program	Project	Output	Indicators (2019)	Indicators (2020)	Indicators (2021)
1	Health	Healthy Communities	Number of aid posts provided with drugs & medical supplies	11	12	14
2	Health	Healthy Communities	Number of aid posts built or maintained	3	3	10
3	Health	Healthy Communities	Number of water supply systems completed in aid posts	1	12	16
4	Health	Healthy Communities	Number of aid posts provided with solar solutions	3	9	47
5	Health	Healthy Communities	Number of CHW postings supported (wages)	10	12	12
6	Health	Healthy Communities	Number of CHWs being trained (undergraduate)	2	2	2
8	Health	Healthy Communities	Number of patients < 18 years old	-	43%	45%
9	Health	Healthy Communities	Number of births supervised by CHW	20	40	63
10	Health	Healthy Communities	Number of pregnant women accessing prenatal and postnatal clinics	-	126	374
11	Health	Healthy Communities	Number of people accessing family planning clinics	-	9 (clinics)	361
12	Health	Healthy Communities	Number of immunisation patrols conducted	40	8	22
13	Health	Healthy Communities	Number of children immunised	4,259	3,424	154
14	Health	Healthy Communities	Average number of patients accessing health services per quarter	3,600	9,750	12,023
15	Health	Healthy Communities	Population numbers having access to health service	33,000	38,000	61,000

**Number is lower than previous years due to: (a) polio childhood vaccines were completed in 2020; and Covid-19 lockdowns impacted patrols in 2021*

HEALTHY COMMUNITIES OUTPUTS: QUALITATIVE DISCUSSION

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.

The project made progress towards the following outcomes throughout 2021:

Improved health security in the region:

- Improved access to water, sanitation and hygiene solutions via wide scale COVID-19 response including tanks, tippy-taps, hygiene kits for 60,000+ people
- Decrease in the number of people dying from preventable and treatable illness by improving access to three new regions which have not received primary healthcare for over 20-years
- Increase in the number of health facilities operating effectively, providing high-quality primary healthcare; KTF is supporting 20% of Oro Province's aid posts, working with the PHA to gradually re-open more and support them to sustainability.

An educated and prepared healthcare system confident in delivering high quality healthcare:

- Improved professional skills and knowledge for health workers through COVID-19 training and child and maternal healthcare training

A decrease in maternal and infant mortality rates in the region:

- Increase in the safe delivery of babies by a qualified CHW in an equipped facility

The main challenges during the reporting period were related to the COVID-19 pandemic and its impact on an already stretched and vulnerable rural health system. With only 40% of Oro Provinces aid posts open prior to the pandemic, many communities were without access to basic primary healthcare anyway.

HEALTHY COMMUNITIES OUTPUTS: QUALITATIVE DISCUSSION

Increased focus on the prevention of infectious diseases, especially COVID-19, included the delivery of training sessions for Community Health Workers and Village Health Volunteers and an increased focus on supporting health facilities with access to medicines as well as personal protective equipment (see Project Airborne).

The health facilities became the first point of call for the detection of COVID-19 and support and management for people to access testing and eventually vaccinations. Health workers were involved in wide-scale education sessions, countering COVID-19 misinformation and vaccine hesitancy. They provided education to their catchment communities on COVID-19 protective measures including hand hygiene, social distancing and the creation and wearing of face masks; as well as isolating when sick.

A remaining challenge across the Healthy Communities project is the imbalance between male and female health workers, with 58% of health workers male and 42% female. Whilst this is a significant improvement on previous years as a result of offering scholarship pathways for females to train as health workers and recruiting them upon graduation, it remains a priority area for KTF moving forward. One of KTF's health facilities recorded a significant drop in women accessing pre and post natal care during a period in which the female health worker was on leave.

Another health facility recorded a significant increase in the reporting of gender-based violence incidents during the year; this is likely as a result of the education and awareness provided by the health workers to the catchment community as part of two aligned projects (see Kicks 4 Kokoda and Project Zero) that educate people about family and sexual violence, the definitions, the reporting options and where to seek help. Health workers believe that incidents that are previously reported as accidents are now being reported as violence and abuse.

Similarly, the establishment of a safe house for people escaping violence in the region (see Project Zero) has provided an additional referral pathway for the health facilities and a number of them made referrals throughout the year. The safe house was able to organise transportation and ongoing support and services for victims of FSV presenting to the health facilities.

Strong cooperation with Provincial Health Authorities and local communities including health facility boards of management meant that many of our health facilities received infrastructure or maintenance works throughout the year, making them more accessible for people with disability and able to endure weather events (increasing due to climate change). Many health workers received in-kind support from communities in the form of gardens and food offerings, contributing to the ongoing sustainability of the health services.

Central Province

Oro Province

Taututu

Gona

Ononda

Killerton

Bagou

Ango

Sanananda

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: HANNINGTON

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During a pandemic where health facilities are stretched, it's easy for COVID-19 to draw the focus from other critical primary healthcare. In the remote Kokoda Track region of Papua New Guinea, a group of dedicated Community Health Workers (CHWs) are committed to ensuring their communities stay safe and well from all health risks, including the virus.

CHWs are the lifeblood of the rural health system; providing primary healthcare in remote areas including life-saving child immunisations, critical care to pregnant women and mothers, and access to vital medicines and drugs including treatment for malaria, tuberculosis, HIV/ AIDS, diarrhoea and pneumonia.

KTF supports a network of 14 health facilities across the catchment of the historic Kokoda Track, supporting CHWs and providing training and critical medical supplies, including COVID-19 hygiene supplies and awareness materials to enable them to continue primary healthcare delivery to a population of 60,000+.

Hannington Goputa is KTF's CHW at Kinjaki Aid Post in coastal Oro Province. He is a great believer that "The most important thing is to prevent because prevention is better than cure." To spread his prevention message, Hannington recently completed a three-week COVID-19 awareness patrol to all 22 villages in his nearby area, covering a population of 10,500+ people.

At his aid post, Hannington has a broad range of conditions present for treatment, including malaria and suspected TB cases, infections, diarrhoea, and injury from accidents sustained during manual labour. He also conducts pre-natal and post-natal clinics for expectant and new mothers.

To provide the best possible care to his community, Hannington also updates his skills, recently journeying across the province to attend a two-week family planning training at Kokoda Memorial Hospital.

With CHWs like Hannington committed to providing essential healthcare, not even a pandemic will stop them from supporting the health and wellbeing of their communities.



CASE STUDY: SERAH

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Meet Serah. We first did in 2011 when she was 13 years old and enrolled in grade 6 at Buna Primary School. Her favourite subject was maths and she wanted to be a nurse when she finished school. A promising student, Serah was awarded a KTF 'Fuzzy Wuzzy Angel' scholarship to help with her school fees and her dreams.

Fast forward 10 years, in August 2021 Serah graduated from St Margaret's Community Health Worker School in Popondetta as a Community Health Worker, winning an academic award, achieving second place in her final exams.

On graduation, Serah officially joined the KTF team, appointed as a graduate CHW at Buna Health Centre, where she did her practical placements during her studies. Serah works alongside Margaret as the second female Community Health Worker at Buna Health Centre, a critical role for improving child and maternal health services for the region.

Serah assists Margaret with her pre and post natal clinics but has also gained broad experience treating a range of conditions. She joined other KTF health workers on the integrated vaccine patrols (incl C-19) across the Buna catchment.

Serah is enjoying her work and she finds it particularly interesting learning about cases that she didn't come across during her training at St Margaret's." While working within the last quarter, it was really challenging to me when the condition of a patient seems to go beyond my understanding and knowledge". She has the support of three experienced CHWs to help her but is gaining the skills and experience she will need to work in rural PNG.

2. PROJECT AIRBORNE

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 2021, Project Airborne expanded its regional focus to include New Ireland and Western Provinces alongside Central and Oro Provinces, and also focused on vaccine education and awareness, mitigating the vaccine hesitancy and misinformation, and supporting the roll-out of integrated health patrols including COVID-19 testing and vaccinations. Project Airborne has responded to all of PNG's COVID-19 waves including the Alpha, Delta and, in 2022, the Omicron outbreaks.



PROJECT OUTPUTS: PROJECT AIRBORNE (2020-2021)

	Program	Project	Output	Indicators (2020)	Indicators (2021)
1	Health	Project Airborne	Number of water, sanitation & hygiene products delivered (soap, disinfectant, tanks)	10,916	114,110
2	Health	Project Airborne	Number of tippy taps installed	132	289
3	Health	Project Airborne	Number of personal protective equipment delivered to health workers, teachers, community members	11,100	154,615
4	Health	Project Airborne	Number of training manuals distributed	150	6,588
5	Health	Project Airborne	Number of pieces of diagnostic equipment	19	457
6	Health	Project Airborne	Number of health facilities received COVID-19 resources	12	50
7	Health	Project Airborne	Number of schools & Colleges receiving COVID-19 resources	44	463
8	Health	Project Airborne	Number of people reached through COVID-19 awareness activities	77,808	257,330
9	Health	Project Airborne	Number of facemasks produced by KTF's women's groups	3,832	6,651
10	Health	Project Airborne	Number of kilograms of supplies freighted to remote communities	2,304	14,607

PROJECT AIRBORNE OUTPUTS: QUALITATIVE DISCUSSION

The COVID-19 pandemic remained an enormous challenge for PNG's health system throughout 2021. Provincial Health Authorities lacked the capacity to provide all health facilities with adequate supplies to protect health workers and patients. To promote better health outcomes for people living in remote communities in Oro, Central, Western and New Ireland Provinces, Project Airborne continued throughout 2021 with the ongoing distribution of Personal Protective Equipment (PPE), water and sanitation resources and COVID-19 awareness materials to KTF offices, Colleges, Schools and health facilities.

The arrival of the highly contagious and virulent Delta variant created a need for an ongoing urgency of our response. Additional PPE was added to existing resource lists and distributed to health facilities and schools to ensure our health workers and academic staff were adequately protected.

Prior to the arrival of COVID-19 vaccines into PNG was an opportunity for KTF to extend this project to include COVID-19 vaccine information and awareness. With the support of Provincial Health Authorities, and in line with the PNG Government's "Sleeves Up" campaign, KTF produced a vaccine information training manual to be distributed to health facilities and schools with the aim of encouraging the uptake of the vaccination.

The vaccine rollout was initially slow and vaccine hesitancy and misinformation was high – particularly in remote communities. KTF engaged our expert advisory panel on COVID-19 to deliver vaccine education to KTF staff in Port Moresby, and Oro and Western Provinces to help counter the misinformation.

Throughout October, November and December, KTF partnered with the Northern Provincial Health Authority to support the vaccine rollout in Oro Province (see Light for Life). KTF provided trained health worker and logistics to facilitate COVID-19 vaccine patrols and community vaccine education sessions across the Northern Beaches area and the Kokoda catchment covering a population of over 60,000+. The reach across the New Ireland Province included 100% of the Provinces elementary schools, reaching a population of more than 175,000+ people.

Project Airborne has now reached 100% of Oro Province's health worker workforce whom are better educated and prepared to support their catchment communities to protect themselves from COVID.

3. KICKS 4 KOKODA

Kicks 4 Kokoda (K4K) is a partnership between KTF, Grassroot Soccer (GRS) and the Papua New Guinea Olympic Committee (PNGOC) to introduce evidence-based sport for development (S4D) programming in strategic locations in the Kokoda Track catchment to empower adolescents, increase health-seeking behaviours, facilitate youth-friendly service provision, and promote gender equality while strengthening passion for sport. Regular adolescent-focused interventions are complemented by biannual community tournaments that leverage Olympic athletes to champion female participation in sport. Access to quality health services and referral pathways is limited in rural and remote PNG, particularly for the primary beneficiaries of this program – adolescent boys and girls aged 12-19 – who are at a vulnerable age where access to accurate information and fundamental health services is critical for positive development. This project aims to assist the Kokoda region’s large youth population overcome some of these challenges.



PROJECT OUTPUTS: KICKS 4 KOKODA (2021)

	Program	Project	Output	Indicators (2021)
1	Health	Kicks 4 Kokoda	Number of female coaches trained	10
2	Health	Kicks 4 Kokoda	Number of male coaches trained	8
3	Health	Kicks 4 Kokoda	Number of female youth participants in workshops and coaching sessions	111
4	Health	Kicks 4 Kokoda	Number of male youth participants in workshops and coaching sessions	107
5	Health	Kicks 4 Kokoda	Number of youth participants with a disability	1
6	Health	Kicks 4 Kokoda	Number of schools engaged	4
7	Health	Kicks 4 Kokoda	Number of coaching sessions delivered	90
8	Health	Kicks 4 Kokoda	Number of communities represented by youth participants	4
9	Health	Kicks 4 Kokoda	Number of tournaments held	0*

**K4K tournaments were postponed due to COVID-19 outbreaks and associated lockdowns. The first tournament will be held in Q1 2022, pending the COVID-19 situation*



CASE STUDY: ROSE

.....

One afternoon a week, you'll find the Buna Dolphins in the local primary school field in Oro Province's Northern Beaches. They are a team of 12-year-old girls and boys from Buna Primary School who are participating in KTF's inaugural Kicks 4 Kokoda program.

Through the fun of soccer, the team learns about a range of topics, from sexual and reproductive health to gender stereotypes and respectful relationships; having a lot of fun along the way. Rose is a proud Buna Dolphin; a typical Grade 4 student who loves playing with her friends. Living with reduced function in the left side of her body, Rose wants to be on the same level as her peers.

Throughout the program, Rose has been particularly interested in doing the Buna Dolphins' own 'KILO', a short, fun celebration to praise an individual or group; think claps, cheers and shouts led by a coach or team members. She's also highlighted that she has learned more about her reproductive health, critical knowledge for any adolescent.

"This program is really helping me to be in the same level as my friends."

This statement from Rose captures exactly what the Kicks 4 Kokoda program is all about for young people living with disability; improving the self-esteem and confidence of individuals. Her participation is also helping change the perception of disability in the community, which is often considered something to be downplayed, or even hidden. As a Buna Dolphin, Rose is modelling the way to encourage participation by others living with disability.

"I know and believe that my future is bright."

With the inaugural year wrapping up, we're looking forward to the first Kicks 4 Kokoda tournament early in the new year, where PNG Olympic Committee hero para-athletes will inspire Rose and other young people to living with disability to participate in sport. We cannot wait!

KICKS 4 KOKODA OUTCOMES

Kicks for Kokoda seeks to encourage a range of health-seeking behaviours and health promoting attitudes among youth and adolescents. Outcomes specifically sought by the project are:

1. Reduced barriers to full participation in sport and school such as teenage pregnancy, sexual health, experience of violence, and harmful gender norms by empowering adolescents, particularly young women and girls, to build their SRH assets
2. Empowered adolescents with improved self-efficacy, self-concept, confidence and decision-making ability
3. Positive shift in gender and social norms from an early age via mixed-sex programming in a safe and inclusive space
4. Health facilities deliver services that are accessible and tailored to adolescents

Early program evaluation results show a number of shifts in attitudes and understanding among the adolescent participants. Early survey findings include:

- 25% positive increase in knowing how to communicate effectively with the opposite sex
- 23% positive increase in understanding the efficacy and importance of condom use for protection against pregnancy and STIs and HIV
- 42% positive increase in knowing where to access services for gender based violence or rape
- 44% positive increase in understanding the negative impacts of alcohol and its relationship to risky behaviours such as violence or unprotected sex
- 47% positive increase knowing at least three methods to voice unwanted pregnancy
- 19% positive increase in knowing how to access contraceptive measures
- 22% positive increase in knowing how to access health support for changing bodies
- 30% positive increase in understanding their decision making rights in abstaining from sex

There were no changes or negative changes to some outcomes which will receive increased focus through the sessions and tournaments moving into 2022 including: understanding and challenging gender roles, protecting against pregnancy and STIs and the empowerment of females, and zero tolerance stance against gender based violence.



SKILLZ
LUCY TUNIA

SKILLZ
COACH

SKILLZ
COACH

SKILLZ

SKILLZ

SKILLZ

SKILLZ

SKILLZ
DIREKTOR NI OVEKI

SKILLZ

SKILLZ
TESIM SIMONEA

KICKS 4 KORO

GRASSHOOTSoccer

KTF

PNGAus Soccer

4. LIGHT FOR LIFE

Light for Life is a partnership between KTF, Solar Solutions PNG, the Oro and Central Provincial Health Authorities and rural health facilities across Oro and Central Provinces. The project aims to directly improve health outcomes for the surrounding communities, and respond to the COVID-19 pandemic, by installing solar systems and solar fridges across rural health facilities, training CHWs in COVID-19 vaccine administration, and delivering integrated health patrols across the catchment region focusing on COVID-19 vaccinations. The target communities across our catchment area in Oro Province are ranked below average on the PNG national weighted health performance (SPAR 2018), with a health system challenged by geography, sparse population density and under-investment in services. Through targeted health interventions, the project has the potential to improve the health outcomes of a population of 60,000+ including preparing the population for and supporting them through the COVID-19 crisis.



PROJECT OUTPUTS: LIGHT FOR LIFE (2021)

	Program	Project	Output	Indicators (2021)
1	Health	Light for Life	Number of solar freezers installed across the catchment region	41
2	Health	Light for Life	Number of aid post solar systems installed across the catchment region	47
3	Health	Light for Life	Number of CHWs participated in COVID-19 vaccine training	63
4	Health	Light for Life	Number of COVID-19 resource packs delivered to CHWs	63
5	Health	Light for Life	Number of water tanks installed at community health facilities	8
6	Health	Light for Life	Number of awareness patrols delivered across catchment region	2
7	Health	Light for Life	Number of participants in awareness patrols	3,355
8	Health	Light for Life	Number of villages reached through awareness patrols	42
9	Health	Light for Life	Number of vaccine patrols delivered across catchment region	4
10	Health	Light for Life	Number of villages reached through vaccine patrols	46
11	Health	Light for Life	Number of people vaccinated	381

LIGHT FOR LIFE: QUALITATIVE DISCUSSION

Solar Installations

The solar fridges/freezers play a critical role in the cold chain process and for reaching very remote end point destinations. The Koolboks fridges/freezers that were installed across the smaller aid post facilities are being linked to their larger 'parent' health centres which will act as vaccine hubs. These facilities will host the larger UNICEF vaccine fridges and will initially receive and store the vaccine supplies (from Popondetta General Hospital), ultimately headed for rural areas. From there, vaccines will travel in vaccine carrier boxes packed with ice bricks and insulation, and constantly topped up with ice produced by the freezers and monitored by health workers throughout the duration of vaccination patrols in remote areas.

The installation of the solar fridges and lighting and energy systems to date has been complex and has overcome some extreme logistical challenges ranging from geography to climate. The most challenging locations to date include the Afore region, involving a long journey by road to the highest region of the Province.

Health Patrols

KTF health patrols travelled from village to village across remote areas of Kokoda LLG, Oro Bay LLG and Higaturu LLG to deliver education about COVID-19, with the main goal of countering vaccine hesitancy.

To ensure maximum attendance at awareness sessions, tok saves (community newsletters) were distributed to villages ahead of visits, targeting a range of invitees including village chiefs, leaders, women's groups, teachers, health workers and village health volunteers. Locations for sessions were also strategically selected; marketplaces, schools, community centres & village events.

Session content delivered facts about COVID-19, how to stop the spread of the virus and vaccination, dispelling many common misconceptions about possible impacts; imperative in remote areas where traditional beliefs, including sorcery, are common. Delivered by our team comprising a nurse, NPHA and Oro Department of Education representatives, presentations were conducted in local language, often providing real-life examples of the implications of the virus; eg. a local driver explained impact of COVID-19 on his business.

Feedback indicated that the KTF patrols were the first health professionals to actually visit the remote communities and explain COVID-19 (where possible in language), answering questions and allowing people's concerns to be answered .

Indications from communities visited were originally promising; on conclusion of the awareness session, many village chiefs declared to their communities that they would indeed be vaccinated when doses become available; however follow-through uptake was limited (see next section).

LIGHT FOR LIFE: OUTPUTS

Vaccine Patrols

The success of any vaccination rollout will largely hinge on Community Health Workers, the lifeblood of the rural health system. To ensure Oro's committed team of CHWs have in-depth understanding of the virus, and the skills to administer the vaccine when it arrives in their villages, NDOH COVID-19 training was held at the Northern Provincial Health Authority office in Popondetta.

Bringing together 63 CHWs from health facilities across the province, training was delivered in September to all Sohe and Ijivitari CHWs. The program was delivered by the National Department of Health officers to ensure consistency of messaging, aligned to national and international standards. It specifically addressed delivery of the vaccines approved for use in PNG, including dosage and timing.

To support CHWs in their efforts to contain the spread of the virus in their communities while delivering vital primary healthcare, each CHW was given a KTF Project Airborne resource pack including:

- non-contact thermometers
- N95 masks for use by CHWs
- disposable, medical masks for patients
- hand sanitisers
- KTF COVID-19 awareness and vaccine manual
- Vaccine infographic posters
- Sleeves Up, the PNG government's official vaccination campaign, including posters, masks and brochures

WASH Installation

Large water tanks (10,000L) were installed in key aid post locations across the rural catchment area and a further 30+ tippy tap WASH solutions are being installed in early 2022. The tanks and tippy taps are being used to support rural communities' handwashing and hygiene efforts and are in response to the COVID-19 education and training delivered to date to communities to be vigilant with their protective measures against COVID-19. Additionally, the larger tanks have been installed in aid posts which did not have a regular clean water source (or their source was not sufficient) and have substantially improved the facilities' access to clean water for drinking, aid post operations and hand washing / hygiene.

LIGHT FOR LIFE: OUTPUTS

CHW Training

Vaccine patrols were supported with medical teams from the Kokoda Hospital, NPHA and Community Health Workers from the catchment regions. Patrols visited 46 communities across Kokoda, Higaturu and Oro Bay LLGs.

Unfortunately, our experience across all patrols is one of extreme vaccine fear demonstrated by the large majority of community members. This has been fuelled by the misinformation being circulated on social media which is used by influential people in communities including leaders, councillors and Church pastors who are spreading anti-vaccination messages within their villages.

In November, we expanded our patrol strategy to include a medical doctor and pharmacist alongside our nurses, health workers and NPHA officials; and we expanded the scope of the patrols to include integrated health services, particularly focusing on child and maternal health including antenatal clinics and family planning. COVID-19 vaccine uptake remained low despite these attempts.

KTF will pursue a new strategy in 2022 via its aligned Healthy Communities project, including ongoing education sessions and engagement with key influencers, and a place-based approach to mapping the motivators and fears amongst communities in relation to the COVID-19 vaccine. Moving forward, however, this is beyond the scope of Light of Life.

In total, Light for Life- supported patrols enabled 381 people to get vaccinated.





COVID-19 VAKSINI
WAJAZIBWA NA
KATIWA WAJAZIBWA

COVID-19 VAKSINI
WAJAZIBWA NA
KATIWA WAJAZIBWA

HILUX

OTA

5. SIGHT FOR PNG

Vision impairment is both a cause and consequence of poverty. There is a high prevalence of blindness and vision impairment in PNG, especially in remote areas where access to health services are limited. Our Sight for PNG project 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 2021, the project was paused as we ride out the pandemic, due to the economic crisis and related impact on the project's funding. We hope to re-commence the project in 2022.



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

HEALTH OUTCOMES

Progress towards KTF's health program outcomes has been tracked over the course of 2019 - 2021. The following outcomes have been achieved to date, making strong progress towards our five areas of change:

Sufficient pipeline of qualified and committed community health workers engaged in rural health facilities on secure payroll, by:

- 44% of students enrolled across KTF's FODE Colleges on pathways to becoming health workers. Upon graduation from FODE, pending minimum GPA of 2+ and successful undertaking of Science subjects, these students will be eligible to enrol in Schools of Nursing or CHW Training Colleges across the country. KTF will offer scholarships to further support these pathways.
- 15 Village Health Volunteers, Village Birth Attendants and Community Health Workers enrolled across FODE Colleges, upgrading qualifications in order to gain entry into the next level up of health worker training (e.g. CHWs upgrading to Nursing, VHVs upgrading to CHW)
- Six full-time undergraduate Community Health Worker scholarships funded including practicums and placements. 15 full-time Community Health Worker postings supported across 15 aid posts in Oro and Central Provinces.

Improved access to primary healthcare for people in remote and rural communities, by:

- 15 remote and rural aid posts and health centres supported to operate via supporting staff postings, CHW internships, community patrols, drugs and medicines, health resources and logistics and operational support.
- 61,000+ people with reliable and affordable access to primary healthcare, immunisations and health education.
- 50 aid posts and health centres supported with solar infrastructure to improve operations including emergency lighting, power for communications and information, and vaccine and medicines cold chain

Decrease in preventable illnesses and diseases, including tuberculosis, malaria, communicable diseases, STIs / HIV, diarrhoea, measles and infant malnutrition, by:

- Continuity of primary health care services including pre and post natal care, regular childhood immunisations, treatment of infectious diseases, and public health and nutrition during COVID19 pandemic
- Average quarterly cases per health centre or aid post provided with healthcare to treat: 169 (malaria), 4 cases (tuberculosis), 66 cases (skin infections), 11 cases (STIs), 37 cases (diarrhoea), 0 cases (measles), 7 cases (asthma)
- Qualitative consensus among health workers that deaths from preventable illnesses and diseases have decreased during the strategic plan period.

HEALTH OUTCOMES

Increase in the number of births attended by a qualified health worker resulting in decrease in maternal and under 5 mortality rates, by:

- 100% increase in number of births attended by a qualified health professional
- 70% of pregnant women seeking a supervised birth from a qualified health professional; increases with longevity of CHW postings and familiarity with community

Strong community response to COVID-19 including vaccine uptake and implementation of protective measures, by:

- 125,026 water, sanitation and hygiene (WASH) products distributed and/or installed
- 165,715 packs of personal protective equipment (masks, gloves, gowns, thermometers) delivered to health workers, teachers and frontline COVID-19 community leaders
- 335,000+ people reached with COVID-19 awareness
- 463 schools received WASH and PPE supplies and COVID-19 training and awareness
- 50 aid posts supported with frontline COVID-19 response
- 16,911 kgs of COVID-19 supplies freighted to last mile distribution locations including schools, aid posts and Colleges.

36 Health Workers
supported to train or
deliver primary health
care
21 students
15 health workers

61,000+ people with
improved access to primary
health care in their home
village
50 health facilities supported
with solar infrastructure,
staff postings, drugs and
medical resources, operating
costs

70% of pregnant women
seeking child and
maternal care and
supervised births by
qualified health workers,
saving lives

350,000 WASH and PPE
resources distributed to
communities in response
to COVID-19 pandemic



EQUALITY OUTPUTS

1. STRONGIM MERI BISNIS

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 (2019-2021)

	Program	Project	Output	Indicators (2019)	Indicators (2020)	Indicators (2021)
1	Equality	Strongim Meri Bisnis	Number of women's groups supported	7	5	4
2	Equality	Strongim Meri Bisnis	Number of capacity building workshops conducted with women's groups (literacy, financial literacy, technical)	20	16	1
3	Equality	Strongim Meri Bisnis	Number of women participating in capacity building workshops	175	221	72
4	Equality	Strongim Meri Bisnis	Number of women's groups that received start up or ongoing materials &/or sewing machines	7	5	4
5	Equality	Strongim Meri Bisnis	Number of face-masks made	N/A	2,550	8,208
6	Equality	Strongim Meri Bisnis	Number of face-masks sold	N/A	1,062	6,651
7	Equality	Strongim Meri Bisnis	Number of Pawa Packs made	450	151	129
8	Equality	Strongim Meri Bisnis	Number of Pawa Packs sold	210	93	106
9	Equality	Strongim Meri Bisnis	Number of Provinces project rolled out to	5	4	4
10	Equality	Strongim Meri Bisnis	Number of women actively involved in managing the businesses in an ongoing manner	100	195	72

Case Study:

Gabagaba Women's Group

Among the challenges brought on by COVID-19, the business operated by the Gabagaba Women's Group in Central Province is a story of adapting for success.

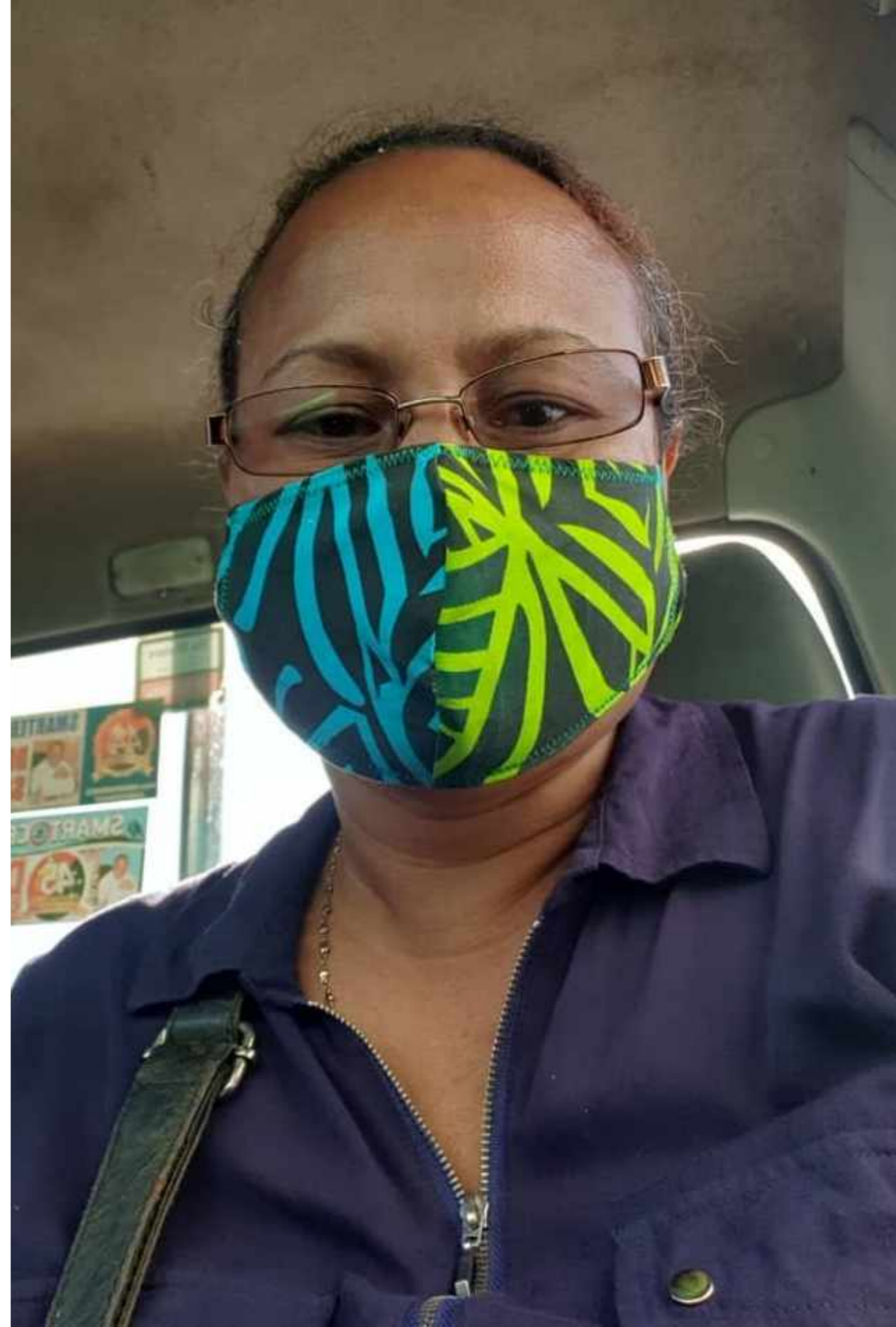
At the outset of the pandemic in 2020, the group was one of the first to switch their business model to producing a high demand, and at the time short supply, product – reusable face masks. They quickly mastered the new patterns, sourced supplies and identified markets for their product, including the Central Province Governor's office and even KTF's dedicated COVID-19 response, Project Airborne.

With volume production underway, the team continued to refine their product, monitoring their market, ensuring price and quality was competitive and scanning for any evolving trends. The group identified a new 'duck bill' mask design that was becoming popular, worked with KTF to source a pattern that met WHO recommendations and began production.

A demand grew, the women proved their ability to deliver on quantity orders. At the height of production in May 2021, they manufactured 1000 masks in the space of 2 months to meet the needs of KTF's "Protect A Porter" campaign that delivered personal hygiene packs to communities living in remote areas of the Kokoda Track (as part of Project Airborne).

To date, the Gabagaba group of 12 women have produced 3,500+ face masks in response to the pandemic. They have adapted their product and the way they work; ensuring that the requirements COVID-19 Controller's office, and any concerns of the women themselves, were addressed by employing Niupela Pasin practices around production during the various waves of COVID-19 in PNG.

With the community adapting to a covid-normal way of life, and demand for masks changing yet again, the group is about to resume production of their original product, female hygiene packs and also expand to new products including mere blouses. A final word from committed group leader Vavine Agarobe, "Thanks to KTF for empowering these group of ladies from Gabagaba village, the Gabagolo Hairaidia Women's Sewing Group."



STRONGIM MERI BISNIS OUTPUTS: QUALITATIVE DISCUSSION

In 2021, an independent evaluation was undertaken of the Strongim Meri Bisnis project. The evaluation found that SMB's strength is its impact on women's lives, with 'women's empowerment' scoring most highly of all the criteria. It provides relevant skills that are viewed as desirable by the majority of women invited to be involved in the early training programs. The program itself is relevant to many women but significant numbers of program 'drop-outs' suggest that further exploration by KTF is required to work out why the program struggles in some communities. The program is effective, efficient and financially viable although opportunities for improvement exist through exploration of additional buyers and products. Relevant to the program objectives, the program is effectively:

- ▶ Increasing access to income generating opportunities for women;
- ▶ Increasing access to education and products related to menstrual health; and
- ▶ Increasing the understanding that women can lead, organise, make money and run a successful business, thereby enhancing women's empowerment.

In order to build upon this success in future, participants must be able to generate profit through product sales. Hence, further exploration of products, buyers and associated support (including education and training) is required to maintain the positive impact on women's lives. This report makes the following recommendations:

1. Careful selection of women and communities to establish the program is needed. A key ingredient of success for future programs is identifying strong and organized women leaders and communities that are sufficiently collaborative and receptive to supporting the program. The program works better where markets are more robust and communications more reliable.
2. Closer consideration of the product and its marketability is vital. The switch to facemasks has been advantageous, with high sales and deep interest from the women's groups. There is a risk that slow sales of the pawa pack will reduce the appeal, not only of the product, but of the program in its entirety. KTF may need to consider different strategies such as further education on the pawa pack or selling the pawa pack's component parts. Seeking external subsidies for production of the pawa packs is also worth exploring. The production of soap is a potential option that has been piloted through KTF's work with women in the Kavieng prison. Women's groups could be encouraged to brainstorm one additional product which could be produced as a trial. Wider use of the sewing machines could be encouraged through permission arrangements or user fees.
3. Greater investment in identifying bulk buyers is required. This would reduce the time costs placed on women to sell the product locally. It would also increase demand and increase profits. Sustainability could also be fostered through enhanced linkages with other KTF programs which may offer ideas for market opportunities.
4. An important consideration in terms of sustainability is the way in which the groups manage their income. The ability to control the way in which income is managed is an integral aspect of empowering women through income generation. KTF should discuss with the groups the division and use of profits because if participants fail to see the benefits for their time and effort it's likely their interest in the program will wane. KTF could also explore ways to increase independence by having groups source and transport their own fabrics.

2. PROJECT ZERO

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 (2020-2021)

	Program	Project	Output	Indicators (2020)	Indicators (2021)
1	Equality	Project Zero	Number of local partners engaged and consulted	5	6
2	Equality	Project Zero	Number of Family and Sexual Violence & Child Protection workshops delivered to schools, health facilities & community partners	5	27
3	Equality	Project Zero	Number of participants in FSVAC consultations	28	30
4	Equality	Project Zero	Number of participants in Femili PNG awareness activities	-	3,133
5	Equality	Project Zero	Number of participants in Femili PNG child protection workshops	-	31
6	Equality	Project Zero	Number of safe houses supported with operations and capacity	1	1
7	Equality	Project Zero	Number of women seeking refuge and services from the safe house	9	17
8	Equality	Project Zero	Number of men seeking refuge and services from the safe house	0	2
9	Equality	Project Zero	Number of children seeking refuge and services from the safe house	0	22
10	Equality	Project Zero	% of people with disability accessing safe house services	4%	4%
11	Equality	Project Zero	Number of survivors repatriated back to their homes/families	0	13
12	Equality	Project Zero	Number of start-up business workshops delivered for women at safe house	3	1

PROJECT OUTPUTS: QUALITATIVE DISCUSSION

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 are undertaking a suite of preventative, awareness activities with a wide consortia of stakeholders (including schools, health facilities, police and justice services, village courts, community leaders, women's groups), delivering the FSVAC "Referral Pathways Processes 5-day training" and FSVAC tool-kits to participating organisations and groups, strengthening the capacity of FSVU-Popondetta in partnership with the Community Development division, and supporting the operations and capacity of the Embo Meni Pamone Oreka Bande safe house, the first and only ward-level safe house in Oro Province.

As well as providing support services to people 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.

During the implementation period to date, a number of key findings and recommendations have been identified. These include:

- The rate of family sexual violence, child abuse and other social issues in the region as identified by project partners is high and very serious.
- There are no key support services at district level and this creates a huge challenge for survivors wishing to access assistance and interventions.
- Existing services at the provincial level are also working in isolation. Recently, the CIMC (FSVAC) team's efforts to convene a meeting on referral pathway failed because no-one attended.
- The Outreach partners strongly believe that the partnership with KTF is making a difference in terms of prevention and response. The Outreach trip opened the minds of many people.
- Recommendations for the next stage of the program include:
 - Allocate funds to assist service providers where needs are identified to make services accessible. These would be in-kind donations - for example, provisions for the safe house and equipment for the FSVU. This could be done through Femili PNG's existing stakeholder resourcing protocols and financial systems.
 - Follow-up visit to schools and to meet with teachers about progress on their action plans. Outreach team will support their action plans where possible (additional information, answering questions from teachers, assist with facilitation, etc).
 - There is a great need to conduct awareness-raising sessions at all communities where schools are located. Ask teachers to mobilise these communities.
 - Further support to FSV corner at each school, such as replenishing IEC materials. Shelving and stands are also required for many of the schools.
 - Due to difficulties in reaching track schools and communities, identify and conduct information session for key members of the communities to gain knowledge for the purpose of ongoing awareness-raising back in their respective communities. KTF local staff could also be trained in delivering awareness-raising to increase program sustainability.
 - Femili PNG's training team to conduct in-depth FSV training for community leaders, especially village court officials, teachers, and key service providers at Kokoda (provincial level if possible). Arrange and convene meetings with core service providers at the district and provincial levels.



EQUALITY OUTCOMES

EQUALITY OUTCOMES

Progress towards KTF's equality program outcomes has been tracked over the course of 2019 - 2021. The following outcomes have been achieved to date, making strong progress towards our three areas of change:

Increased number of women and girls who feel safe in their home communities and are free from violence and harmful practices, by:

- Supporting the establishment and operations of Oro Provinces first safe house for women, girls and people escaping family and sexual or gender-based violence.
- Providing support for repatriation, legal services, health and medical services, counselling, police and rescue interventions, and safe house care services, including food and accommodation, to 50 survivors of family and sexual violence including 28 adults (93% women; 7% men), 22 children (60% girls, 40% boys) and 4% of people with a disability.

Increased number of people in communities who have access to strengthened prevention and protection services and are aware of their rights and protections, by:

- Delivering training in Family and Sexual Violence, prevention, response and referral pathways, legal protections and human rights to 3,200+ people including 47% men and 53% women; 51% boys and 49% girls; and 9% of people with a disability. Training delivered by two local partners - Femili PNG and the Family and Sexual Violence Action Committee, alongside partners at the Oro Department of Community Development, Oro safe house, and Popondetta Family Sexual Violence Unit.
- Capacity building and referral pathways training delivered to 30 teachers, nurses, police officers, village court officials, village chiefs, safe house rectors, College principal and juvenile justice officers on FSV, core principles of assistance, mapping and strengthening community services, core concepts of the justice system and legal and referral pathways. These participants are now community advocates and support people escaping FSV through referral pathways, including access to the KTF supported safe house.

Increased number of women with improved livelihoods, self-esteem and decision-making, by:

- 400+ women participated in Strongim Meri Bisnis project, undertaking small business and literacy training and technical skills training in the production of Pawa packs, face masks and solar-based businesses.
- Increased access to income generating opportunities for women.
- Increased access to education and products related to menstrual health.
- Increased the understanding that women can lead, organise, make money and run a successful business, thereby enhancing women's empowerment.
- Production and sales of over 10,000 reusable face masks for income generation for women's groups during COVID-19 pandemic Production and sales of over 400 reusable sanitary packs for women and girls



LEADERSHIP OUTPUTS

1. ARCHER LEADERS DEVELOPMENT PROGRAM

KTF is finding and fostering the next generation of PNG's leaders. Running for 11 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 2020-2021 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)	Indicators (2020)	Indicators (2021)
1	Leadership	Archer Leaders Development Program	Number of applications received for annual Archer Leadership scholarships	80	105	120
2	Leadership	Archer Leaders Development Program	Number of participants in annual Archer Leadership scholarships	8	8	8
3	Leadership	Archer Leaders Development Program	Number of work experience placements completed	24	8	8
4	Leadership	Archer Leaders Development Program	Number of sessions facilitated with key leaders and community organisations (exchange / immersion program)	46	28	32
5	Leadership	Archer Leaders Development Program	Number of community projects (small-scale) established	8	8	-*

** postponed to 2022 due to COVID-19 outbreak*

ARCHER LEADERS OUTPUTS: QUALITATIVE DISCUSSION

In 2021, the Archer Leadership Development Program continued into its eleventh year despite many challenges restricting international and domestic travel as a result of the COVID-19 pandemic. 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.

120 applications were received and 18 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 2021 Archer leaders were:

- Clarence Baki, Mining Engineering, Unitech;
- Kurere Matanzana, Economics, UPNG;
- Andrea Masta, Medicine, UPNG;
- Alice Areori, Law, UPNG;
- Lavau Nalu, Medicine, UPNG;
- Michelle Miana, Pharmacy, UPNG;
- Joshua Chapau, Biology, UPNG, and;
- Peter Mabin, Medicine, UPNG.

Similar to the 2020 program, most leadership workshops were pivoted to run over weekends of face-to-face learning in Port Moresby and three additional weekends of remote learning with site visits and a blend of face-to-face and virtual meetings with inspiring leaders, government officials and businesses. The Archer leaders received support for their tuition and boarding fees as well as a professional development allowance that allowed them to purchase important resources related to their field of study.

Due to the emergence of a fourth wave of COVID-19 late in 2021, the Archer community development projects component was postponed and will be facilitated in 2022, allowing each Archer leader to develop and deliver their own community development initiative in a community of their choice. Early interest indicates a wide variety of possible projects including literacy programs, water and sanitation infrastructure and environmental protection activities. The Australian exchange trip or alternative Kokoda crossing were both unable to be held due to the pandemic and will be run as soon as its safe to do so.

2. ARCHER REIGNITE

2021 saw KTF host the fourth Archer “Reignite” Conference in PNG; and launch the third Archer Reignite Grant. The Archer Alumni now comprises 74 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 2021 was held virtually and our speakers were a combination of physically present in the room and connected via Zoom.



PROJECT OUTPUTS: ARCHER REIGNITE (2019-2021)

	Program	Project	Output	Indicators (2019)	Indicators (2020)	Indicators (2021)
1	Leadership	Archer Reignite	Number of Archer Alumni who participated in the conference	30	45	48
2	Leadership	Archer Reignite	Number of guest speakers engaged to speak to alumni at the conference	10	7	9
3	Leadership	Archer Reignite	Number of community / social impact project ideas developed throughout the conference	10	12	8
4	Leadership	Archer Reignite	Number of Archer Alumni who pledged to submit an Archer Reignite application	25	33	8
5	Leadership	Archer Reignite	Number of Archer Reignite Collaboration Grants announced/awarded	1	1	1
6	Leadership	Archer Reignite	Number of Archer Reignite Grants completed	-	1	1
7	Leadership	Archer Reignite	Number of alumni engaged in full-time employment		96%	80%

ARCHER REIGNITE: DIGITALLY EMPOWERING PEOPLE TO READ

An exciting e-learning initiative is bridging the digital divide for students at Warangoi Elementary School in Pomio District, East New Britain Province.

The project is an initiative of Archer Leaders Development Program Alumni from 2016 to 2019: Jeremy John, Lydia Dimokari, Perryson Miori, Joshua Kamilo and Evangelista Apelis. The team were awarded the second Archer Reignite Grant, generously supported by Mundango Abroad, to bring their community project concept to life.

Scoping the project in December 2020, the team were responsible for every step from design to implementation, culminating in the delivery of an electronic learning library of 40 tablets and 200 solar lights on 22 September 2021.

The project aims to bridge the digital divide for students in rural East New Britain, increasing access to a broad range of reading resources while familiarising them with technology that is becoming an ever-increasingly integral part of our daily lives.

“It’s believed that children learn more effectively through imagination, and we want to inspire and encourage more school children to tap into the habit of reading.

“Early childhood education is the most important foundation in a child’s development. That is where we have to focus on and get right so children won’t have to play catch-up or struggle when they progress into primary and secondary schools.

“We hope that this project will add value and enhance their learning to excel academically”, said project team leader, Jeremy John.

Warangoi Elementary School is the largest elementary school in the district with four teachers delivering classes to prep, grade 1 and 2 students. The school, which has operated without a working library for decades, has now catapulted into the digital age with delivery of their library. Developed by Australian organisation Library For All, the Sparks Digital Library Kit is a ready-made digital library which is designed to suit different children’s reading levels. The library consists of 40 tablets preloaded with 700+ books, the majority written by PNG authors. The team upskilled teachers on library operation for integration into their lessons.

While the digital library kit boosts learning at school, to assist students to study and do homework at home when the sun sets, 200 students also received hand-held solar lights, provided by Australian organisation, SolarBuddy.

The grant that seeded the project was generously supported by Mundango Abroad, with the Archers able to leverage their networks to access additional funding from local corporates to deliver the ambitious project.

Team: Jeremy John – 2016 BA Info & Comms Sciences (TL), Lydia Dimokari -2018 BA Social Work, Perryson Miori – 2019 B Banking & Finance, Joshua Kamilo – 2018 BA Info & Comms Sciences, and Evangelista Apelis – 2019 B Sc Biology.



LEADERSHIP OUTCOMES

Progress towards KTF's leadership program outcomes has been tracked over the course of 2019 - 2021. The following outcomes have been achieved to date, making strong progress towards our four areas of change:

Young people progress to senior management positions in the public, private and civil society sectors

- 80% of Archer alumni are currently working in official settings, including many in senior management positions, with respondents hailing from a diverse set of occupations and sectors. A further 3% of alumni are undertaking further studies.

Young people have established and/or are operating projects that improve the wellbeing and futures of fellow Papua New Guineans

- 70% of respondents are involved in the establishment or operations of community projects that improve outcomes for various community groups in PNG. Examples include:
 - Financial literacy for communities, Climate change programs (mangrove planting)
 - Women's support programs
 - School libraries
 - Involvement in NGOs (e.g. The Voice, Equal Playing Field, Transparency International, KTF, SolarBuddy) Student associations
 - Health and education awareness Mental health initiatives
 - Tutoring
 - Peace organisations (Bougainville)
- Project outputs are quantifiable, wide, and impressive. Examples include:
 - 500 participants in financial literacy training
 - Mangrove project – rolled out to 4 villages, 30 mangroves; 1000 trees planted 140 students with access to books 1000+ youth participants
 - 20 people with access to legal aid

LEADERSHIP OUTCOMES

- 30 students in tutoring program
- 20 children in safe houses
- 85 youth groups in peace program (50 youths per group)
- Three Archer Reignite Grants awarded during the Strategic Plan period to consortia of Archer alumni who work together to solve a social challenge / implement a community development project

Young people are connected to each other via an active alumni where peer to peer learning and capacity building occurs

- 65% of Archer alumni actively engaged in the alumni through participation in the annual Archer Reignite Conference
8 alumni members hold active leadership positions within the alumni and organise alumni events and peer learning opportunities.

Young people have access to ongoing leadership opportunities through studies, careers, networks, mentors, and peer-to-peer and organisational linkages

- 86% of alumni stated that the leadership program helped them build a stronger network
- Alumni are actively involved in professional development, ongoing leadership programs and further studies.

**74 Graduates of the
Archer Leaders
Development Program
Engaged in the Alumni
39 females
35 males**

**70% of the alumni are actively
involved in established and/
or running community
projects

80% of the alumni are
engaged in employment**

**65% of the alumni attend
the annual Archer
Reignite Conference; and
8 are involved in key
leadership roles with the
conference**

**3 Archer Reignite Grants
awarded to Alumni
consortia, working
together and building on
skills and networks
gained during the
program**



OUR CONTRIBUTION TO THE SDGS



SUSTAINABLE DEVELOPMENT GOALS

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. The 17 SDGs are integrated—they recognise that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability.

The SDGs most relevant to KTF's work are:

SDG 4: Quality Education. *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*

SDG 3: Good Health and Wellbeing. *Ensure healthy lives and promote well-being for all at all ages.*

SDG 7: Affordable and Clean Energy. *Ensure access to affordable, reliable, sustainable and modern energy for all.*

Also relevant, but of lesser scale are:

SDG 6: Clean Water and Sanitation. *Ensure availability and sustainable management of water and sanitation for all.*

SDG 16: Peace, Justice and Strong Institutions. *Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.*

Three of the SDGs are also cross-cutting across all of KTF's work:

SDG 1: No Poverty. *End poverty in all its forms everywhere.*

SDG 5: Gender Equality. *Achieve gender equality and empower all women and girls.*

SDG 17: Partnerships for the Goals. *Strengthen the means of implementation and revitalize the global partnership for sustainable development.*



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG 4: QUALITY EDUCATION

How are we contributing to the targets of SDG 4: Quality Education?

KTF's education program outcomes are contributing to the following Targets:

Target 4.1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Target 4.2. By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

Target 4.3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

Target 4.5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Target 4.6. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

Target 4.a. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

Target 4.b. By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.

Target 4.c. By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

SDG 4: QUALITY EDUCATION

KTF's education programs are doing this by:

- Supporting the pipeline of early school leavers to re-enrol and participate in second chance high school education, giving them the qualifications they need to pursue tertiary studies, predominantly in teaching and health work. *FODE COLLEGES*
- Supporting pathways for people into pre-service teacher training, training a new cohort of teachers for remote and rural areas of Papua New Guinea. *BALIMO TEACHERS COLLEGE, SCHOLARSHIPS*
- Delivering in-service teacher training and professional development to teachers, improving the quality of their teaching and learning practice, and fostering long-term commitment to the teaching profession, especially in remote and rural areas. *TEACH FOR TOMORROW II, BALIMO SCHOOLS E-LEARNING PROJECT, EARLY YEARS*
- Supporting the skills of teachers in remote and rural areas to prioritise inclusive education including the importance of engaging girl students in formal schooling and creating pathways and opportunities for children with a disability to participate in school. *TEACH FOR TOMORROW II, BALIMO SCHOOLS E-LEARNING PROJECT, EARLY YEARS*
- Supporting a pipeline of an equal proportion of men and women on pathways into second-chance education. *FODE COLLEGES*
- Supporting a pipeline of an equal proportion of men and women on pathways to training as teachers. *FODE COLLEGES, BALIMO TEACHERS COLLEGE*
- Creating more productive and conducive learning environments for high quality teaching and learning to take place through investing in resourcing, technology and infrastructure. *TEACH FOR TOMORROW II, BALIMO SCHOOLS E-LEARNING PROJECT, EARLY YEARS, PNG SCHOOLS PROJECT*
- Building school infrastructure that supports children living with disability to enrol and engage in school and participate as equal learners in the classroom. *PNG SCHOOLS PROJECT*
- Train teachers, trainers and school leaders on the importance of introducing Early Childhood Education into remote and rural schools, create pathways for children aged 4-5 years to be school-ready. *EARLY YEARS*
- Support scholarships for young PNG leaders for enrolment in tertiary institutions. *ARCHER LEADERS DEVELOPMENT PROGRAM*

3 GOOD HEALTH
AND WELL-BEING



**Ensure healthy
lives and promote
well-being for
all at all ages**

SDG 3: GOOD HEALTH & WELLBEING

How are we contributing to the targets of SDG 3: Good Health and Wellbeing?

KTF's health program outcomes are contributing to the following Targets:

Target 3.1. By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births.

Target 3.2. By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births.

Target 3.3. By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases.

Target 3.4. By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.

Target 3.7. By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes.

Target 3.8. Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all.

Target 3.c. Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States.

SDG 4: QUALITY EDUCATION

KTF's health programs are doing this by:

- Supporting the pipeline of early school leavers to re-enrol and participate in second chance high school education, giving them the qualifications they need to pursue tertiary studies in nursing, medicine and community health work. *FODE COLLEGES*
- Supporting pathways for people into pre-service Community Health Worker training, training a new cohort of CHWs for remote and rural areas of Papua New Guinea. *SCHOLARSHIPS*
- Delivering capacity building and professional development to community health workers in a range of areas, including child and maternal health, eye health, public health, nutrition and COVID-19. *HEALTHY COMMUNITIES, BEBI NA MAMA, EYE SEE PNG, PROJECT AIRBORNE, LIGHT FOR LIFE*
- Delivering primary healthcare to remote and rural communities, promoting universal access to healthcare for every person. *HEALTHY COMMUNITIES*
- Building health facility infrastructure that supports all people in communities to access primary healthcare including people living with disability. *HEALTHY COMMUNITIES, LIGHT FOR LIFE*
- Improving the capacity of health workers to provide child and maternal health services resulting in increased rates of supervised births and pre and post natal care for mothers and infants. *HEALTHY COMMUNITIES, BEBI NA MAMA*
- Improving the capacity of health workers to provide family planning services to all people in remote and rural communities, increasing the agency of individuals to determine the number of children they have, and ultimately reducing the number of pregnancies and births. *HEALTHY COMMUNITIES*
- Improving the capacity of health workers to understand and respond to infectious diseases in their rural communities including tuberculosis, malaria, and COVID-19 and in response reduce mortality and illnesses from diseases. *HEALTHY COMMUNITIES*
- Increasing knowledge, understanding and agency among young people on how to live health lives including accessing sexual and reproductive health care and education. *KICKS FOR KOKODA*
- Supporting the Oro Provincial Health Authority to improve the delivery of primary healthcare across the Province. *HEALTHY COMMUNITIES, KICKS FOR KOKODA, PROJECT AIRBORNE, LIGHT FOR LIFE, BEBI NA MAMA*



**Ensure access to
affordable, reliable,
sustainable and
modern energy for all**

SDG 7: AFFORDABLE & CLEAN ENERGY

How are we contributing to the targets of SDG 7: Affordable and Clean Energy?

KTF's education and health program outcomes are contributing to the following Targets:

Target 7.1. By 2030, ensure universal access to affordable, reliable and modern energy services.

Target 7.2. By 2030, increase substantially the share of renewable energy in the global energy mix.

Target 7.b. By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States, and land-locked developing countries, in accordance with their respective programmes of support.

KTF's education and health programs are doing this by:

- Improving access to renewable solar lighting and energy sources for households across remote and rural communities in Western, Central and Oro provinces. *LIGHT FOR LEARNING*
- Improving access to renewable solar lighting and energy sources for elementary and primary schools across remote and rural communities in Western, Central and Oro provinces. *LIGHT FOR LEARNING*
- Improving access to renewable solar lighting and energy sources for aid posts and health centres across remote and rural communities in Western, Central and Oro provinces. *LIGHT FOR LEARNING, LIGHT FOR LIFE*
- Training teams of solar champions in remote and rural communities and improving their understanding of solar energy infrastructure, maintenance, financial literacy and solar businesses. *LIGHT FOR LEARNING*
- Supporting solar infrastructure technology growth via Solar Maintenance Hubs in KTF College campuses in Kokoda and Balimo for ongoing expansion, roll-out and upgrade of solar technology in remote and rural areas. *LIGHT FOR LEARNING*
- Improving access for school students to individual handheld solar devices for improved study opportunities and improved safety and security in their villages. *SOLARBUDDY*



**Ensure availability
and sustainable
management of water
and sanitation for all**



**Promote peaceful and
inclusive societies for
sustainable development,
provide access to justice for
all and build effective,
accountable and inclusive
institutions at all levels**

SDG 6 & 16: CLEAN WATER / PEACE, JUSTICE & STRONG INSTITUTIONS

How are we contributing to the targets of SDGs 6 & 16: Clean Water and Sanitation / Peace, Justice & Strong Institutions?

KTF's education, health, equality & leadership program outcomes are contributing to the following Targets:

Target 6.1. By 2030, achieve universal and equitable access to safe and affordable drinking water for all.

Target 6.2. By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations.

Target 16.1. Significantly reduce all forms of violence and related death rates everywhere.

Target 16.2. End abuse, exploitation, trafficking and all forms of violence against and torture of children.

Target 16.5. Substantially reduce corruption and bribery in all their forms.

Target 16.6. Develop effective, accountable and transparent institutions at all levels.

KTF's education, health, equality & leadership programs are doing this by:

- Increasing access to safety managed drinking water services in remote and rural communities via rainwater tanks, taps and filters. *HEALTHY COMMUNITIES, PROJECT AIRBORNE, LIGHT FOR LIFE*
- Increasing access to hygiene education and hand washing facilities with soap and water across remote and rural communities. *PROJECT AIRBORNE, LIGHT FOR LIFE*
- Improving awareness about Family and Sexual Violence, agency among vulnerable people and referral pathways education. *PROJECT ZERO*
- Improving access to safe house, legal, justice, policing, repatriation and physical and mental health support services for survivors of family and sexual violence and gender based violence. *PROJECT ZERO*
- Improving education, awareness and community leadership in response to violence of all types, anti-social behaviours and gender-based stereotypes. *KICKS FOR KOKODA, PROJECT ZERO*
- Increasing agencies' (including Government, non-Government, community partners) understanding, policy environments, and responses to Child Abuse, Child and Adult Sexual Exploitation, Abuse and Harassment, and violence of all forms.
- Fostering a new generation of leadership in PNG, committed to transparency, accountability and fraud and corruption prevention. *ARCHER LEADERS DEVELOPMENT PROGRAM, ARCHER REIGNITE*



**End Poverty
in All its
Forms
Everywhere**



**Achieve gender
equality and
empower all
women and girls**



**Strengthen the means of
implementation and
revitalize the global
partnership for
sustainable development**

SDGS 1, 5, AND 17: CROSS-CUTTING

How are we contributing to the targets of SDGs 1, 5 & 17: No Poverty, Gender Equality & Partnerships for the Goals?

KTF's education, health, equality & leadership program outcomes are contributing to the following Targets:

Target 1.1. By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day.

Target 5.2. Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.

Target 5.5. Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

Target 17.9. Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the sustainable development goals.

Target 17.17. Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships data, monitoring and accountability.

KTF's education, health, equality & leadership programs are doing this by:

- Improving livelihoods for people across remote and rural communities through the establishment of small solar businesses and female-led micro-businesses. *LIGHT FOR LEARNING, STRONGIM MERI BISNIS*
- Improving women's empowerment and agency through investment in skills and capacity training, business kickstarter opportunities and ongoing mentoring and capacity building. *STRONGIM MERI BISNIS*
- Improving safety and security, financial, educational and livelihoods opportunities for women escaping abusive homes and circumstances. *PROJECT ZERO*
- Targeted capacity building across all projects for partners including strengthened policies and processes for safeguarding, cross-cutting issues, and financial and risk management. *ALL PROJECTS*

LOOKING TO 2022

MOVING FORWARD: 2022

Despite all the difficulties of the COVID-19 pandemic, we continue to deliver on the program outcomes we are committed to. 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 2022, we remain committed to our purpose and our people. They are the most important of all.

We continue to implement the four pillars of our COVID-19 strategy:

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

2022 will require ongoing innovation and resilience; 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.



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