



Kokoda Track Foundation

Effectiveness Framework

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OVERVIEW

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.

This document seeks to outline Kokoda Track Foundation (KTF)'s effectiveness framework in order to advance the organisation's overarching purpose. The Framework will provide 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.

The effectiveness framework also serves as a key component of the basic foundation for KTF's programs and projects planning and monitoring and evaluation systems. Some parts of the framework are quantitative (numerical), some are qualitative (descriptive, based on peoples' lived experiences, perceptions and opinions), and others are a combination of the two.

The document is framed as a set of principles rather than rules; local adaptation is encouraged to ensure enhanced relevance, engagement and sustainability within communities. KTF views an effective program approach as one built on an explicit theory of change, that describes how the organisation interacts with key stakeholders, and that has quantifiable indicators across the program model.

BACKGROUND

The people of PNG are struggling with the provision of their health, education, and many other basic human needs:

- Approximately 40% of Papua New Guinea's population lives below the poverty line
- Over 600,000 children are not able to attend school due to lack of infrastructure or shortage of teachers
- Less than 2% of children who begin Grade 1 in PNG will go on to complete Grade 12, and only 1 in 25 Grade 12 graduates will actually go on to gain paid employment
- There is an average of 1 community health worker for every 2300 people living in PNG
- Only 12.4% of Papua New Guineans are on the electricity grid
- In 2013, PNG was ranked 156 on the United Nation's Human Development Index – the lowest of all Pacific Nations
- PNG deals with high population growth, weak governance capacity and an increase in the prevalence of HIV/AIDS and other tropical diseases
- 60% of Papua New Guineans do not have access to improved water sources

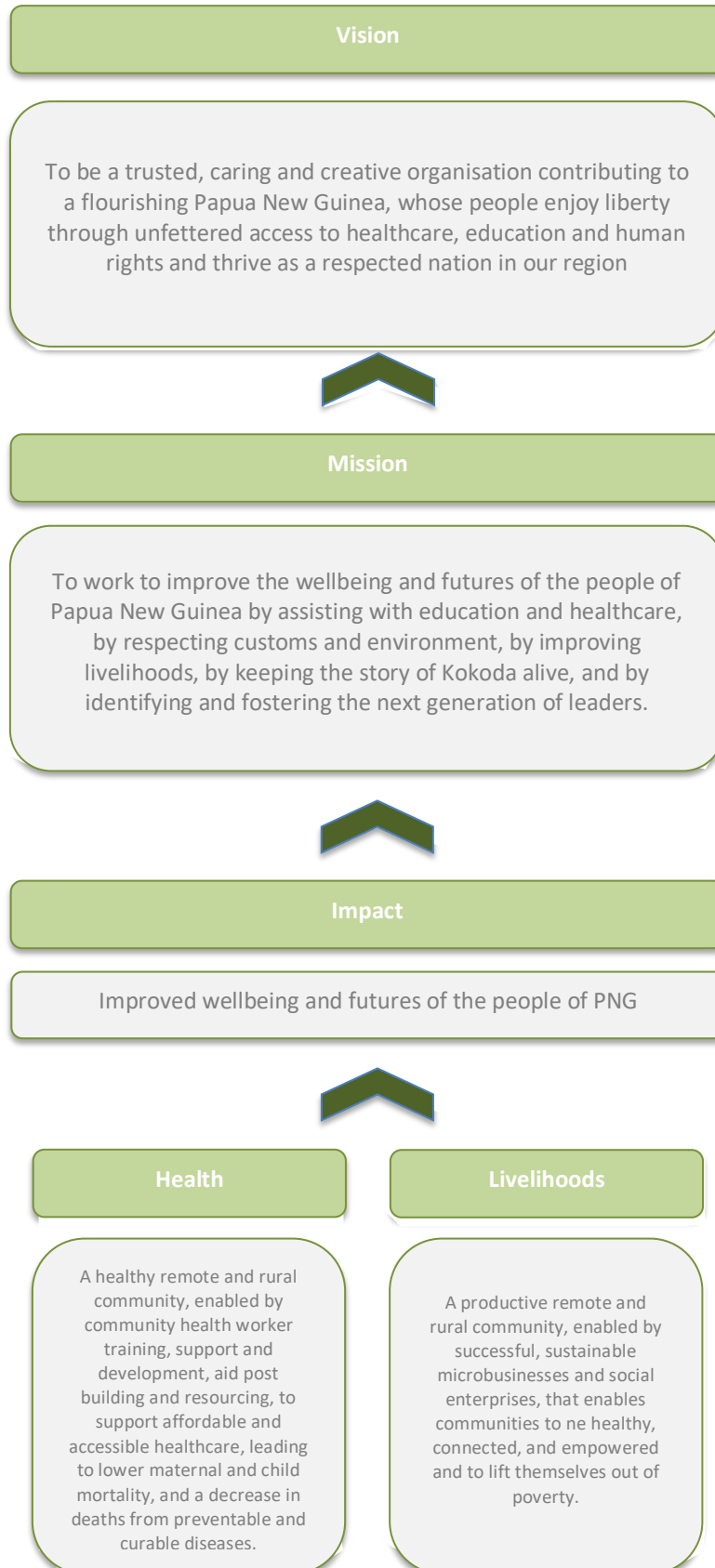
KTF understands that people live in poverty due to complex and multidimensional factors including a lack of access to assets (including physical assets such as shelter, water and sanitation), human rights (such as access to health and education services) and social support (including solidarity in a community and women's safety and empowerment). In response KTF delivers programs in the following areas:

- Education
- Health
- Livelihoods
- Leadership

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

THEORY OF CHANGE

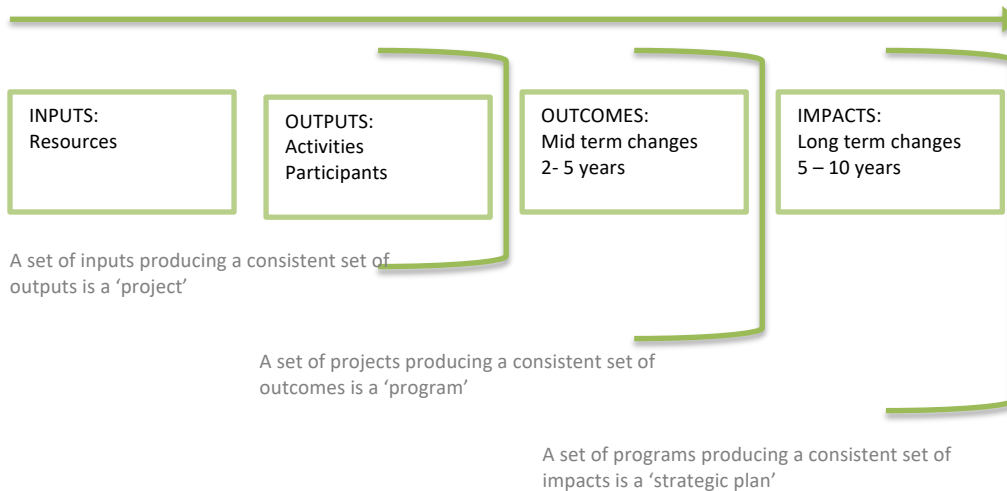
A 'theory of change' explains how activities are understood to produce a series of results that contribute to achieving the final intended impacts. KTF's Theory of Change supports the social, human rights and assets changes needed in PNG to lift communities out of poverty by working across four program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



Each program theory of change outlines the program areas' hypotheses of change, including the link between inputs, outputs, intermediate outcomes, long-term outcomes and impact (see Appendix for Education, Health, Livelihoods and Leadership Theories of Change).

LOG FRAME MODEL

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



Notes:

- Inputs: Usually time, money, human resources
- Outputs: Tangible and concrete products delivered by or through KTF, e.g. a training college, school resources, scholarships
- Outcomes: Changes in the identified outcome indicators as presented in the KTF strategic plan and project documents
- Impact: Highest-level of organisational achievement, related directly to the achievement of sustainable changes

MONITORING, EVALUATION & LEARNING

KTF's Monitoring, Evaluation and Learning (Effectiveness) framework is facilitated at two levels: program and project levels. Utilising quantitative and qualitative methods, sourcing primary and secondary data, and facilitating participatory practices, the framework aims to provide internal and external stakeholders with transparent information on the process, outputs, and outcomes of projects, programs, and strategies in order to enhance the evidence base, accountability, and learning.

KTF's monitoring processes vary from project to project but in general aim to:

- Provide regular progress information;
- Collect sufficient information to enable KTF to analyse project progress and make appropriate decisions (including resolving issues and change management);
- Collect sufficient information to enable KTF to make assessments of project contribution to outcomes.

Monitoring and evaluation activities may include:

- Field reporting and progress reports
- Project-specific data collection
- Quantitative analyses
- Qualitative analyses
- Mixed-method research

PROJECT MONITORING: OUTPUTS

Project Monitoring is a key KTF priority and KTF staff and partners carry out routine monitoring of projects to ensure that they are on track. Project staff summarise their monitoring through formal quarterly reports on each project, documenting progress against project plans, budgets, and outputs.

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

Outputs are monitored on a quarterly basis and evaluated over a period of time (usually annually). Current KTF project *Output Indicators* include:

Number	Output	Project	Program
1	Number of classrooms built	PNG Rich Learning Environments	Education
2	Number of classrooms maintained	PNG Rich Learning Environments	Education
3	Number of schools provided with educational supplies	PNG Rich Learning Environments	Education
4	Number of sets of educational supplies provided to schools	PNG Rich Learning Environments	Education
5	Number of water supply systems completed in schools	PNG Rich Learning Environments	Education
6	Number of people served by improved water supplies	PNG Rich Learning Environments	Education
7	Number of teacher postings supported (wages)	PNG Rich Learning Environments	Education
8	Number of students served by teacher postings supported	PNG Rich Learning Environments	Education
9	Number of elementary teachers trained (via 40 week program)	Kokoda College: School of Education	Education
10	Number of students in school as a result of teachers trained (via 40 week program)	Kokoda College: School of Education	Education

11	Number of elementary teachers certified (via SIU fast track training)	Teach for Tomorrow	Education
12	Number of students in school as a result of teachers trained (via SIU fast track training)	Teach for Tomorrow	Education
13	Number of schools remaining open as a result of teachers trained (via SIU fast track training)	Teach for Tomorrow	Education
14	Number of Government departments partnered with to deliver Teach for Tomorrow programs	Teach for Tomorrow	Education
15	Number of Provinces SIU training delivered to	Teach for Tomorrow	Education
16	Number of participants in Making Books workshops	Making Books	Education
17	Number of Making Books workshops conducted	Making Books	Education
18	Number of books produced and printed via Making Books workshops	Making Books	Education
19	Number of aid posts built	PNG Community Health Care	Health
20	Number of aid posts maintained	PNG Community Health Care	Health
21	Number of aid posts provided with drugs and medical supplies	PNG Community Health Care	Health
22	Number of packs of drugs and medical supplies provided to aid posts	PNG Community Health Care	Health
23	Number of water supply systems completed in aid posts	PNG Community Health Care	Health
24	Number of people served by improved water supplies	PNG Community Health Care	Health
25	Number of community health worker postings supported (wages)	PNG Community Health Care	Health
26	Number of children receiving a health service and/or treatment (including birth registration)	PNG Community Health Care	Health
27	Number of adults receiving a health service and/or treatment (including birth registration)	PNG Community Health Care	Health
28	Number of community health workers trained (via 80 week program)	Kokoda College: School of Health ¹	Health
29	Number of children receiving a health service and/or treatment as a result of CHWs trained (via 80 week program)	Kokoda College: School of Health ²	Health
30	Number of adults receiving a health service and/or treatment as a result of CHWs trained (via 80	Kokoda College: School of Health ³	Health

¹ Currently under development; outputs to be monitored once School of Health opens

² As above

³ As above

	week program)		
31	Number of solar lights (individual) given to women's groups (startup capital for microbusiness)	Light Up PNG	Livelihoods
32	Number of solar lights (individual) purchased by women's groups for sale from microbusinesses	Light Up PNG	Livelihoods
33	Number of solar lights (other types e.g. bar, chargers, panels etc) given to women's groups (startup capital for microbusiness)	Light Up PNG	Livelihoods
34	Number of solar lights (other types e.g. bar, chargers, panels etc) purchased by women's groups for sale from microbusinesses	Light Up PNG	Livelihoods
35	Number of women's groups established	Light Up PNG	Livelihoods
36	Number of capacity building workshops conducted with women's groups for (a) small business training; (b) literacy classes; and (c) technical solar training	Light Up PNG	Livelihoods
37	Number of women participating in capacity building workshops	Light Up PNG	Livelihoods
38	Number of seed nurseries established	Resilient Kai Kai	Livelihoods
39	Number of seedlings distributed by seed nurseries	Resilient Kai Kai	Livelihoods
40	Number of training sessions in improved planting, harvesting & crops conducted at seed nurseries	Resilient Kai Kai	Livelihoods
41	Number of participants at training sessions in improved planting, harvesting & crops at seed nurseries	Resilient Kai Kai	Livelihoods
42	Number of applications received for annual Archer Leadership scholarships	Archer Leadership Scholarships	Leadership
43	Number of participants in annual Archer Leadership scholarships	Archer Leadership Scholarships	Leadership
44	Number of work experience placements completed	Archer Leadership Scholarships	Leadership
45	Number of one-on-one sessions with key leaders facilitated	Archer Leadership Scholarships	Leadership
46	Number of community projects (small-scale) established	Archer Leadership Scholarships	Leadership
47	Number of community projects (large-scale) established	Community Kickstarter Grants	Leadership
48	Project-specific outputs for Community Kickstarter Grants	Community Kickstarter Grants	Leadership

49	Number of community consultations undertaken (focus on women)	General	All
50	Number of community consultations undertaken (focus on children)	General	All
51	Number of community consultations undertaken (focus on people with a disability)	General	All
52	Number of community consultations undertaken (general)	General	All

PROGRAM EVALUATION: OUTCOMES

KTF measures the overall results of its programs and projects by measuring changes over time in each program area against a set of *Outcome Indicators*. The aim is to measure these outcome indicators over a longitudinal period via the administration of repeat surveys and qualitative interviews with local partners, key stakeholders, employees and local communities.

Four core principles underpin KTF's evaluation activities:

1. Accountability – evaluation will strengthen KTF's ability to be answerable both upwards (to donors) and downwards (to communities) via the extraction and provision of specific, timely, and relevant data in an increasingly participatory manner
2. Evidence Base – an ever-increasing amount of readily available information will support in the adaptation and development of more contextually appropriate programs and projects
3. Learning – evaluation promotes critical reflection and mutual learning so that better decisions about KTF's actions are made and good practices and solutions can be shared
4. Transparency – the proactive sharing of information (in relevant modes) with all of KTF's stakeholders, including strategies, plans, budgets, and reports to promote openness in an active and visible way

The following indicators are used to evaluate progress towards program outcomes over time. These indicators should be disaggregated by gender, disability and other cross-cutting issues where applicable:

	Outcome		Indicator
ED.1	Increase % children completing Elementary Education (Grade 2)	1.1	% of children aged 5-8 enrolled in elementary school
ED.1	Increase % children completing Elementary Education (Grade 2)	1.2	% of children aged 5-8 attending elementary school regularly
ED.1	Increase % children completing Elementary Education (Grade 2)	1.3	% of children aged 8+ who have completed elementary school
ED.2	Increase % children completing Primary Education (Grade 8)	2.1	% of children aged 9-15 enrolled in primary school
ED.2	Increase % children completing Primary Education (Grade 8)	2.2	% of children aged 9-15 attending primary school regularly

ED.2	Increase % children completing Primary Education (Grade 8)	2.3	% of children aged 15+ who have completed primary school
ED.3	Increase % of committed teachers with high quality, formal qualifications	3.1	# teachers graduating from Kokoda College and other training programs
ED.3	Increase % of committed teachers with high quality, formal qualifications	3.2	% schools with teacher : student ratio < 1 : 30
ED3.	Increase % of committed teachers with high quality, formal qualifications	3.3	% of teachers with high levels of: (a) teacher satisfaction; (b) commitment to the profession
ED3.	Increase % of committed teachers with high quality, formal qualifications	3.4	% of teachers who remain in the profession: (a) 1 year; (b) 5 years; (c) 10 years after graduation
ED4.	Increase in community literacy rates	4.1	% of literate youths (aged 15-24) as measured by the ability to read and write, with understanding, a short sentence about one's daily life
ED4.	Increase in community literacy rates	4.2	% of literate adults (aged 15+) as measured by the ability to read and write, with understanding, a short sentence about one's daily life
HL1.	Increase % people accessing primary healthcare	1.1	% people accessing aid post facilities
HL1.	Increase % people accessing primary healthcare	1.2	% people receiving appropriate healthcare (diagnoses, treatment, resources) from aid post facilities
HL.2	Increase % of committed community health workers with high quality, formal qualifications	2.1	# CHWs graduating from Kokoda College and other training programs
HL.2	Increase % of committed community health workers with high quality, formal qualifications	2.2	% of CHWs with high levels of: (a) job satisfaction; (b) commitment to the profession
HL.2	Increase % of committed community health workers with high quality, formal qualifications	2.3	% of CHWs who remain in the profession: (a) 1 year; (b) 5 years; (c) 10 years after graduation
HL.3	Decrease in preventable illnesses and diseases	3.1	% of children aged 0-5 years whose most recent case of diarrhoea was acceptably managed
HL.3	Decrease in preventable illnesses and diseases	3.2	% of people whose most recent case of malaria was acceptably managed
HL.3	Decrease in preventable illnesses and diseases	3.3	% of women of child bearing age and youth who can identify and articulate at least two ways of preventing HIV infection
HL.4	Increase in the number of births attended by a qualified health worker	4.1	% of women 15-49 years with children aged 0-5 years who delivered their last child while being assisted by skilled and trained personnel
HL.5	Decrease in maternal and under 5 child mortality rates	5.1	% pregnant women accessing pre-natal care
HL.5	Decrease in maternal and under 5 child mortality rates	5.2	% women accessing post-natal care for infants
HL.5	Decrease in maternal and under 5 child mortality rates	5.2	% infants receiving regular immunizations between 0-5 years

LH.1	Increase % of people who have access to solar light and energy charging systems	1.1	% of people with year round access to solar light and energy charging systems
LH.2	Decrease % of communities who rely on external food security assistance	2.1	% of people who grow improved agricultural strains within home village
LH.3	Increase % of people who have access to sustainable income generation opportunities	3.1	% of women who report a significant increase in household income which was spent on family needs
LD.1	Increased number of Papua New Guinean professionals that prioritise sustainability and positive social change	1.1	% of alumni engaged in sustainability, social change activities
LD.2	Majority of Archer alumni progress to senior management positions in the public, private and civil society sectors	2.1	% of alumni engaged in senior management or higher positions 5 years post-graduation from the program
LD.3	Majority of Archer alumni have established and/or are operating projects that improve the wellbeing and futures of fellow Papua New Guineans	3.1	% of alumni operating social impact projects; project-specific outcomes

MOVING FORWARD

Knowledge about what works and what does not work is essential to inform the decisions of KTF. This understanding has generated many requirements in the program guidelines and a particularly strong focus on the need to design projects that can be properly evaluated at completion. However, for the purpose of generating information about the effectiveness of KTF's operations, it is not enough to have projects that are monitored. Projects need to be analyzed at completion, the achievement of results contrasted with what was originally planned, and sustainability considered. Additionally, the complex nature of the operational context in PNG demands that the implementation of KTF's projects and programs be comprehensive yet flexible.

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