



2023

EFFECTIVENESS RESULTS REPORT



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Executive Summary

With a renewed strategic vision and a commitment to expanding our reach and impact, KTF continues to drive positive change, transform lives, and empower communities across Papua New Guinea.

In Papua New Guinea, amidst the complex socio-political landscape, and challenges related to accessibility, security, and governance issues, KTF and its dedicated teams and partners continued to deliver impactful projects across the country. This year, 2023, marked the initiation of a new strategic plan for KTF, which leverages our experiences, place-based approach, and knowledge and networks to continue building on our four pillars: education, health, equality, and leadership.

KTF delivered a record-breaking 20 projects across five provinces in 2023. Our efforts in education yielded significant results, with 340 students graduating from our FODE Colleges, equipped with Grade 12 qualifications, and many meeting the prerequisites for entry into Teachers Colleges or Schools of Nursing. Hundreds more graduated at the Grade 9 - 11 levels. As PNG continues to make changes and restructures to its education system, we are targeting practical and critical pathways for teachers in remote and rural areas to upgrade their qualifications, to remain on Government payroll, or to train as primary teachers, as the elementary layer of schooling begins to be phased out. This year alone we have supported over 1,300 people on second-chance pathways to become qualified teachers or community health workers and provided professional development opportunities for hundreds of teachers in early childhood, elementary and primary education, impacting almost 300 schools and enhancing teaching and learning.
















As part of our Health program, KTF facilitated access to primary healthcare services for over 108,000 individuals in remote and rural areas and provided critical logistical and operational support for outreach patrols to combat disease outbreaks, providing immunisations for over 29,500 children. We also had our highest number yet participating in our Kicks for Kokoda project, teaching adolescents about sexual and reproductive health rights and breaking down gender norms.

This year we established a purpose-built Safe House to support survivors of violence, addressing a critical need in Oro Province and providing over 50 survivors of violence with safe refuge and access to critical services. Developing and growing our partnerships, we also initiated new training programs to increase the number of qualified counsellors in remote areas and our awareness-raising aimed at preventing and responding to gender and family-sexual violence reached almost 900 individuals.

Central to our mission is nurturing strong leadership and we continued to invest in the next generation of PNG's leaders through our Leadership program, which grew to include 12 Archer Leaders in this year's cohort. With over 80% of Archer alumni actively engaged in community and social impact projects, we are confident in the bright future they represent.

As we reflect on our continued growth and significant achievements of 2023, we recognise the continued need for resilience and innovation in the face of ongoing challenges. Looking ahead, KTF remains committed to supporting our teams, building the capacity of our partners and the communities we work with, adapting to evolving circumstances, and playing a vital role in the development of PNG's education and healthcare systems.

2023 By Numbers

	1,320	FODE Students supported second-chance education (50% females)
	33	early-childhood playgrounds built at remote schools using recycled materials
	76	students (two cohorts) enrolled at KTF's Balimo College, working towards a diploma of teaching
	199	teachers supported with in-classroom coaching and workshops
	89	schools supported with resources, materials and technology
	5,693	households provided with solar units, reaching 62 villages and 33,000+ people
	7	students supported with tertiary scholarships to become healthcare workers (100% female)
	16	aid posts supported with health worker postings, resources and logistics for patrols
	44	health workers and provincial trainers provided with essential training on HIV and eye care
	49,342	patients (73% children) treated
	385	people supported with vision testing for refractive error
	306	adolescent participants (56% female) in Kicks for Kokoda, improving sexual and reproductive health, gender equality, and self-confidence
	899	people reached with awareness raising on gender equality, and family and sexual violence prevention and response
	51	survivors supported at our Safe House with access to justice services and repatriation
	24	'barefoot' counsellors trained to provide psychosocial support to communities and survivors of violence



Our Purpose

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

We do this by: assisting remote and rural communities with access to early childhood, primary and secondary **education**;
improving access to quality and accessible **healthcare**;
improving opportunities for **equality** and the safety of women;
and by fostering the next generation of **leaders**.



How We Work



KTF's approach to effective aid and development focuses on addressing local challenges and priorities, enhancing local capacity, and ensuring efficiency and impact in order to benefit those who need it most.

KTF specialises in reaching remote and rural communities, home to over 85% of the PNG people, ensuring impactful development initiatives are brought directly to these areas.



Engage and Co-Design

Local people are the experts in understanding their circumstances and their needs and hopes for their futures. We engage meaningfully & support authentic co-design processes, elevating local voices, at all stages of activity, project and program design.



Partner

We are committed to shifting power to local people, prioritising the visibility and voice of local partners and ensuring program participants and community stakeholders are active participants in creating change in their own communities.



Impact

We partner to deliver programs and projects that achieve demonstrable impact, in the critical areas of education, health, equality and leadership. This impact will improve the lives and futures of generations of people to come.



Empowered

Our goal is to no longer be required. The impact made by our programs and partnerships will empower people and communities to determine their own futures with power, resources, expertise and integrity.

Where We Work



KTF, adopts a place-based approach to development, focusing on four main regions with central hubs. This strategy allows us to provide targeted localisation and partnering, ensuring that our initiatives are tailored to the specific needs and contexts of each region. We place a strong emphasis on community engagement, fostering relationships with local stakeholders to ensure our projects are relevant and sustainable. Deep learning is another key aspect of our approach, enabling us to continuously improve our understanding of local contexts and refine our strategies accordingly. This place-based approach facilitates appropriate resourcing of projects and partnerships and allows for targeted Gender Equality, Disability, and Social Inclusion (GEDSI) and Monitoring, Evaluation, Research and Learning opportunities. Ultimately, this approach enhances the impact and efficiency of our work, leading to more effective development outcomes.

Effectiveness Framework

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

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

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

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

- Education
- Health
- 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.

Effectiveness Framework

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

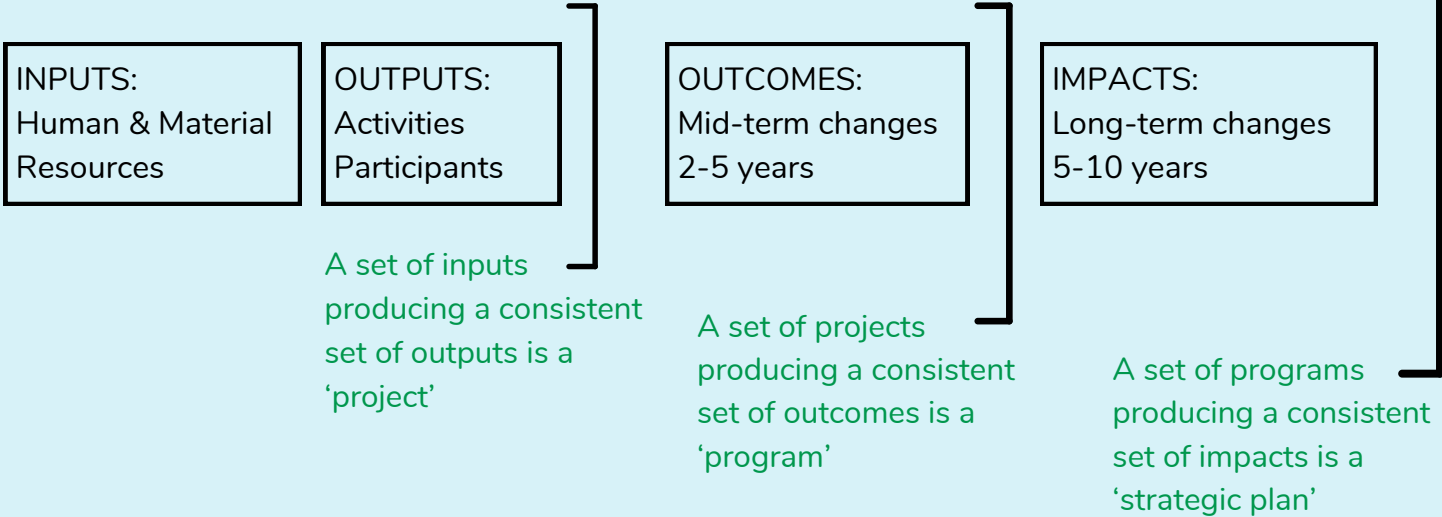
Women and girls are protected from violence and exploitation and have access to improved livelihoods through income-generation opportunities across remote and rural PNG

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:



Tracking Outputs 2023–2026

Outputs are tangible, countable results of project activities such as infrastructure, 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. This section outlines the outputs achieved per project between 2023 - 2026. This reporting period is aligned with KTF's current Strategic Plan.





Don't let what you cannot do interfere with what you can do.

The heart of the L2D is the beginning of knowledge, but fast growth is when the discipline is used to solve a problem.

The heart of the L2D is the beginning of knowledge, but fast growth is when the discipline is used to solve a problem.

Education is the passport to the future, for tomorrow belongs to those who prepare for it today.

Nothing is impossible for the determined mind.



TO ALL PARENTS REGARDING THE STUDENTS DISCIPLINARY RECORDS

- ORIGINAL CERTIFICATES
- 1st Prize papers
- 1st Entrance Letters
- Priority admission to APPLY
- GRADE 8 to 12 11/12
- AGE WITH YOU ALL THE
- BEST IN YOUR PPT TEST

Area = Surface / Flat Top

What is the Area of the Dimension

Shape: 6×4 Area = 96

Properties: 12×4 - Rectangle = $L \times W$

4×4 - Square = $S \times S$ Area = 16

Circle

EDUCATION OUTPUTS

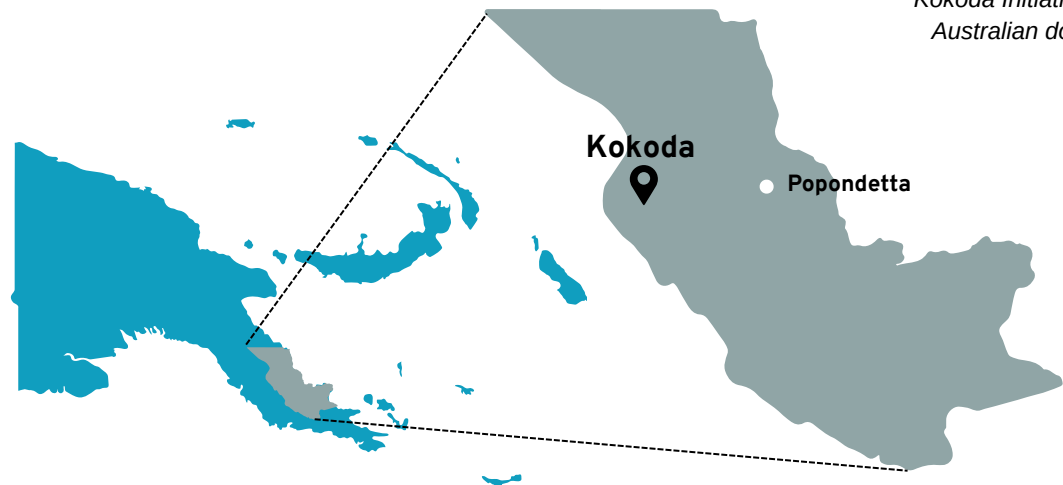
Kokoda (FODE) College



PNGAus Partnership

*Generously supported by
PNG-Aus Partnership,
Kokoda Initiative, and
Australian donors.*

Province:
Oro/Northern



KTF has been working in the Kokoda Region for over 20 years, working closely with communities to foster sustainable development and growth. Kokoda (FODE) College is a holistic centre of excellence dedicated to creating pathways for the training and professional development of teachers and health workers. The primary focus of Kokoda College is the delivery of the Flexible and Open Distance Education (FODE) program. This program 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. We accept only those students into the Kokoda College FODE program who are committed to training as teachers and health workers. Upon graduation, these students are supported in their pursuit of tertiary studies in teaching or health work. In addition, Kokoda College offers a range of professional development opportunities. For teachers, these include training and up-skilling in areas such as pedagogy, behaviour management, early childhood education, and community engagement. For health workers, we offer training in areas including vision and eye health, child and maternal health, and HIV/STI testing. As a pivotal partner for KTF, Kokoda College serves as a collaboration point for all of our projects, partners, and initiatives. Our long-standing relationship with the community and deep understanding of its needs have been instrumental in shaping our approach and ensuring the success of our programs.

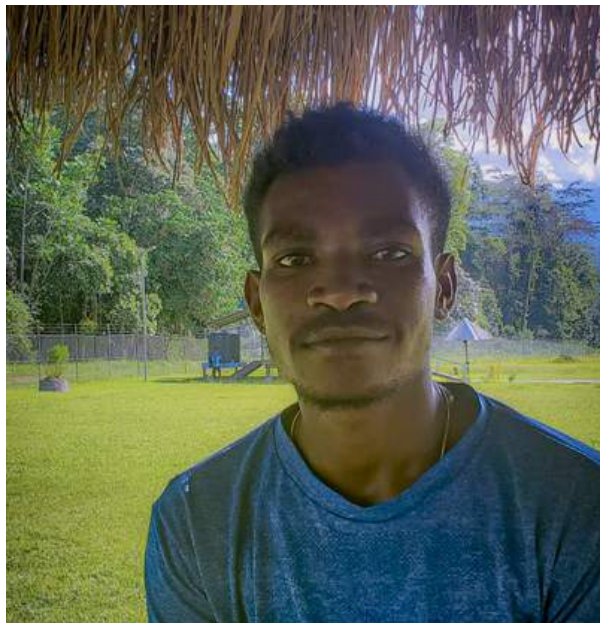


Project Outputs:

KOKODA (FODE) COLLEGE (2023-2026)

Key Output	2023
Number of students PET tested and enrolled	248
Gender breakdown of students enrolled (f / m)	128 / 120 (52% f)
Students with disability	22 (9%)
Number of students who completed full academic year including examinations	182
Number of students who sat Grade 9 exams	12
Number of students who sat Grade 10 exams	45
Number of students who sat Grade 11 exams	53
Number of students who sat Grade 12 exams	72
Number of students progressing to Grade 10 at end of academic year	12
Number of students progressing to Grade 11 at end of academic year	43
Number of students progressing to Grade 12 at end of academic year	51
Number of students matriculating at end of academic year	34
Number of students with GPA to gain entry to Teachers College (2.8+)	9
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4-2.8)	15
Number of students with GPA to gain entry to CHW training college (2+)	27
Number of students committed to becoming teachers at completion of studies	125
Number of students committed to becoming health care workers at completion of studies	123
Number of ceremonial graduates	185

Case Study - James Orimba



"I chose to study FODE because I want to be somebody in the future, but most importantly become a health worker."

James Orimba undertook Grade 12 studies this year, his driving goal throughout his studies has been to become a community health worker. He was inspired to undertake this career path after watching members of his family fall ill and face challenges accessing high-quality healthcare and available healthcare workers. After completing his Grade 10 and not receiving an offer to upper secondary education, James was able to gain a second chance at realising his dream by enrolling at KTF's FODE College. Despite struggling to support himself while he studied full time with unreliable and infrequent work including subsistence farming, gold-panning and being a porter along the Kokoda Track, James was able to successfully complete end-of-year exams.



Case Study – Catherine Jenga



"It has been a privilege to study here at Kokoda College. I enjoyed being able to study at my own pace at home. I would like to thank KTF for supporting students like me"

Catherine Jenga attended Kokoda FODE College to upgrade her marks to gain entry to a tertiary nursing course. In 2023, she graduated at a Grade 12 level with a GPA of 3.0, which gave her a high chance of gaining entry into her chosen field of study.

Catherine's path to becoming a qualified health worker has not been without some barriers and sacrifices. In 2007, she began training as a community health worker (CHW) but had to drop out after becoming a mother and being unable to balance the workload. However, her interest in healthcare remained and she later registered at Kokoda Hospital as a village health volunteer. After her son joined primary school, she returned to her educational journey and completed her community health worker training and also enrolled at Kokoda College to upgrade her marks to gain entry to a tertiary nursing course.

Catherine's resilience and passion shine through as she has worked with a single-minded determination to achieve her goals.

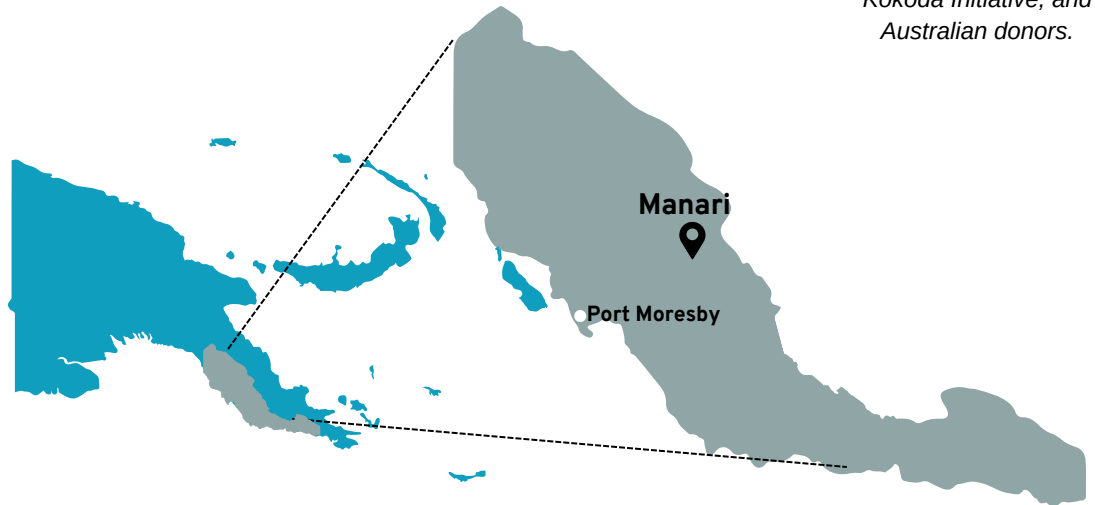
Mt. Koiari (FODE) College



PNGAus Partnership

Generously supported by
PNG-Aus Partnership,
Kokoda Initiative, and
Australian donors.

Province:
Central



In 2023, KTF achieved a significant milestone by establishing the Mt. Koiari FODE Satellite Centre, a purpose-built teaching and learning centre nestled deep in the heart of Oro Province, along the Kokoda Track. This accomplishment is particularly pivotal as it provides individuals in the most remote areas with improved access to educational opportunities, bridging the gap needed for rural education. Similarly to Kokoda College, the primary focus of Mt. Koiari FODE is the delivery of the FODE program. This program is designed to enable early school leavers to upgrade their qualifications to Grade 12, which is now the minimum entry requirement for all teachers and health workers across the country. At Mt. Koiari FODE College, we accept only those students who are committed to training as teachers and health workers. This ensures that our resources are dedicated to nurturing individuals who are passionate about serving their communities. Mt. Koiari FODE College stands as a testament to KTF's commitment to fostering sustainable development and growth in the region.



PNGAus Partnership

Kokoda Initiative



Project Outputs:

MT. KOIARI SATELLITE (FODE) COLLEGE (2023-2026)

Key Output	2023
Number of students PET tested and enrolled	50
Gender breakdown of students enrolled (f / m)	21 / 29 (72% f)
Students with disability	12 (24%)
Number of students who completed full academic year including examinations	37
Number of students who sat Grade 9 exams	5
Number of students who sat Grade 10 exams	8
Number of students who sat Grade 11 exams	11
Number of students who sat Grade 12 exams	13
Number of students progressing to Grade 10 at end of academic year	5
Number of students progressing to Grade 11 at end of academic year	0
Number of students progressing to Grade 12 at end of academic year	11
Number of students matriculating at end of academic year	13
Number of students with GPA to gain entry to Teachers College (2.8+)	0
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4-2.8)	0
Number of students with GPA to gain entry to CHW training college (2+)	2
Number of students committed to becoming teachers at completion of studies	25
Number of students committed to becoming health care workers at completion of studies	25
Number of ceremonial graduates	38

Case Study - Maryanne Kabi



"I CHOSE TO STUDY AT KTF'S FODE BECAUSE IT GIVES ME A SECOND CHANCE TO CONTINUE MY GRADE 9 & 10 AND I'M VERY THANKFUL FOR THIS OPPORTUNITY."

Maryanne Kabi is 22 years old and has recently completed her Grade 10 exams at Mt Koiari FODE Centre with the goal of studying healthcare. She was inspired to become a nurse after she saw how doctors and nurses cared for their patients and treated the sick. While she studies full time she also helps to support her family through subsistence farming, who is also very supportive and proud of Maryanne for studying at FODE. One of the highlights of studying again for Maryanne is that it enables her to learn more about science, one of her passions. So far, Maryanne has been really proud of her academic performance and is excited to continue her educational journey in 2024.

"I believe in myself that I will be better and will continue to do my Grade 11 through FODE next year."

Case Study - Aaron Moses



"I'M STUDYING UNDER THE HEALTH PATHWAY BECAUSE I WANT TO HELP AND SERVE MY COMMUNITY IN THE FUTURE."

Aaron Moses chose to study FODE because he wanted to upgrade his marks and complete his education, with the overall goal of gaining entry to a nursing college. One of the aspects he enjoys most about studying FODE is the independence it allows him to do most of his school work at home, noting that he enjoys self-learning. Aaron is deeply involved in his community and plays an integral role as an elder in his church and is passionate about serving his community and helping it prosper. He believes he has been doing great in his studies and is excited to do even better in 2024.

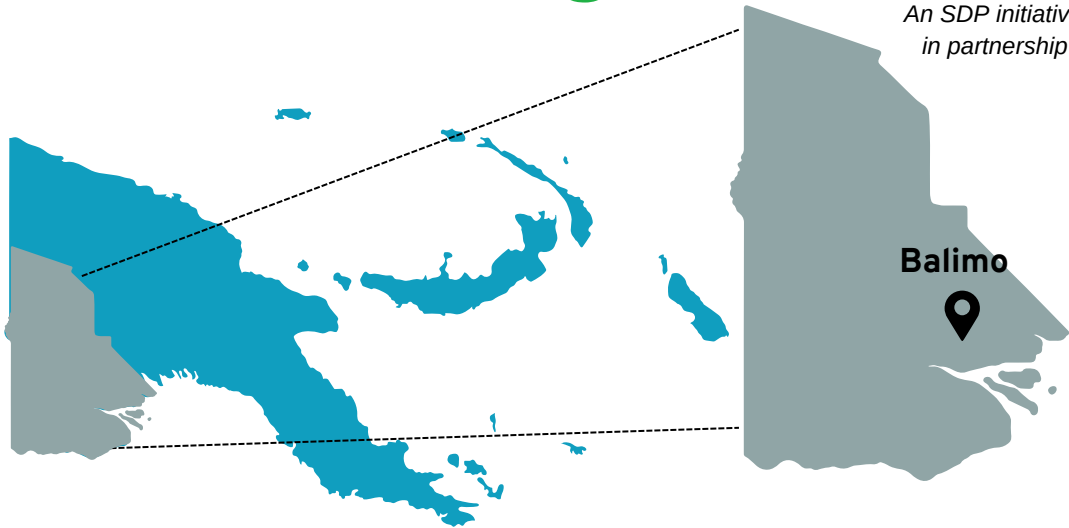
"Thank you very much KTF and its partners for your support since last year and this year, I hope for your continuous support towards Mt Koiari FODE."



Balimo (FODE) College

An SDP initiative delivered in partnership with KTF

Province:
Western



Now in its third year, Balimo FODE College is a hub of education and health initiatives located in the heart of Western Province. This SDP College provides remote communities across the Delta and Middle Fly districts, two of the least developed districts in the country, as well as students from South and North Fly Districts, with a second chance at education. The primary focus of the Balimo FODE College, is the delivery of the FODE program. This program is designed to enable early school leavers to upgrade their qualifications to Grade 12, the new minimum entry requirement for all teachers and health workers across the country. Here we also maintain a selective admission process, accepting only those students who are committed to training as teachers and health workers. Our students have shown extraordinary resilience and commitment, with numerous reports of students travelling long distances to access their education be supported by top-notch educators. This project is an initiative of our partner, SDP, and is delivered in collaboration with KTF. It is a critical component of our partnership with SDP as we work together to deliver a holistic approach to improving the education system and access to education in Western Province, with graduates of this college well-placed to continue their tertiary studies.



Project Outputs:

BALIMO (FODE) COLLEGE (2023-2026)

Key Output	2023
Number of students PET tested and enrolled	364
Gender breakdown of students enrolled (f / m)	169 / 195 (48% f)
Students with disability	25 (7%)
Number of students who completed full academic year including examinations	270
Number of students who sat Grade 9 exams	6
Number of students who sat Grade 10 exams	62
Number of students who sat Grade 11 exams	44
Number of students who sat Grade 12 exams	158
Number of students progressing to Grade 10 at end of academic year	6
Number of students progressing to Grade 11 at end of academic year	46
Number of students progressing to Grade 12 at end of academic year	23
Number of students matriculating at end of academic year	159
Number of students with GPA to gain entry to Teachers College (2.8+)	11
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4-2.8)	64
Number of students with GPA to gain entry to CHW training college (2+)	48
Number of students committed to becoming teachers at completion of studies	239
Number of students committed to becoming health care workers at completion of studies	119
Number of ceremonial graduates	265

Case Study - James Galaki



**"MY FIRST CHILD DIED
IN BIRTH, SO I WANT
TO BECOME A
HEALTHCARE
WORKER."**

James Galaki, after a personal tragedy, was inspired to go back to school to upgrade his marks to become a healthcare worker. Living in the remote village of Adiba with his wife and two kids, James walks 3.5 hours rain or shine to get to campus, sometimes getting up at 4am to arrive on time. He has been heartened to see the development of the community, the building of houses and the construction of the college since FODE was established in Balimo.



Case Study - Roger Alo



"I chose to study at FODE to become a teacher. In my village there are not many teachers."

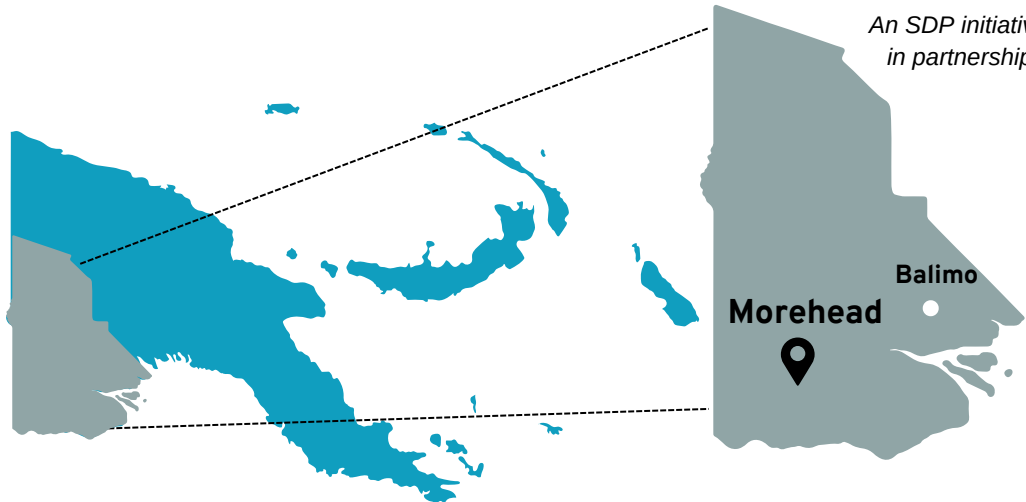
Roger Alo's goal is to become a teacher after witnessing the severe need in his small remote village of Pikiwa, home to 700 people. He is an active part of his community and takes part as a youth leader in his church and also volunteers as an elementary teacher for Grade 2 in Pikiwa. He travels via canoe to get to Balimo campus which can be dangerous in the rain as he has to protect his tablet and assignments from the weather, it can also be difficult walking in mud. In 2023, he was upgrading his Grade 12 marks and despite the challenges he has faced, Roger successfully completed Grade 12 exams in 2023.



Morehead (FODE) College

An SDP initiative delivered in partnership with KTF

Province:
Western



In partnership with the PNG Sustainable Development Program (SDP), KTF has established the Morehead FODE College, a satellite centre located in Morehead, South Fly District. This region is one of the most remote parts of the country, making our second chance education offering a vital resource in an area where it is needed most. The campus provides a second chance at secondary education to over 50 surrounding communities in the immediate catchment area, along the remote waterways of the region. Our students come from extremely disadvantaged backgrounds, where opportunities to complete their secondary schooling in traditional high schools are limited to the main town. This project, an initiative of our partners SDP and delivered in partnership with KTF, demonstrates to our commitment to bringing education to the most remote and underserved areas. By providing these students with the opportunity to upgrade their qualifications, we are not only investing in their futures, but also contributing to the long-term development and prosperity of their communities. This initiative is a crucial part of our holistic approach to improving the education system and access to education in the Western Province, with high-achieving graduates eligible to continue their tertiary studies.

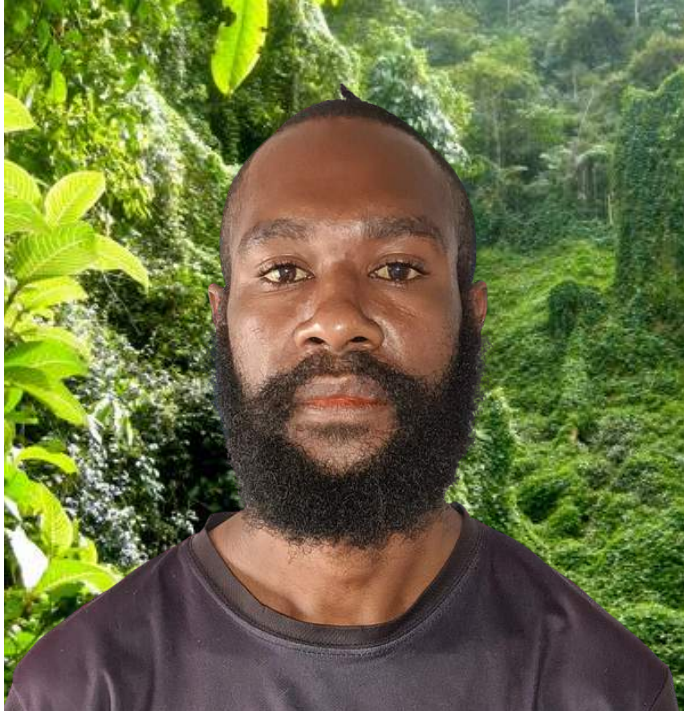


Project Outputs:

Morehead (FODE) COLLEGE (2023-2026)

Key Output	2023
Number of students PET tested and enrolled	152
Gender breakdown of students enrolled (f / m)	78 / 74 (51% f)
Students with disability	1 (>1%)
Number of students who completed full academic year including examinations	98
Number of students who sat Grade 9 exams	20
Number of students who sat Grade 10 exams	29
Number of students who sat Grade 11 exams	13
Number of students who sat Grade 12 exams	36
Number of students progressing to Grade 10 at end of academic year	14
Number of students progressing to Grade 11 at end of academic year	10
Number of students progressing to Grade 12 at end of academic year	13
Number of students matriculating at end of academic year	36
Number of students with GPA to gain entry to Teachers College (2.8+)	0
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4-2.8)	6
Number of students with GPA to gain entry to CHW training college (2+)	6
Number of students committed to becoming teachers at completion of studies	99
Number of students committed to becoming health care workers at completion of studies	53
Number of ceremonial graduates	100

Case Study - Buwae Gire



"HEALTH SERVICES ARE A BASIC NEED HERE IN OUR RURAL VILLAGES SO I WANT TO HELP PROVIDE THESE SERVICES."

Buwae Gire, 28 years old and a Morehead local, has grasped his second chance to study with both hands. In the past, he had previously enjoyed school because there were so many new and exciting things to learn but was hindered on his educational journey due to an inability to pay school fees and limited transportation options. However, In 2023, he completed his Grade 12 following a health pathway. He enjoys studying FODE because the courses are easy to follow and flexible, and he is able to work on them wherever and whenever. Buwae is grateful for this FODE opportunity; he wants to become somebody in the future, complete tertiary studies and work as a professional to support himself.

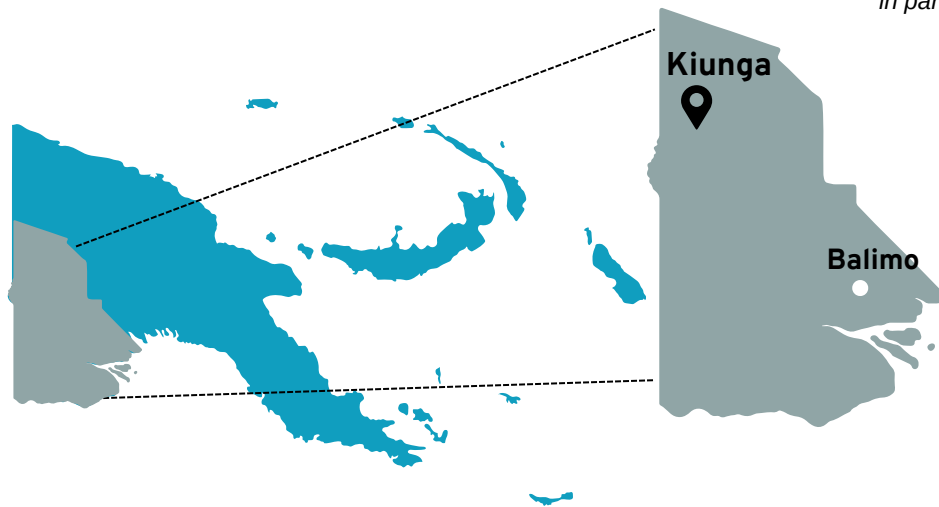
"It has changed my way of thinking. That I'm not a dropout. I still have a second chance at learning. A changed perspective."



An SDP initiative delivered
in partnership with KTF

St. Gabriel's (FODE) College

Province:
Western



KTF, in partnership with the PNG Sustainable Development Program (SDP), has continued to expand FODE offerings in Western Province, including the satellite FODE Centre in Kiunga, North Fly District. This centre is home to St. Gabriel's FODE College, a critical opportunity for second-chance education for students in North Fly, ensuring that students in remote, urban centres, have access to education. The FODE Centre, co-located at a secondary school campus run in partnership with the Catholic Church in Kiunga, supports students who have previously disengaged from formal schooling to achieve a vital qualification. Students are guided along pathways to study teaching or health work, with Grade 12 graduates eventually becoming eligible for tertiary places in the new Teachers College in Balimo. The college currently offers Grades 10 - 12. This project, an initiative of our partners SDP and delivered in partnership with KTF, is a testament to our commitment to providing accessible and inclusive education opportunities.



Project Outputs:

St. Gabriel's (FODE) COLLEGE (2023-2026)

Key Output	2023
Number of students PET tested and enrolled	53
Gender breakdown of students enrolled (f / m)	34 / 19 (64% f)
Students with disability	4 (8%)
Number of students who completed full academic year including examinations	42
Number of students who sat Grade 10 exams	15
Number of students who sat Grade 11 exams	9
Number of students who sat Grade 12 exams	18
Number of students progressing to Grade 11 at end of academic year	15
Number of students progressing to Grade 12 at end of academic year	9
Number of students matriculating at end of academic year	18
Number of students with GPA to gain entry to Teachers College (2.8+)	3
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4-2.8)	1
Number of students with GPA to gain entry to CHW training college (2+)	8
Number of students committed to becoming teachers at completion of studies	29
Number of students committed to becoming health care workers at completion of studies	20
Number of ceremonial graduates	41

Case Study – Marcopol Katinggo

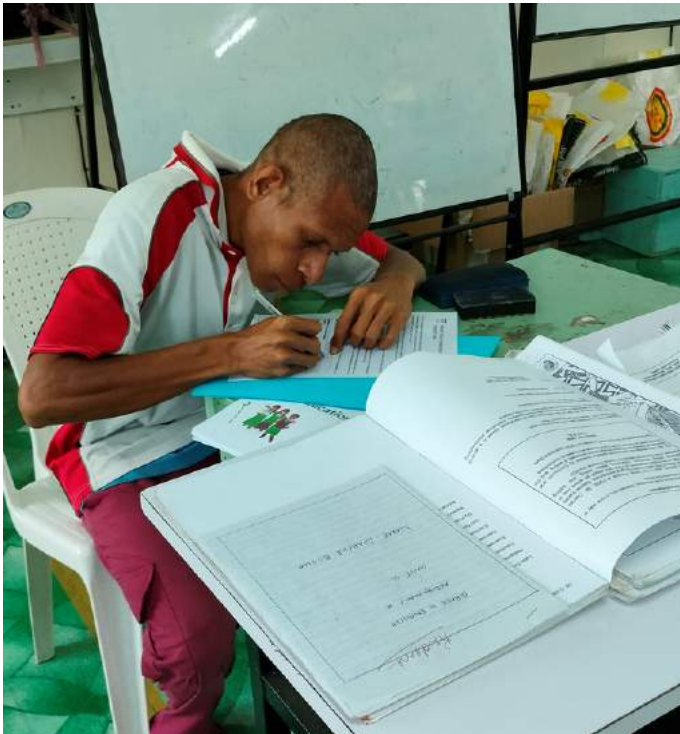


"I HAVE CHOSEN THE EDUCATION PATHWAY BECAUSE I WANT TO BECOME A TEACHER SO THAT I CAN DO SERVICE FOR THE COMMUNITY AND EDUCATE THE PEOPLE TO FIGHT FOR THEIR RIGHTS."

Marcopol Katinggo is 23 years old and from Kiunga, and has always enjoyed learning but was previously unable to continue studying past Grade 10. He started studying his Grade 11 with the goal of becoming a teacher so that he can give back to his community. Marcopol believes that FODE is a vital opportunity for him that will allow him to achieve his goals in life. What he enjoys most about studying at FODE is the comprehensive support he receives, being able to do the work on his own time via a tablet and the excellent facilities. He is very appreciative of the wholehearted support he also receives from his family while studying, and says that his parents always attend any parent-teacher or community meetings and follow the guidance of the school to support him on his education journey. He believes the most important qualities to successfully study at FODE are being committed and doing the hard work.

"I FEEL VERY GOOD ABOUT SDP AND KTF'S FODE BECAUSE INDIVIDUAL ATTENTION IS GIVEN TO THE STUDENTS FOR HOLISTIC DEVELOPMENT."

Case Study - Herbot Betot



"I HAVE CHOSEN A HEALTH PATHWAY BECAUSE I WANT TO BECOME DOCTOR OR SOME HEALTH WORKER SO THAT I CAN DO SERVICE FOR THE COMMUNITY, BECAUSE MANY PEOPLE GET AFFECTED BY MALARIA AND MANY OTHER SICKNESSES OFTEN."

Herbot Betot, is a full correspondence student studying Grade 12. Living in the remote region of Fly River Side, to travel to school he travels 30 mins by dinghy and walks the rest of the way. Living in this remote area has been a barrier for him and others due to a lack of proper facilities to study at home and limited funds, and a focus on working just to survive. He helps to support his family through subsistence farming and taking care of the ducks.

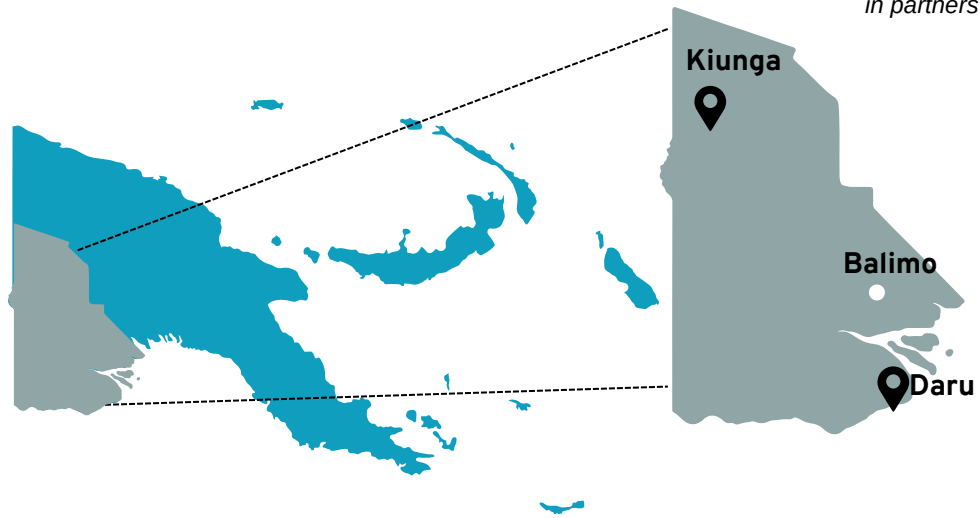
"Barriers are still there but in this FODE Centre there is regular class guidance and monitoring by the FODE Teachers. All the work is done on time. I hope to perform well."



An SDP initiative delivered
in partnership with KTF

Western Outreach (FODE)

Province:
Western



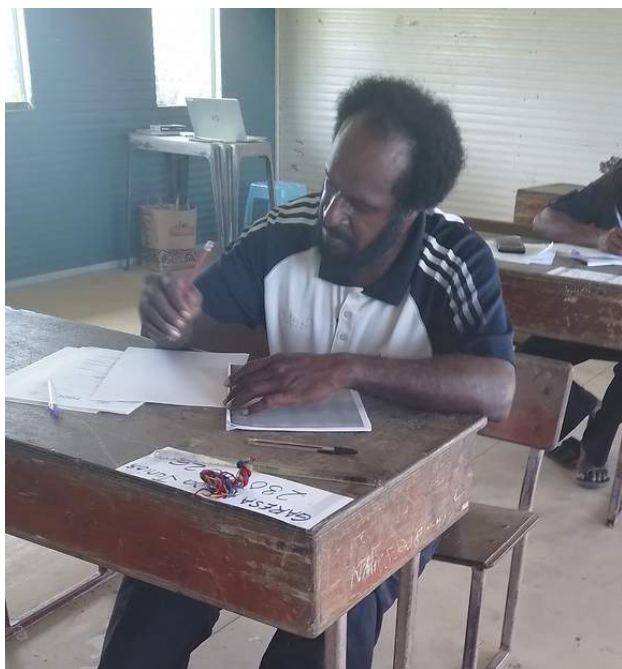
In 2023, SDP, in partnership KTF, launched a brand new initiative - the Western Outreach FODE College. Operating out of two hubs in the Western Province, Kiunga and Daru, this initiative takes FODE to extremely remote areas, bringing education to where it is needed most. Our first year of operations leveraged our existing knowledge of the province, which was key to successful implementation. We ensured that students were able to access PET testing, receive their assignments, and interact with lecturers who rotated and roamed across students' locations. This innovative approach to education delivery was met with an extremely warm welcome and support from communities who were excited to have FODE offerings reach them. Successful students will be able to take part in tertiary studies for health and teaching, aiming to bring these critical services to extremely remote areas. Through this initiative, we are opening doors and creating pathways to a brighter future.



Project Outputs: WESTERN OUTREACH (FODE) (2023-2026)

Key Output	2023
Number of students PET tested and enrolled	108
Gender breakdown of students enrolled (f / m)	69 / 39 (64% f)
Students with disability	44 (41%)
Number of students who completed full academic year including examinations	48
Number of students progressing to Grade 12 at end of academic year	6
Number of students matriculating at end of academic year	44
Number of students with GPA to gain entry to Teachers College (2.8+)	0
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4-2.8)	10
Number of students with GPA to gain entry to CHW training college (2+)	19
Number of students committed to becoming teachers at completion of studies	108
Number of ceremonial graduates	53

Case Study – Arowa Jnr Garesa



**“EDUCATION,
BECAUSE I WANT TO
MAINTAIN
EDUCATION SERVICES
AND ALSO IMPROVE
IT IN MY LOCAL
COMMUNITY.”**

Arowa Jnr Garesa, a 34-year-old father of three, is upgrading his marks to become a teacher. He lives in a remote village in the South Bank of the Fly River. He previously attended school at Awaba Secondary which is located a full two to three day’s travel away via sailing, walking and paddling, sometimes through highly treacherous weather, highlighting his determination to continue his educational journey and also the challenges he has faced. This year, his studies were also affected by looking after a sick parent and a lack of family support. Because of the geographic issues faced in gaining an education, the majority of his community is missing out which has inspired Arowa to become a teacher.

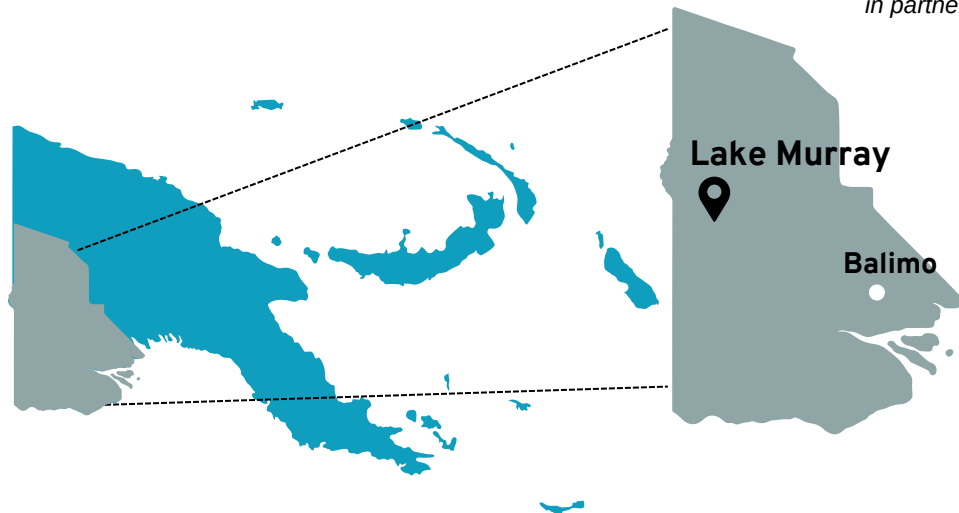
“I appreciate KTF very much for helping me upgrade my marks so that I can go on to further study to achieve my dream.”



An SDP initiative delivered
in partnership with KTF

Lake Murray (FODE)

Province:
Western



In our continuous effort to expand educational opportunities in the Western Province, SDP has initiated, in partnership with KTF, the Lake Murray FODE College. Lake Murray is an extremely remote and isolated region, and our initiative has brought education to the countless communities dotting the shores of the lake. Like all our FODE offerings, we prioritise enrolling students who are committed to pathways of education and health training. Our goal is to provide these dedicated individuals with the opportunity to upgrade their qualifications and pursue their career aspirations. High achievers are provided with access to tertiary studies, further enhancing their potential to contribute positively to their communities. This initiative represents to our commitment to bring education to the most remote areas, ensuring that everyone, regardless of their location, has access to quality education and the opportunity to improve their lives and their communities.



Project Outputs: Lake Murray (FODE) (2023-2026)

Key Output	2023
Number of students PET tested and enrolled	122
Gender breakdown of students enrolled (f / m)	25 / 97 (20% f)
Students with disability	4 (3%)
Number of students who completed full academic year including examinations	81
Number of students who sat Grade 9 exams	33
Number of students who sat Grade 10 exams	33
Number of students who sat Grade 11 exams	5
Number of students who sat Grade 12 exams	10
Number of students progressing to Grade 10 at end of academic year	10
Number of students progressing to Grade 11 at end of academic year	21
Number of students progressing to Grade 12 at end of academic year	5
Number of students matriculating at end of academic year	10
Number of students with GPA to gain entry to Teachers College (2.8+)	0
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4-2.8)	2
Number of students with GPA to gain entry to CHW training college (2+)	6
Number of students committed to becoming teachers at completion of studies	75
Number of students committed to becoming health care workers at completion of studies	58
Number of ceremonial graduates	82

Case Study – David Jomeng



"LEARNING IS IMPORTANT. I SEE THE VALUE OF EDUCATION SO I CAN COME BACK AND SERVE MY PEOPLE. I WANT TO MAKE MYSELF USEFUL AND NOT SIT AROUND NOT DOING NOTHING."

David Jomeng is 34 years old and juggles four children aged three, four, five and six. He has previously worked for KTF as a solar system installer and has always had a passion for learning. He completed Grade 10 in 2005 and was selected to go on to study Grade 11 but had to drop out due to financial challenges. David and his community have also faced other barriers to receiving an education including limited educational resources/facilities, lack of qualified teachers and the distance to the closest operating school being costly and time-consuming. This has inspired David to begin a second chance at education with the goal of becoming a teacher for his community and children. His family are very happy and supportive because at the end of his education journey, he will be able to bring change.

"I am very happy that FODE is here, if it wasn't delivered to our doorstep then I wouldn't be able to complete it. I have done nothing from 2005 till now. It is life-changing."

Motu Koita (FODE) Centre



Generously supported by
Kina Bank and the Motu
Koita Assembly

Province:
National
Capitol
District
(NCD)



In the bustling Port Moresby, PNG's capital, sits the Motu Koita FODE Centre, established and operated by KTF. Recognising the immense need for second-chance high school education in this region, we established a centre that offers a lifeline to students who face challenges securing highly sought-after places from Grade 8 and above in traditional schooling. The urban landscape of Hanuabada presents unique challenges, distinct from those faced by our other FODE centres. At the Motu Koita FODE Centre, we've tailored our approach to meet these specific needs, providing the support and resources necessary for our students to thrive amidst these challenges. Unlike KTF's other FODE Colleges, the Motu Koita FODE Centre embraces a broader spectrum of career aspirations. We welcome students who wish to venture into fields beyond teaching and health work. Many of our students aspire to study business or enter other fields upon graduation, contributing to the economy of the region.



Project Outputs:

MOTU KOITA (FODE) (2023-2026)

Key Output	2023
Number of students PET tested and enrolled	143
Gender breakdown of students enrolled (f / m)	91 / 52 (64% f)
Students with disability	12 (9%)
Number of students who completed full academic year including examinations	95
Number of students who sat Grade 9 exams	32
Number of students who sat Grade 10 exams	33
Number of students who sat Grade 11 exams	10
Number of students who sat Grade 12 exams	20
Number of students progressing to Grade 10 at end of academic year	30
Number of students progressing to Grade 11 at end of academic year	26
Number of students progressing to Grade 12 at end of academic year	10
Number of students matriculating at end of academic year	20
Number of students with GPA to gain entry to Teachers College (2.8+)	1
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4-2.8)	4
Number of students with GPA to gain entry to CHW training college (2+)	9
Number of students committed to becoming teachers at completion of studies	73
Number of students committed to becoming health care workers at completion of studies	39
Number of ceremonial graduates	96

Case Study – Eva Aisi



"FODE HAS GIVEN ME THE CONFIDENCE AND CHANCE TO PROVE TO MYSELF AND TO THOSE WHO PUT THEIR FAITH AND TRUST IN ME THAT I AM NOT RESTRICTED TO WHAT HAS HAPPENED TO ME IN THE PAST."

Eva Aisi has always loved school and having the opportunity to take on leadership roles within her school and community. However, she was forced to leave high school after becoming pregnant. Now that her daughter has begun early childhood schooling she is able to have a second chance at education, enabling her to enrol at the Motu Koita FODE in 2022. She has faced many challenges in attaining an education as a result of being a single mother of a young child and taking on the majority of the caretaking responsibilities of her parents. She has had to juggle finding time to study around parenting her daughter, taking care of her sick parents and working. However, she is determined to gain an education so that she can get a good job and make a better life for herself and her daughter.

"I choose to study FODE because of its flexibility. FODE studies allowed me as a mother to study and to work - I have enough time to work and the other most important thing. FODE gave me a second chance to complete my education."

Case Study – Dom Geary



"I BELIEVE IN THE POWER OF SHARING INFORMATION, THUS AWARENESS IS ONE OF THE MAIN STRATEGY'S TO REMOVE BARRIERS TO EDUCATION."

Dom Geary has joined the team as the principal at Motu Koita (MK) FODE, bringing his years of experience and extensive academic background in education. Dom has jumped in feet first at MK FODE and has been noticed for the passion and zeal he is bringing to the role. Dom recognises that there are many barriers to receiving an education including low socioeconomic status, lack of awareness of the importance of education, and lack of support from families, and is working hard to cultivate a supportive environment that nurtures students in their learning and development journeys. Ineke Unsworth, KTF Education Program Manager, has commended Dom for his dedication in tailoring lessons to suit each student's abilities and interests, as well as for offering unlimited time and support to those who face challenges in their learning.

Dom takes great pride in being a member of the MK FODE community, where students who may not have had the chance to succeed elsewhere are given the opportunity to thrive. It is a place that embraces second chances and instils hope, creating a supportive environment where students can unlock their potential.

Lihir (FODE) Centre

Newmont[™]

Generously supported by
Newmont

Province:
New Ireland



In 2023, KTF launched a new initiative by opening a FODE Centre on the island of Lihir, part of the New Ireland Province off the coast of mainland PNG. This initiative is a lifeline for teachers on the island who need to upgrade their qualifications to Grade 12 to meet government requirements and continue their teaching careers. The region has historically struggled with effective FODE offerings, making our initiative a much-needed solution. The community has warmly welcomed this project, reflecting the pressing need for such educational opportunities. Our Lihir FODE Centre also utilises our innovative outreach model. Instead of requiring teachers to leave their classrooms for training, our lecturers travel to them. This approach ensures that teachers can continue their vital work of educating primary and elementary students while also advancing their own education. The Lihir FODE Centre is more than an educational institution; it's a catalyst for change, bringing new possibilities to the teachers and students of Lihir Island.



Project Outputs: Lihir (FODE) (2023-2026)

Key Output	2023
Number of students PET tested and enrolled	80
Gender breakdown of students enrolled (f / m)	52 / 28 (65% f)
Students with disability	11 (14%)
Number of students who completed full academic year including examinations	66
Number of students who sat Grade 9 exams	7
Number of students who sat Grade 10 exams	46
Number of students who sat Grade 11 exams	7
Number of students who sat Grade 12 exams	6
Number of students progressing to Grade 10 at end of academic year	7
Number of students progressing to Grade 11 at end of academic year	38
Number of students progressing to Grade 12 at end of academic year	7
Number of students matriculating at end of academic year	6
Number of students with GPA to gain entry to Teachers College (2.8+)	0
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4-2.8)	0
Number of students with GPA to gain entry to CHW training college (2+)	4
Number of students committed to becoming teachers at completion of studies	80
Number of ceremonial graduates	65

Case Study – Justina Lupas



**"I AM GRATEFUL THAT
KTF HAS PROVIDED ME
WITH THE OPPORTUNITY
TO UPGRADE MY
EDUCATION
QUALIFICATIONS."**

Justina Lupas is a devoted single parent of two children and teacher at Palie Vocational Centre. She is undertaking FODE study to complete her Grade 11 and 12, to ensure she can remain in the teaching profession. In the past, she really enjoyed going to school as she met people from all around PNG who always had something unique to share about their provinces. It was also where she learnt a lot of new ideas and insights about the world. However, she had not thought about returning to education to gain a Grade 12 certificate because of financial constraints until KTF brought FODE to the region.

As the only female teacher in her trade in her region, she is no stranger to breaking down barriers. Justina is passionate about continuing her educational journey and inspiring others to continue learning.

"KTF has provided me with another opportunity to inspire the next generation of young women, single mothers and tradeswomen that education does not stop for women just as is the case for men."

Case Study – Sabrina Watt



"I WISH TO USE THIS STUDY OPPORTUNITY TO ACQUIRE NEW KNOWLEDGE, SKILLS AND ATTRIBUTES SO THAT I CAN IMPART TO MY STUDENTS."

Sabrina Watt is a widow, single-handedly taking care of her four children while studying and working full-time. She last undertook study in 1996 and has been teaching for 27 years in different primary, secondary and vocational schools around New Ireland Province. The biggest barrier she has experienced in receiving an education has been struggling to pay school fees. Her parents worked extremely hard to raise the funds, however, she had to drop out in Grade 10 due to being unable to pay. This is still a pervasive issue with many families struggling to pay for their children's school fees. Despite teaching, Sabrina also has to engage in subsistence farming and markets to provide for her family.

"FODE is definitely helping me a lot and I am grateful to KTF for providing me the opportunity to upgrade so that I could continue to be a teacher and impact young lives."

Sabrina never thought about having a career in education, however, she was inspired to become a teacher after seeing the impact educators can have on shaping 'students' lives.

"There is a general consensus amongst most people that once women and especially mothers complete their studies, that is the end of their educational journey. My women folk and I wish to re-align that mentality by successfully completing our studies. I intend on showcasing to people that regardless of gender if one has a strong will and dedication towards furthering their education, they can do it."

FODE Outputs – Qualitative Discussion

In 2023, KTF rolled out a significant expansion of our FODE offerings which has had a profound impact. This year we enrolled and supported 1,320 students and established new FODE centres in three provinces including Lihir, New Ireland Province, Kavieng and Daru as part of Western Outreach and in Lake Murray, Western Province, and Mt. Koiari, Central Province. This expansion is particularly critical as FODE provides an important pathway for early school leavers to have a second chance at education.

Additionally, as we expand our FODE offerings, we are reaching a greater number of students in the places that need it most – remote and rural regions. This is filling an important gap in the education system. Without our FODE offerings, there would be no opportunity for these early school leavers to obtain their grade 12 qualifications. This means these regions would struggle to maintain or increase the number of healthcare workers or teachers that are desperately needed to improve lives and outcomes for people in these remote and rural regions.

The importance of FODE cannot be overstated. The government continues to roll out new requirements of a Grade 12 certificate for many occupations, highlighting the necessity of these programs. Recognising this need, the government is aware of the need to expand FODE offerings. However, our experience indicates that the National FODE department lacks the necessary capacity. As such, we continue to support national FODE where possible and fill in the gaps of delivery and locations. We continue to ensure that our students receive their printed assignments on time and are able to sit exams and receive the marks they deserve. As we continue to grow, expand, and witness positive outcomes, we are increasingly confident in our unique approach. This approach, which encompasses dedicated lecturers for students, provision of room, board, and technology, along with targeted support for students, is proving to be the right strategy.

One significant challenge we continue to grapple with is the government’s decision to increase the GPA requirements for teachers enrolling in tertiary schools to 2.8. This heightened requirement poses a considerable hurdle for many students, particularly those from remote and rural areas where access to quality formal education may have been limited. Additionally, adult learners who have been out of the classroom for extended periods face similar difficulties. These challenges highlight the importance of our goal to provide accessible and quality education for all, and we are committed to continuing to support students on their learning journeys.

Flexibility and inclusion remain at the forefront of all FODE colleges. We persistently prioritise the enrolment of women and people with disabilities. This year, we achieved a significant milestone – gender parity among all students enrolled. Furthermore, 14% of our students were identified as having disabilities upon enrolment. These students were provided with targeted support to overcome any barriers they faced.

Our students, particularly women and current teachers, consistently express the challenges they face in managing their studies alongside household and family responsibilities, community obligations, and their job workload. Therefore, the flexibility and targeted support we offer are critical. By addressing these challenges, we ensure that all our students have the opportunity to succeed.



Balimo College

An SDP initiative delivered in partnership with KTF

Province:
Western



Balimo College, an SDP project implemented in partnership with KTF, is a critical establishment providing educational excellence in Western Province. Now in its second year, the college offers a Diploma of Teaching, providing a critical pathway for students to upgrade their qualifications and pursue a career in education. The majority of our students have previously upgraded their entry qualifications through SDP's Western FODE programs, demonstrating a successful pipeline that will, over time, significantly increase the number of dedicated and qualified teachers in the province. The college is currently undertaking accreditation with the DHERST to obtain national qualifications, further enhancing the value of our programs. Balimo College is more than just an educational institution; it's a comprehensive support system for our students. We offer a top-notch curriculum developed by Western Sydney University, highly qualified and trained staff, and a range of student support services including transportation to the college, and room and board. Our facilities are state-of-the-art, featuring a library and an IT lab, providing our students with the resources they need to succeed. This college plays a critical role in increasing the number of qualified teachers in Western Province and improving the education system.



Project Outputs: Balimo College (2023-2026)

Key Output	2023
Number of Year 1 Students Enrolled	40
Number of Year 2 Students Enrolled	35
Gender breakdown of students enrolled (f / m)	
Year 1 Cohort	16 / 24
Year 2 Cohort	11 / 24
Female Students	36%
Number of boarding students	66
Number of Year 1 Students enrolled that were previously students in a KTF FODE Programs	14 (35%)
Number of students who completed full academic year including examinations	74

“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.”

-Mark Sinba, Morehead FODE student and current student at Balimo Teachers College



Case Study – Kelsea Gebone



"I DIDN'T BELIEVE IT WHEN THEY READ MY NAME OUT THAT I WAS ACCEPTED TO THE TEACHERS COLLEGE, I WAS CRYING I WAS SO HAPPY, BECAUSE OF ALL OF THE HARD WORK OF ME AND MY HUSBAND TRAVELLING HERE, AND THROUGH THE RAIN AND THE DIFFICULTIES."

Kelsea Gebone, a dedicated mother of three, has returned to study at Balimo College. Hailing from the remote village of Pikiwa, it takes a full day via dinghy and canoe to arrive at the Balimo Campus. In her village, Kelsea has employed knowledge sharing and learning for years as a way to build up herself and others through a women's group that congregates to help each other with crafts and sewing, often inviting other women's groups to join them so they can learn from each other.

Living in the remote Pikiwa, she has witnessed how the effects of the severe shortage of local teachers, only two for a whole village, has detrimentally affected her own children and the development of the community. This inspired Kelsea to return to education. She is currently in her first year studying a Diploma of Primary Teaching.

"I enjoy the sense of achievement. At the beginning, I was worried that I would not do well, but I have the experience from FODE and I understand better how to learn. My experience has built me up."

Case Study – Barblo Francis



“I CAME HERE BECAUSE THERE ARE NO LOCAL TEACHERS IN MY VILLAGE. SOME COME IN BUT THEY ALWAYS LEAVE.”

Barblo Francis is 23 years old and is from the remote North Fly District in Western Province. His dream is to become a primary school teacher back in his village where they have always struggled to get teachers and keep them. His family is really happy that Barblo was accepted into the Balimo Teachers College where he is holistically supported on his education journey with fee-free accommodation, meals and education, allowing him to focus on his studies stress-free.

Barblo’s biggest challenge since he began learning again has been doing all the studies in English, as this is his third language. However, so far he is happy with his academic performance and continues to aim higher. He is really excited for his next semester as his cohort is undertaking more practical teaching activities such as delivering classes in the teacher practicum.

“I really enjoy teaching. I want to go back to my village and be a teacher.”

Early Years

Provinces:
Western,
Oro,
New Ireland



Our Early Years project is a transformative initiative that supports the introduction of Early Childhood Education (ECE) into remote and rural schools and communities. We achieve this by delivering professional development and in-service training for elementary teachers, providing training and support for provincial trainers, district senior teachers, and school boards of management, and offering practical infrastructure and resourcing support for schools to establish ECE classrooms. We develop model classrooms in schools and build outdoor playground infrastructure to facilitate best-practice and age-appropriate early childhood spaces. We also provide support in the form of an Early Years learning manual, infrastructure, and ECE resources for classrooms to be established by School Boards of Management and teachers. Provincial Departments of Education have been mandated to introduce ECE into their education systems and adapt to the new 3-6-6 system. The support provided by KTF is instrumental in facilitating this transition, ensuring that teachers receive the necessary training, schools are equipped with appropriate infrastructure, and the education department is adequately prepared to implement these changes effectively.



Project Outputs: Early Years (2023-2026)

Key Output	2023
Number of Provinces Early Years programs delivered to	2
Number of Early Years workshops delivered	1
Number of classrooms modified for best-practice Early Years indoor learning environments	23
Number of Early Years playgrounds built	33
Number of Early Years resource kits distributed to trainers and teachers	40
Number of elementary teachers & community members participating in workshops	42
Number of district education officials trained	4

“The students really love their new playground. It gives them the opportunity to play on the swings, balance and share turns with others.”

-Robin Jonah, Teacher at
Rasese Elementary School



Case Study – Lorna Suma



"I HAVE SEEN A NOTICEBLE DIFFERENCE IN MY CHILDREN'S ATTITUDES TOWARDS SCHOOL. THEY ARE NOW TURNING UP EARLY AND ARE EAGER TO LEARN."

Lorna Suma has been teaching for 27 years as an elementary school teacher, and holds the position of Head Teacher at Namatanai Urban Elementary School. Lorna's highest qualification, like most elementary teachers, is a grade 10 high school certificate. She plans to enrol in further studies including KTF's FODE program in 2024 and go on to complete a degree in Early Childhood Education. Lorna believes, after attending KTF's Early years workshop, that her school is now ready to take on early childhood education and has clear ideas on how to implement it. With the support of her community behind her, she is excited to begin implementing early childhood education as she believes it is vital for children in their formative years of learning.

The Early Years workshop conducted this year was the first opportunity for elementary training for the teachers in that region in the past 30 years. While Lorna believes she is better prepared, there is a hunger among teachers for regular workshops providing continuous professional development training, ensuring the effective rollout of early childhood education. Lorna is excited to continue her journey with KTF in 2024.

Case Study – Gwen



"STARTING SCHOOL AT A EARLY AGE IS ESSENTIAL FOR CHILDREN. AT THIS AGE THEIR MIND IS LIKE A SPONGE SO WHEN THEY START SCHOOL AT A VERY EARLY AGE, THEY CAN GRASP KNOWLEDGE AND SKILLS."

Gwen is a teacher at Kokoda who has been supported in the transition to early childhood education. KTF built an outdoor early years learning playground at her school which she says has been well-utilised for play-based learning. She sees children using objects in nature to build numbers and letters, models of family members and what they see around them. In the playground, kids also employ story play, having lots of fun in break time role-playing what they want to become in the future such as doctors, teachers or pilots, believing that one day they will be able to become that. The playground helps students to learn through body movement and exploration. With the balance beam, they have to concentrate to stay on and with the seesaw, they learn about weights by trying different people on each side.

Thanks to KTF's support, Gwen believes that the school, the playground, the kids and parents are ready for the transition to early childhood education.



E-Learning

An SDP initiative delivered in partnership with KTF

Province:
Western



Since 2020, KTF, in partnership with SDP, has implemented an innovative E-Learning project in the Western Province. Initially launched in Balimo, the project has successfully expanded its reach to the more remote Morehead region, impacting an expansive area of approximately 7,000 km². This initiative is a collaborative effort, involving the Western Province Department of Education and Western Sydney University, who plays a crucial role in customising the learning material to cater to the distinct needs of the teachers in these regions. The project's approach is three-pronged, focusing on teacher training, targeted coaching, and comprehensive resourcing. There is a targeted focus to utilise electronic resources, providing teachers with the necessary skills to deliver engaging and effective curriculum. This holistic strategy is designed to elevate the standard of teaching and learning in these remote classrooms and plays a critical role supporting the primary and elementary teachers.



Project Outputs: Balimo E-Learning (2023-2026)

Key Output	2023
Number of elementary and primary teachers participating in in-service workshops	129
Number of elementary schools receiving resources (books, curriculum materials, electronic resources)	20
Number of primary schools receiving resources (books, curriculum materials, electronic resources)	16
Number of elementary students receiving support	2,189
Number of primary students receiving support	3,880
Number of in-service workshops delivered	2
Number of Coaches engaged and delivering training and support to teachers	8
Number of Coaching Sessions delivered to teachers	320

“Students are now speaking english not just at school but at home and in town. The [TV] screens and the Bilum Books have been really effective. I am now using student-centred learning where I used to just stand in the front and talk a lot. I have them sometimes in pairs and working together in small groups, which I learned at the workshops.”

Regina, Balimo Elementary Teacher



Case Study – Quentinquaine Yingut



"ELEMENTARY STUDENTS ARE SPEAKING ENGLISH AND RESPONDING IN ENGLISH. IT MAKES ME HAPPY THAT SOMETHING IM DOING IS NOW BEARING FRUIT."

Quentinquaine Yingut, Head Coach for the Balimo E-learning and Teacher In-service project, is known fondly among the KTF team as Queny. She has taught in different primary schools for over 15 years and holds a Bachelor's in Special Inclusive Education and a Diploma in Primary Teaching and Early Childhood. She has noticed distinct changes in schools since the E-learning and teacher in-service project began such as an increase in punctuality and professionalism as well as teachers, students and communities being more engaged.

"The communities highly appreciate and respect SDP and KTF. When the project first started in 2020, many communities had their doubts thinking it would be empty promises but after seeing lights being installed, regular coach presence in schools, resources such as books being delivered, and teachers attending the workshops, their attitudes towards schooling and education are extremely positive. Communities are always happy to see the SDP and KTF dinghy."

Case Study – Doreen Saragoa



"I AM VERY HAPPY TO SEE CHANGES IN THE SCHOOLS, PLAYGROUNDS AND STUDENTS LEARNING. I AM VERY HAPPY WITH THE POSITIVE CHANGE. I FEEL SUPPORTED."

Doreen Saragoa has been teaching for over 22 years, she currently juggles a class of 54 students. Like 98% of teachers in PNG, Doreen only has her Grade 10 certificate and needs to matriculate at a Grade 12 level. Since being involved in the E-learning project and teacher in-service project she has noticed a difference in her students' engagement. After the introduction of the tablets, her students have been using them to sing, and learn words and sounds. Doreen has seen that attendance and academic standards are increasing. Her own teaching abilities have progressed as she has been coached on lesson structure, lesson plans and increased understanding around curriculum concepts.

"Increases in attendance, standards and abilities are improving."

Project Outputs: Morehead E-Learning (2023-2026)

Key Output	2023
Number of elementary and primary teachers participating in in-service workshops	49
Number of elementary schools receiving resources (books, curriculum materials, electronic resources)	15
Number of primary schools receiving resources (books, curriculum materials, electronic resources)	4
Number of elementary students receiving support	420
Number of primary students receiving support	772
Number of in-service workshops delivered	2
Number of Coaches engaged and delivering training and support to teachers	6
Number of Coaching Sessions delivered to teachers	80

"I enjoyed creating one of the assessment plans that went together with assessment criteria and recording methods in our small group. This knowledge will help our little children next year and onwards. Thank you."

-Beya Kabubu, participant teacher training workshop



Case Study – Elijah Wape



"TEACHERS ARE EXCITED ABOUT TO WHAT'S TO COME AS THEY SEE HOW IT WILL BENEFIT AND HELP DEVELOP STUDENT LEARNING AND EDUCATION."

Elijah Wape is an E-learning and Teacher In-service Coach for Morehead region, holds a Diploma of Primary Teaching and a Bachelor of Education Administration and Planning. When he visits teachers he says some of their main challenges are a lack of coordination with classes not resuming in time and inconsistent student attendance due to villages being far away from each other. However, Elijah has noticed teachers are utilising more resources and 'students' academic progress is increasing.

"It's the first time that this sort of program is being delivered in Western Province and communities are seeing firsthand resources being delivered, regular coach presence, etc. Many parents had nearly given up on their children's education but when we arrived their attitude shifted and interest re-emerged."

Case Study – Boraya Mara



"WE ARE A VERY SMALL TEAM BUT WE HAVE HAD A VERY LARGE IMPACT. COMMUNITIES ARE VALUING KTF IMPACT."

Boraya Mara has taught for over 28 years in some of the remotest regions of Western Province including North and South Fly districts. Boraya has noticed that teachers are interested in the program and they are seeing changes take place. One of the biggest impacts of the project is that students are able to read sounds and say the words. Significant advancement and accelerated learning that teachers and coaches usually see in term 4 can now be seen in terms 1 and 2.

"Communities are extremely appreciative of the program that SDP and KTF is undertaking. People told us that other NGO groups and government officials come around and collect data time and time again but nothing happens but SDP and KTF are different, we actually delivered."

Light for Learning



The Light for Learning project demonstrates KTF's commitment to enhancing education and quality of life in remote parts of Oro and Western Province. This initiative involves the installation of solar units in households and shared village facilities, such as schools, aid posts, and churches. 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 larger items. We strategically identify villages for installations based on their involvement in KTF's education projects. Whether it's a teacher, a FODE student, or an elementary or primary school student, their participation in our programs enables their entire village to benefit from this initiative, promoting the importance of education. The primary objective of these solar installations is to enhance student's ability to read and study at night, thereby extending their learning hours. However, the benefits of this project extend far beyond education. It has been found to improve safety and security, stimulate livelihood generation, and enhance health and overall quality of life. Additionally, by utilising renewable solar energy, this project also contributes positively to environmental sustainability.



Project Outputs: Light for Learning (2023-2026)

Key Output - Oro Province	2023
Number of Household Units installed	2,430
Number of Facility Units installed	44
Number of Villages with reached	13
Number of Solar Champions trained (f / m)	52 / 52
Number of Solar Champions with disability (f / m)	2 / 2
Number of People Connected to Solar Energy	12,879

“I have seen the improvement in study habits of this community, and also for my children. I have three children and it has made it easy for them to complete their homework in the night, do work on assignment and sometime do additional study or reading.”

Jonathan - Garaita



Key Output - Western Province (incl. Lake Murray)	2023
Number of Household Units installed	3,263
Number of Facility Units installed	57
Number of Villages reached	49
Number of Solar Champions trained (f / m)	160 / 160
Number of People Connected to Solar Energy	20,802

Case Study – Sangami Kozap



"I NOTICED A POSITIVE CHANGE IN THE COMMUNITY AS PEOPLE ARE GENERALLY HAPPIER AND ABLE TO ENJOY THE LIGHTS. MANY FAMILIES HAVE NEVER HAD LIGHTS IN THEIR HOME BEFORE."

Sangami Kozap is a teacher at Boboa Primary School in Western Province, and having access to a cheap, safe and reliable source of energy has been life-changing in both Sangami's professional and home life. In the past, he would use a generator or torch light which were quite expensive to run, or he would use wood fire which is unsafe and unhealthy. Now that he has a solar light and energy system he is able to save his money for alternative essential items. He has noticed a difference as a teacher as well, students previously asking for more time to complete assignments but now are handing their work in on time.

"As a primary teacher, having light in my home has made my teaching duties such as lesson planning easier. My wife is also a teacher so overall we are benefiting from it greatly. It also assists with house duties such as cleaning, cooking and also playing with my child at night."

Case Study – Betty Baia



"(LIGHT FOR LEARNING) PROVIDES LIGHTS THAT BRIGHTEN THE FUTURE OF THE NEXT GENERATION."

Betty lives in the community of Killerton with her husband and five children. She aims to be a positive force in her community so she volunteers as a community health worker. She is excited that the Light for Learning program has not only improved the standard of living for herself and her family, the whole community but that it has also improved the quality of healthcare community health workers are able to provide.

Before Betty received solar lighting she was limited to using expensive battery torches and harmful sources of energy such as wood fire and kerosene lamps. As a result, of the solar lighting and energy systems being installed at Betty's house she has noticed various benefits to her and her families standard of living. For her five children who all attend school, they are able to study or read in the night, while Betty and her husband are able to conduct activities and chores. Additionally, Betty and her family feel much safer and healthier with solar lighting up in their home and community.

Light for Learning Evaluation – Outcomes Discussion

In 2023, KTF commissioned an external evaluation to examine the impact and effectiveness of the Light for Learning project in improving education and livelihood prospects, safety and security, communications, health outcomes and access to knowledge in the region. The review was conducted through review of extensive data collected via baseline and follow-up surveys at the point of installation and again approximately six months after. This evaluation reviews data collected throughout the Phase 1 installations in Oro and Western Provinces.

Key Findings

It was found that the project has met or exceeded its objectives.

- **Relevance:** The evaluation found the project is highly relevant with a strong need for increased lighting and energy sources across Oro and Western Provinces with Western Province households with very few alternative light and energy sources prior to installation.
- **Effectiveness:** The project to date has been highly effective and exceeded its Round 1 targets for electrification by 30%.
- **Efficiency:** KTF utilised networks, experience, and expertise to design a project that leverages its other projects for support, logistics and know-how. It is therefore highly efficient, providing value for money on several fronts.
- **Impact:** This project impacts a wide array of key development outcomes. Broader social and economic impacts are significant:
 - The project reduced energy costs and reliance on biomass and polluting fuels. It was found that Oro Province households saved 31% of their income as a result of solar installation, the majority of which was spent on school fees.
 - The project increased students' ability to study with significant increases in time spent reading and doing homework.
 - The project improved health outcomes in a variety of ways including by reducing smoke and irritation as well as supporting health post effectiveness and travel and access.
 - The project increased access to knowledge and improved communications. Mobile phone use increased – mostly in Western Province - and light supported increased socialisation and community connection.
 - The project improved opportunities for small business largely due to increased light after dark. The project also improved personal and community sense of safety.
- **Coherence:** The project was found to be coherent across KTF's own projects and national government policies with little duplication or gaps
- **Sustainability:** The project was found to be sustainable, but maintenance support must be an ongoing focus
- **GEDSI:** Women were positively impacted by the project, particularly with regard to safety and security.

In response to our findings and evaluation recommendations, KTF is set to continue the Light for Learning project, aiming to reach more remote communities. We've initiated a Solar Hub in Oro Province, providing maintenance support and access to solar accessories, with plans for future expansion. Additionally, we've enhanced our M&E procedures for improved data quality and better inclusion of women and people with disabilities, enabling us to understand the project's impact on these groups more effectively.

Education Outcomes

KTF's Education Theory of Change, in line with the 2023-2026 Strategic Plan, outlines six desired outcomes, aiming to result in the following impact:

“The education system is high functioning and well resourced, with qualified teachers capable of providing a high quality and locally relevant education which enables every rural school-aged child the opportunity to go to school.”

Progress towards desired outcomes

- **ED.1 Sufficient number of qualified and committed teachers engaged in rural schools on secure payroll.**
 - Balimo College has enrolled a total of 76 students who are on a pathway to obtain their diploma of teaching.
 - Support for 3 teachers with enrolment in tertiary programs, including tuition fees and transportation.
- **ED.2 Readiness and preparedness for formal schooling for early childhood-aged children, with local communities engaged and leading efforts to deliver early childhood education.**
 - Up-skilling of 37 teachers and 4 Provincial education authorities via direct training in Early Childhood Education theory and practice.
 - 23 classrooms modified to best-practice indoor learning environments, and 33 age-appropriate playgrounds constructed.
 - Developed a new manual to accompany the existing two manuals on Early Childhood Education. 40 manuals distributed to teachers.
- **ED.3 All school-aged children have reliable access to high-quality education, year-round.**
 - Supported 55 schools with teaching and learning materials, student resources, technology and stationery.
 - Supported 178 teachers with in-classroom coaching and teacher training to improve pedagogy, assessment and teaching and learning approaches.
 - Pilot Model School established in Balimo, providing teaching and learning to more than 100 students.
 - 2 Intensive workshops held for teachers to deliver tailored training to improve knowledge and skills, use of accompanying resources, and planning and programming.
- **ED.4 Access to formal and alternative schooling pathways across rural areas to maximise opportunities for all people to complete Grade 12.**
 - 248 students enrolled at Kokoda College (2023-2026); 192 students sat national examinations (77% retention rate).
 - 143 students enrolled at Motu Koita FODE College (2023-2026); 96 students sat national examinations (67% retention rate).

- 50 students enrolled at Mt. Koiari Satellite FODE Centre (2023-2026); 34 students sat national examinations (74% retention rate).
- 364 students enrolled at Balimo College (2023-2026); 338 students sat national examinations (93% retention rate).
- 152 students enrolled at Morehead College (2023-2026); 105 students sat national examinations (69% retention rate).
- 53 students enrolled at St Gabriel's College (2023-2026); 43 students sat national examinations (81% retention rate).
- 108 students enrolled Western Outreach FODE (2023-2026); 48 students sat national examinations (44% retention rate).
- 122 students enrolled at Lake Murray FODE (2023-2026); 99 students sat national examinations (81% retention rate).
- 80 students enrolled at Lihir FODE Centre (2023-2026); 70 students sat national examinations (88% retention rate).
- Over the course of 2023, the average gender split across the Colleges of students enrolled was 50% male and 50% female, successfully reaching gender parity for the first time.
- Over the course of 2023, 186 FODE students enrolled with a disability representing 14% of the student body.
- **ED.5 Grade 12 school leavers are engaged in teacher training pathways across rural areas, providing a pipeline of teachers into the profession.**
 - 853 (65%) of students enrolled across KTF's FODE Colleges are on pathways to becoming teachers. Upon graduation from FODE, pending minimum GPA of 2.8 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.
 - 259 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.
- **ED.6 All learners have access to inclusive and equitable education that promotes gender equality, human rights, and social inclusion, and meets the diverse needs of learners, including those with disabilities.**
 - Provided targeted training on learning disabilities to 178 primary and elementary teachers.
 - Provided logistical and targeted disability support for 13 students with disabilities at Kokoda College to complete PET testing and be considered for enrolment.
 - All of our education partners, including FODE principals and lecturers, Balimo College staff, and teachers involved in E-learning, receive regular, comprehensive training on child protection, gender equality, social inclusion, and the prevention of sexual exploitation, abuse, and harassment.

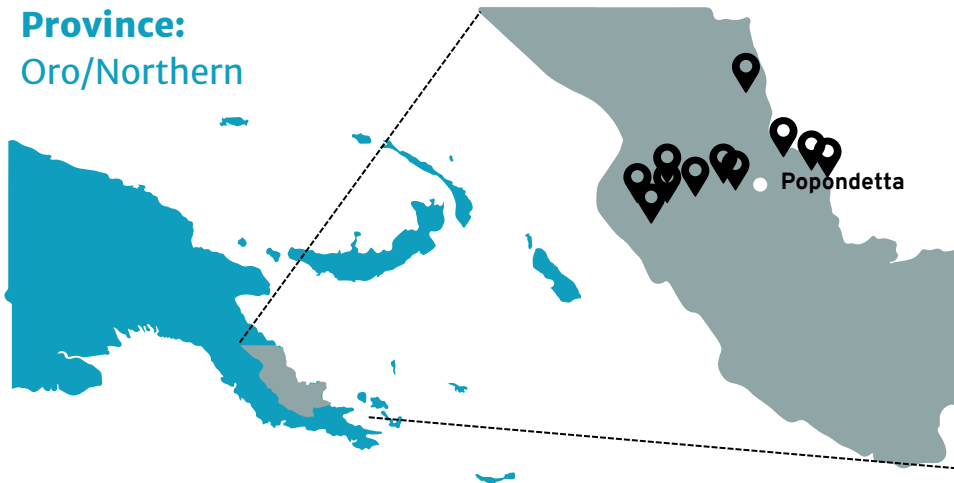


HEALTH OUTPUTS



Healthy Communities

Province:
Oro/Northern



Health Facilities Supported:

- Kokoda Aid Post
- Kokoda Memorial Hospital
- Abuari
- Alola
- Beuru
- Hariko
- Kinjaki
- Igora
- Manari
- Sanananda
- Taututu
- Waju
- Sirorata
- Popondetta Urban Clinic

The Healthy Communities project is a vital initiative that brings primary healthcare to remote, rural communities in Central and Oro Provinces. By supporting the salaries of Community Health Workers (CHWs), providing essential medical supplies, and facilitating infrastructure support, we ensure the smooth operation of aid posts in these regions. Without KTF's intervention, these communities would face significant challenges in accessing healthcare, with many along the Kokoda Track having no access to health services whatsoever. A key focus of the project is capacity building among healthcare workers. We collaborate with the National and Provincial Health Authorities to ensure the delivery of their training, and facilitate additional training tailored to the unique needs and requests of the region's healthcare workers. The project also prioritises family planning and maternal and neonatal health. Aid posts are supplied with hygienic birthing kits, and 'Pikinini Packs' which are provided to mothers as incentives for giving birth in an aid post with a health worker's assistance. Through the Healthy Communities project, we are not only improving access to healthcare but also promoting healthier, safer, and more sustainable communities.



Project Outputs: Healthy Communities (2023–2026)

Key Output	2023
Number of aid posts supported with healthcare workers, operations, logistics, and resources	14
Number of aid posts built or maintained	2
Number of CHW/VHA postings supported with wages	16
Number of CHWs supported with tuition fees	7 (f)
Number of Patients provided with health care	49,342
Percent of Patients < 18 years old	73%
Number of women accessing pre- and postnatal clinics	2,268
Number of births supervised in a healthcare facility	194 (76%)
Number of births with complications requiring intervention	49 (19%)
Number of birthing kits distributed	1,000
Number of Pikinini Packs (incentives) distributed	100
Number of people accessing family planning services	1,905
Number of packs of condoms distributed	2,537
Number of immunisation and outreach patrols supported	48
Number of children immunised	29,540
Number of people with improved access to general health care	108,590

Case Study – Terry Ombora



**"I DECIDED TO
BECOME A
COMMUNITY HEALTH
WORKER AND SERVE
MY FAMILY,
COMMUNITY,
PROVINCE AND
COUNTRY AS A
WHOLE"**

Terry Ombora is a KTF Community Health Worker (CHW) located at Beuru aid post. A father of three, Terry and his family have lived in various remote communities and he has worked in their aid posts providing life-saving healthcare for many years. He was inspired to become a community health worker for remote villages after growing up watching his father struggle with being asthmatic with limited access to medical attention. Communities are extremely appreciative of having access to a CHW, the Beuru community has rallied around Terry and his family by building them a house and providing food offerings.

"As a local CHW from Beuru village, serving my own people I feel secure. I would like to acknowledge KTF for extending its services to Beuru village which I am thankful."

Case Study – Alice Ijari

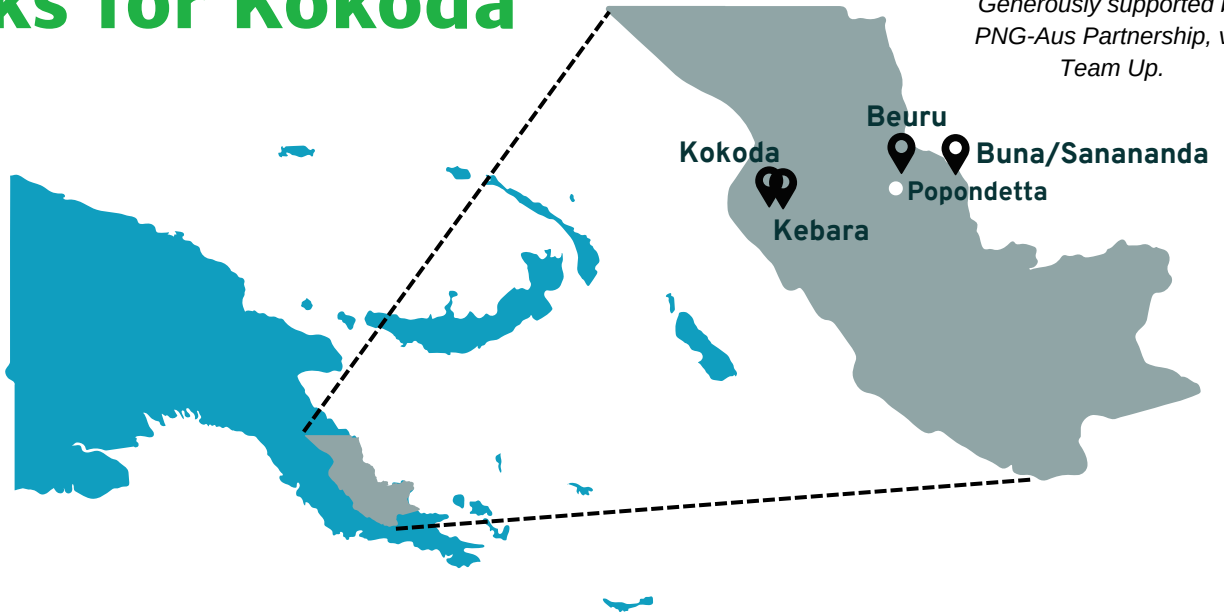


Alice Ijari is 36 years old and is a single mother to four children, with one of her daughters being adopted. She has worked with KTF for over 7 years in various remote aid posts including Efogi, Mt. Koiari and Bagou. When she was 13 years old her brother fell sick and Alice and her mother had to walk him to Popondetta General Hospital which took nearly 5 hours to reach. For most of her time growing up, her village didn't have reliable and accessible healthcare, and her family and community suffered without it. This inspired Alice to become a CHW so that she could help bring health care to remote communities.

"I thought it would be best for me to be a nurse and serve my own people and I am thankful that my dreams are becoming real."

Kicks for Kokoda

Province:
Oro



The Kicks for Kokoda project leverages Sports for Development to deliver the 'SKILLZ' intervention in remote and rural areas of Oro Province. Through mixed-gender soccer teams, this 9-week program targets adolescents, providing education on sexual and reproductive health and rights, preventing unwanted pregnancies, STIs, and HIV, and promoting equality by challenging gender norms. Community members are trained as coaches to run these sessions, fostering a sense of ownership and engagement within the community. The project culminates in tournaments hosted at the end of the interventions, featuring PNG Olympic Committee Hero Athletes, including para-athletes, who help run the tournaments. The wider community is also actively involved, with service providers offering medical testing for HIV, malaria, and other diseases. Various organisations participate, promoting child safety, reducing gender-based violence, and advocating for the inclusion of people with disabilities.



Project Outputs: Kicks for Kokoda (2023-2026)

Key Output	2023
Number of Female Coaches Trained	11
Number of Male Coaches Trained	5
Number of Youth Participants	306
Females	172
Males	134
Female Participants Percentage	56%
Number of Youth Participants with a disability	1
Number of Schools Engaged	4
Number of SKILLZ Sessions Delivered	10
Percent of Participants that Graduated	81%
Number of Tournaments Held	3
Number of HIV tests Conducted at Tournaments	53
Number of STI tests Conducted at Tournaments	53
Number of packs of condoms distributed	1,181
Number of PNG Olympic Committee Hero Athletes hosting tournaments (f / m)	7 / 2
Number of PNG Olympic Committee Hero Athletes with disability hosting tournaments	1 (f)

Case Study – Tevita Talanoa



“BEING PART OF THE K4K PROGRAM HAS CAUSED ME TO CHANGE SOME OF THE BAD HABITS THAT I USED TO HAVE BEFORE I JOINED THE PROGRAM. THE PROGRAM HAS HELPED ME TO HAVE MORE RESPECT FOR GIRLS AND WOMEN AROUND ME AND IN MY COMMUNITY. WOMEN HAVE THE RIGHT TO DO WHAT MEN CAN DO.”

Tevita, is a student at an Oro Province Primary School where his mother is also a teacher. Tevita loves soccer and after encouragement from his mum became an active participant in all Kicks 4 Kokoda (K4K) activities. He now wants to be a game-changer in his community. After participating in K4K, Tevita reevaluated the gender norms and attitudes in his community and wants to influence other young boys to be respectful towards women in his community.

Tevita also built more confidence in himself by knowing that he has the power to make healthy decisions and now knows his rights and responsibilities to make the right decisions.

“I want to help other young people around me to be game changers in their communities and to be able to make good decisions.”

Case Study – Shaion Ateri



"I AM MORE CONFIDENT NOW IN WHO I AM, AND I WANT TO BE AN EXAMPLE TO OTHER YOUNG GIRLS IN MY COMMUNITY AND ALSO TO MY FRIENDS."

Shaion finds her voice through the fun of soccer, a student at an Oro Province Primary School, she has always loved playing soccer with her mum and older sisters who take part in her village soccer team. So when Shaion heard about the K4K program she jumped at the chance to participate in the soccer program. Through participating in the K4K program, Shaion was exposed to ideas about gender equality and health seeking behaviours, and as a result, she now knows her rights and wants to be able to change stereotypes by advocating for gender equality in her community. She wants to be able to use her voice to talk to her peers about the importance of gender equality and that men and women are equal. Shaion's confidence, perception of her role in society and desire to become a game-changer has been strengthened thanks to the K4K program.

"I want to be a game changer and to take responsibility of the decisions I make. I now have to make good and healthy decisions for my life."

Kicks for Kokoda Evaluation – Outcomes Discussion

KTF leveraged its internal capabilities in 2023 to conduct a mid-term evaluation of the Kicks for Kokoda project, seeking to review and evaluate the substantial data collected over the first three years of the project (2021-2023) and to appraise its impact and effectiveness in enhancing adolescents' knowledge of sexual and reproductive health and rights, improving decision-making, fostering self-efficacy, and instigating shifts in gender norms and disability inclusiveness.

Key Findings

It was found that the project not only met its outlined objectives but also stands as an exemplary model of impactful, community-driven development.

- **Relevance** - The project was found to be highly relevant, strategically addressing challenges through a region-specific curriculum, filling a unique gap in adolescent-focused health programs, and impacting adult participants' in their professional roles.
- **Effectiveness** - The project has demonstrated exceptional effectiveness, meeting all targets and deliverables as well as ensuring gender parity among coaches and participants. The project's adaptability and adept responses to challenges have led to continuous improvements in implementation over its duration.
- **Impact** - The project extends its impact beyond SKILLZ participants, having positively impacted coaches, teachers, healthcare workers, parents, and the wider community. Noteworthy, tangible impacts have been observed, fostering positive changes in attitudes and behaviours. The project's influence resonates throughout the community and has contributed to a more inclusive and empowered society.
- **Coherence** - The project demonstrates strong coherence with local schools and health services, gaining support from Provincial health and education authorities and communities. The project's strategic design ensures seamless integration with existing initiatives and aligns with community development priorities and the targeted needs of the region.
- **Efficiency** - The project demonstrates efficiency through rapid, observable changes in adolescent behaviour within three years. Cost-effective measures, such as leveraging existing facilities and employing locally recruited coaches, highlight commendable value for money.
- **Sustainability** - Several aspects of the project exhibit considerable sustainability including longevity of resources, knowledge gained, and long-term impacts. However, concerns about the need for ongoing financial support to deliver the SKILLZ curriculum.
- **GEDSI** - The project is dedicated to fostering inclusivity for women, girls, and people with disabilities throughout its implementation. It has successfully maintained gender parity among coaches and participants as well as yielded significant outcomes for gender equality. However, challenges persist in fully addressing disability inclusion due to cultural stigmas and parental concerns.

KTF intends to utilise insights from the mid-term evaluation to enhance programming for the project's remaining duration. This includes efforts to boost both attendance and graduation rates among participants and better support Coaches through challenging topics. Additionally, we're exploring strategies to further engage the community in tournaments and are actively working towards methods to increase participation for individuals with disabilities.

Eye See PNG

Provinces:
Oro,
National
Capital
District



The Eye See PNG project, a collaborative initiative with Four Eyes, is a groundbreaking effort to enhance eye care and vision testing in remote regions. Utilising state-of-the-art, portable eye testing equipment, this project brings vital eye care services to communities that need them most. We empower community health workers through training, equipping them with the skills to conduct both near and distance vision testing, assess eye health, and make necessary referrals. What sets this project apart is its ability to provide immediate solutions - health workers can assemble glasses on the spot to match each individual's unique prescription. We also ensure the sustainability of this initiative by supplying healthcare workers with glasses and equipment for ongoing testing.



Project Outputs: Eye See PNG (2023-2026)

Key Output	2023
Number of People Screened for Visual Acuity - Distance Vision	385
Number of People Screened for Visual Acuity - Near Vision	381
Number of Glasses Provided for Distance Vision	105
Number of Glasses Provided for Near Vision	235

“I almost gave up teaching. I almost gave up hope. KTF came in and supported me, helped me and encouraged me. KTF never let me give up.”

-Anne Beleni, Eye See PNG recipient



Health Outcomes

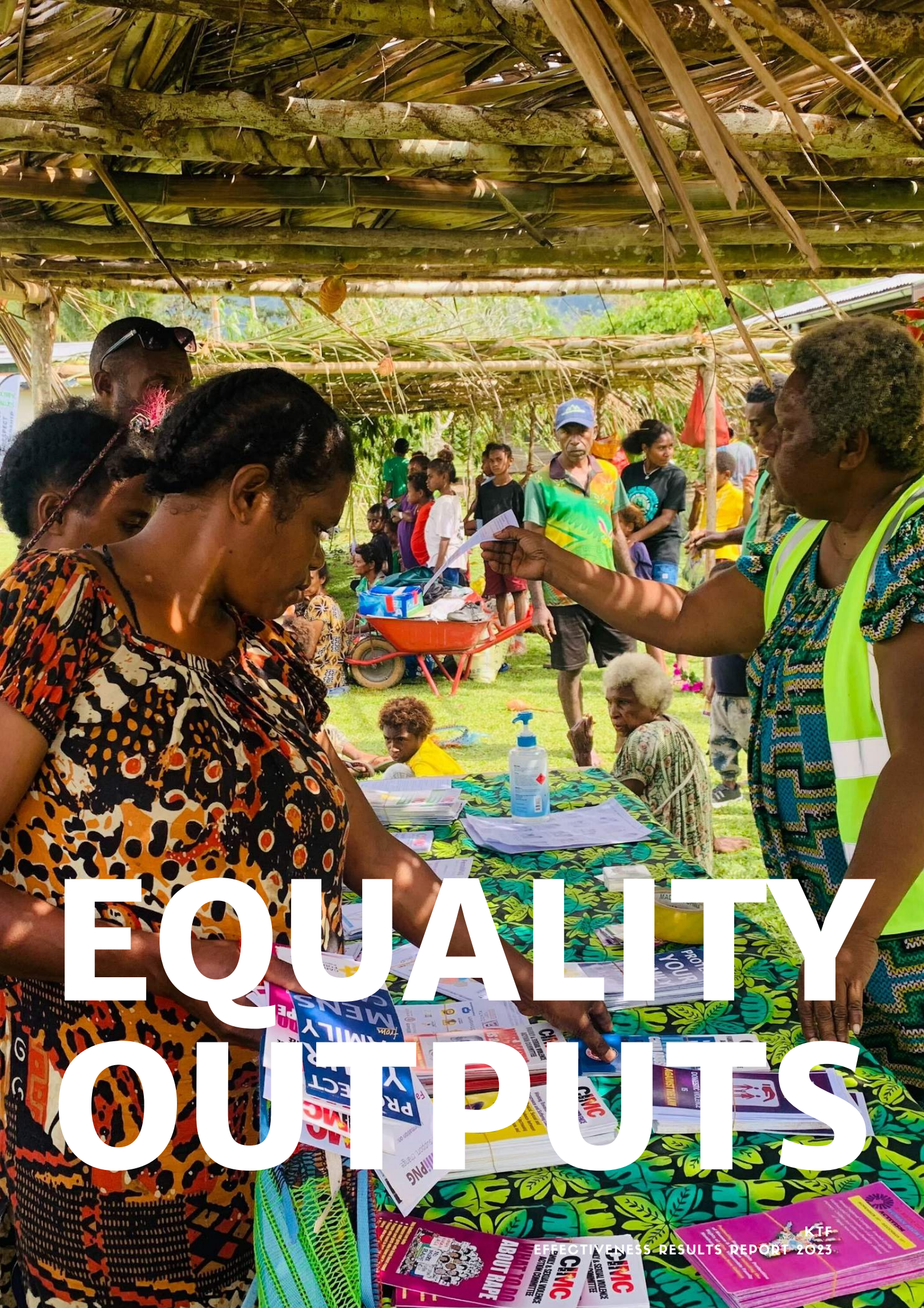
KTF's Health Theory of Change, in line with the 2023-2026 Strategic Plan, outlines five desired outcomes, aiming to result in the following impact:

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

Progress towards desired outcomes

- **HL.1 Improved access to primary healthcare for people in remote and rural communities**
 - Ensured 108,000+ people have access to quality health care in remote and rural communities.
 - 14 remote and rural aid posts supported to operate via supporting 16 staff postings, CHW training and professional development opportunities, drugs and medicines, health resources and logistics and operational support.
 - 48 outreach patrols conducted by KTF-supported healthcare workers.
- **HL.2 Sufficient pipeline of qualified and committed community health workers engaged in rural health facilities on secure payroll**
 - 437 (33%) of students enrolled across KTF's FODE Colleges on pathways to becoming health workers. Upon graduation from FODE, pending minimum GPA of 2.2+ 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.
 - 24 existing healthcare 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).
 - 2 CHW students supported through to graduation, and another 5 CHW students currently supported with scholarships including practicums and placements (100% females).
- **HL.3 Decrease in preventable diseases, including tuberculosis, malaria, STIs / HIV, diarrhoea, measles and infant malnutrition**
 - Continuity of primary health care services including providing regular childhood immunisations for 29,540 children, treatment of infectious diseases, and public health and nutrition.
 - Provided direct primary healthcare to 49,342 patients.

- **HL.4 Improved health outcomes for women and girls, including increased access to sexual and reproductive health services and reduction in maternal and infant mortality rates**
 - Provided family planning services to 1,860 people, and pre-and postnatal care for 2,268 women.
 - 172 female adolescents have improved knowledge of preventing unwanted pregnancies and STIs/HIV, SRHR and services.
 - 194 out of 255 (76%) births attended by healthcare workers were in KTF-supported healthcare facilities, with 19% of births having complications that required medical intervention. Qualitative reports from healthcare workers have indicated that the birthing kits are helpful to ensure births are sanitary and that the incentives, Pikini Packs, are having a positive impact on the number of mothers choosing to give birth in aid posts as opposed to their homes.
 - Focus on support for combatting and treating HIV, with training provided on HIV for 38 healthcare workers. 53 HIV/STI tests conducted at Kicks for Kokoda tournaments.
- **HL.5 Improved engagement with health services for people with disabilities including regularity of access and quality of healthcare**
 - 223 people with disabilities provided with healthcare.
 - 1 adolescent with disabilities participated in Kicks for Kokoda.
 - 3 Kicks for Kokoda tournaments held which championed equality and inclusion via 9 PNG Olympic Committee athletes including 1 with a disability.
 - On-going engagement with a disabled persons organisation.
 - Targeted training delivered for healthcare workers with corresponding tools to improve engagement with people with disabilities. This has resulted in 16 community consultations and awareness-raising efforts to improve inclusion, break down norms, and provide enhanced healthcare for people with disabilities.



EQUALITY OUTPUTS

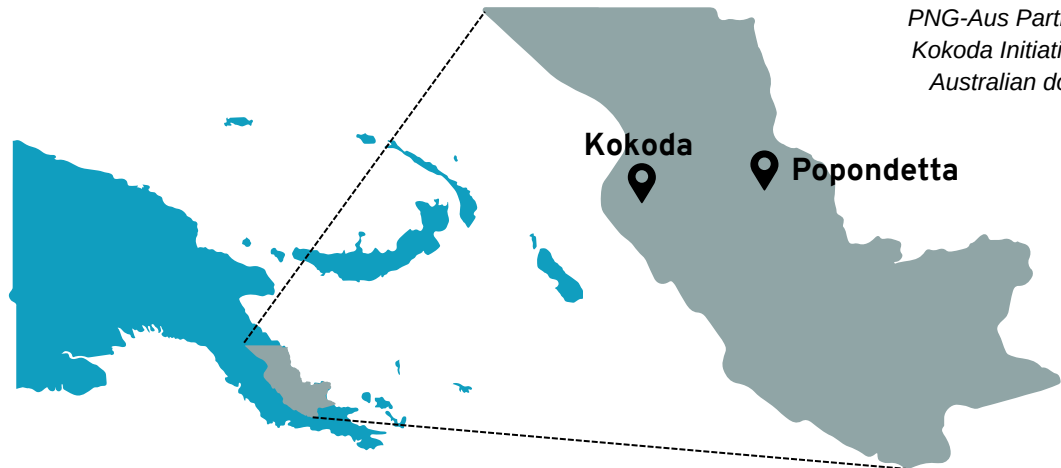
Project Zero



PNGAus Partnership

*Generously supported by
PNG-Aus Partnership,
Kokoda Initiative, and
Australian donors.*

Province:
Oro/Northern



Project Zero is a powerful initiative that promotes a zero-tolerance approach to violence against women, children, and people with disabilities. Working in close collaboration with partners in Oro Province, including Community Development, FSVU, and Femili PNG, the project focuses on raising awareness, preventing violence, and responding effectively when incidents occur. A key aim of Project Zero is to build the capacity of service providers and enhance the referral system, ensuring survivors receive the support they need. This includes access to repatriation, health services, and justice services. In 2023, leveraging our experience from operating the first-ever Safe Haus in Oro Province, we opened a purpose-built facility. This safe haven provides refuge for survivors and serves as a one-stop-shop, bringing together service providers to offer comprehensive support.

An additional aspect of Project Zero is the Lukatim Wantoks project, which provides survivors at the safe house with livelihood training and resource packs, empowering them to rebuild their lives upon leaving. Additionally, the project partners with the PNG Counsellors Association to provide intensive training that teaches counselling principles. This partnership aims to increase the number of qualified counsellors in the region and improve their skills and abilities.

Through Project Zero, we're not just responding to violence; we're actively working to prevent it and support those affected in their journey towards recovery.



Project Outputs: Project Zero (2023-2026)

Key Output	2023
Number of formal project partners engaged and consulted	2
Number of local community partners engaged and consulted	4
Number of Family and Sexual Violence & Child Protection workshops delivered to schools, health facilities & community partners	3
Number of Participants in Femili PNG Awareness Activities	899
Number of Safe Houses supported with operations and capacity building	1
Number of women seeking refuge and services from the safe house	24
Number of men seeking refuge and services from the safe house	3
Number of children seeking refuge and services from the safe house (f / m)	9 / 15
Number of people with disability accessing safe house services	5
Number of survivors repatriated back to their homes/families	16
Number of survivor referrals from external parties	11
Number of Participants who complete the Basic Counselling Training	24
Number of Service Provider Meetings held with stakeholders to support knowledge sharing/coordination	9
Number of Service Provider Meeting held with Disabled Persons Organisations to address GBV,FSV,VAC	1

Case Study - *Serah



"I WANT TO SAY THANK YOU TO KTF AND COMMUNITY DEVELOPMENT FOR YOUR QUICK RESPONSE. I WAS LOSING HOPE AND I SAW MYSELF IN A GRAVE. HOWEVER, YOU BROUGHT ME OUT OF THE JUNGLE TO SEE THE LIGHT OF DAY. I FELT RELIEVED, HEARD AND UNDERSTOOD."

Serah* has been a survivor of extreme ongoing domestic violence. While studying Grade 10, an older man with ill intentions tricked her and forced her into a marriage. After trying to flee for her life, he moved her to another province. Being a long way from her home province and living with the threat of death, she felt hopeless living in fear every day. She later escaped the violence and became a survivor accessing support through KTF's Project Zero and invaluable partnerships in Oro Province.

Serah* now has access to safe housing, counselling, and justice services and has been reconnected with her family.

*Name changed to protect the anonymity of the survivor. While the name has been changed, this story is true and was shared with consent for the purpose of raising awareness about the experience of gender-based violence.

"Whilst in the hospital, I was visited by KTF staff, they presented me with a bilum full of goodies. As soon as I opened the bilum, I felt my sickness leave my body, I felt the positive energy that came with the gift and their smiles on their beautiful faces made me feel a lot better."

Project Zero Evaluation - Outcomes Discussion

KTF commissioned an external evaluation to examine the impact and effectiveness of the Project Zero project in improving knowledge of referral services and institutions, understanding of Genderbased Violence (GBV), Family and Sexual Violence (FSV) and Child Protection (CP), and changes in attitudes towards these issues. The evaluation also sought to determine the effectiveness of the Safe House in providing access to services and safety for survivors of violence, as well as outline key recommendations for the project's continuity.

Key Findings

It was found that the project not only met its outlined objectives but also stands as an exemplary model of impactful, community-driven development.

- **Relevance** - The project was found to be highly relevant for multiple stakeholder groups including survivors of violence, local institutions, and both government and non-governmental stakeholders. The approach has been found to be relevant to the local context in Oro and activities have been suitable in responding to the specific needs of the local community.
- **Effectiveness** - The project has demonstrated effectiveness and achieved its objectives, including raising awareness, bringing stakeholders together to address FSV, and providing safe and supportive services for survivors of violence.
- **Impact** - The evaluation identified significant change experienced by stakeholders as a direct result of Project Zero. Key aspects of change include increased community awareness of PNG's Family Protection Act and services available to survivors of violence; improved communication and networking between stakeholders involved in preventing FSV in Oro; and improved safety and support for survivors of violence, in particular women and children.
- **Coherence** - The project demonstrates coherence with nationwide efforts to prevent and respond to FSV, objectives of local government and non-government organisations in Oro working on FSV, and is aligned with KTF's broader work in Oro to improve development outcomes for communities.
- **Efficiency** - Project Zero has been managed by KTF in an efficient manner, consistent with DFAT's value-for-money principles including most notably cost-consciousness and evidence-based decision making
- **Sustainability** - The evaluation found evidence of ongoing benefits directly attributable to Project Zero, at individual, community and institutional levels, relating to both the prevention and response to FSV. Project Zero has successfully built local capacity and embedded knowledge and commitment in local institutions.
- **GEDSI** - The project's primary beneficiaries are women and children. Project Zero has directly improved women and children's safety through preventative and responsive activities and KTF has and continues to identify opportunities to support people with disabilities through Project Zero.

In accordance with the recommendations, KTF is set to continue and broaden the scope of Project Zero in Oro Province. We're actively enhancing partnerships, referral pathways, and collaboration among service providers. We've made improvements in Safe Haus service delivery and are building the capacity of the Safe Haus manager to provide better support for survivors of violence. New facets of the project have been implemented to increase the number of trained counsellors in the region. Additionally, we're providing survivors with livelihood training and resources, empowering them to rebuild their lives.

Equality Outcomes

KTF's Equality Theory of Change, in line with the 2023-2026 Strategic Plan, outlines five desired outcomes, aiming to result in the following impact:

“Papua New Guinean communities are equal, safe and inclusive, where all people live free from discrimination and violence, and are empowered to pursue an education and their aspirations, ultimately contributing to a resilient and sustainable society.”

Progress towards desired outcomes

- **EQ.1 Communities possess an enhanced comprehension of gender equality and social inclusion, resulting in elevated awareness of human rights, contributing to a more informed, supportive and equitable society.**
 - Delivery of training in Family and Sexual Violence, prevention, response and referral pathways, legal protections and human rights to 899 people including 111 (12%) men and 385 (43%) women; 175 (19%) boys and 228 (25%) girls.
 - 24 participants provided with Basic Counsellors training from PNG Counsellors Association, increasing communities' abilities to provide support for survivors of violence
- **EQ.2 Robust and collaborative referral pathways and responsive critical services effectively address cases of discrimination and violence, fostering a culture of safeguarding and collective community action, resulting in a notable reduction in Gender-based Violence and Family and Sexual Violence incidents.**
 - Capacity building and referral pathways training delivered to service providers, reaching 97 (79% female) teachers, healthcare workers, police officers, village court officials, village chiefs, safe house directors, College principals 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.
 - Establishment and operations of Oro Provinces only 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 51 survivors of family and sexual violence including 27 adults (88% women; 12% men), 24 children (38% girls, 62% boys) and 10% of people with a disability.

- **EQ.3 Enhanced access to education and health services empowers vulnerable people including women, girls and people with disabilities, leading to increased enrolment and retention rates, reduced gender disparities in educational achievement, and increased agency in health decisions. Additionally, health workers gain deeper insight into concerns affecting marginalised groups, building their capacity, and culminating in improved health outcomes.**
 - 50% of enrolments in FODE are female, 36% (27) of enrolments in Balimo College are female.
 - 42 healthcare workers provided with professional development training to improve quality of services provided
 - 22,496 (50%) female patients seen by KTF-supported healthcare workers
 - Healthcare workers provided with additional training on supporting people with disabilities, as well as provided with tools for identification and support, resulting in 16 community consultations to promote social inclusion and provide people with disability with health services
 - Targeted focus on improving maternal and neonatal health via training for healthcare workers, awareness-raising campaigns, access to family planning clinics, and distribution of birthing kits as well as incentive packs for delivery in aid post facilities. Since 2021, the rate of births in aid posts has increased by 70% and led to improved outcomes for mothers and babies.
 - A record number (13) of students with disabilities supported to enrol in Kokoda College
 - In 2023, we successfully attained gender parity among our healthcare workers
- **EQ.4 Diversity and participation in decision-making processes significantly increase within communities, leading to more inclusive policies, strategies and a harmonious community that effectively considers the unique needs and aspirations of all community members.**
- Support provided for key Provincial Administrators to develop Provincial Gender-Based Violence Strategy.
- On-going capacity building for government service providers.
- 6 consultations held with partners and stakeholders to inform new phase of Project Zero
- Addition of Persons with Disabilities groups, women’s leaders and female Court Officials in core service provider meetings focussed on GBV/FSV. Participants are travelling from further remote villages, highlighting the significant impact and greater reach of the project.
- **EQ.5 Entrenched norms and stereotypes are challenged and transformed through age-appropriate educational interventions, fostering an empowering and equitable environment characterised by safeguarding and inclusion.**
 - 306 Participants in Kicks for Kokoda, which takes adolescents through a 9-week intervention that challenges gender norms, increases self-efficacy, improves decision-making, and champions social inclusion.
 - All of our education partners, including FODE principals and lecturers, Balimo College staff, and teachers involved in E-learning, receive regular, comprehensive training on child protection, gender equality, social inclusion, and the prevention of sexual exploitation, abuse, and harassment.



LEADERSHIP OUTPUTS

Archer Leaders Development Program

KTF is finding and fostering the next generation of PNG's leaders. Running for 12 years, the Archer Leaders Development Program, takes a cohort of final-year tertiary students who have demonstrated immense commitment to their studies, communities and country on an intensive, experiential leadership development journey. The Archer Leaders are matched with high-profile mentors, undertake work experience and community development projects, have their tuition, boarding and professional resource needs supported, and undertake a leadership exchange program to Australia. The program develops the confidence, networks, skills, resources and support systems that the young leaders need to exercise exceptional leadership. Their year-long leadership journey as 'Archer Leaders' results in extraordinary young graduates, with lasting networks and the ability and willingness to create much-needed change in PNG. The importance of this project extends beyond the individual development of these young leaders. It is a crucial component in the national development of PNG. The nation is in need of strong leaders, robust governance systems, and individuals dedicated to transparency and accountability. By developing these qualities in our Archer Leaders, we are contributing to the development of a leadership pool that is equipped to further development outcomes in PNG.



Project Outputs: Archer Leaders Development Program(2023-2026)

Key Output	2023
Number of applications received for annual Archer Leadership scholarships	239
Number of annual Archer Leadership Scholarships awarded (f / m)	11
Number of work experience placements completed	22
Number of sessions facilitated with key leaders and community organisations (exchange / immersion program)	12
Number of community projects (small-scale) established	2

2023 Archer Cohort

Dianne Nason (Dental, UPNG)

Getta Kamar (Construction Management, UNITECH)

Courtneyalla Dotson (Law, UPNG)

Flare Namalui (MBA, UPNG)

Julia Tubang (Linguistics, UPNG)

Latifa Jonathan (Law, UPNG)

Raymond Billy (Science Biology, UPNG)

Rodwaltaz Billy (Law, UPNG)

Herman Namora (Literature & Political Science, UPNG)

Houston Nen (Building & Construction, UNITECH)

Luther Temai (Medicine, UPNG)

“To be honest, the experience we had was speechless. Words cannot describe it. We were able to understand ourselves better and identify our strengths and weakness and how to work them and embrace our strengths so that we may practice good adaptive leadership.”

Dianne Siweli Nason



Case Study - Courtneyella Dotson



"I'VE MET SO MANY INFLUENTIAL PEOPLE AND SEEN THE CHANGE THEY MAKE IN EVERYDAY LIFE. IT HAS BEEN LIFE-CHANGING. "

Courtneyella is studying a Bachelor of Law at the University of Papua New Guinea (UPNG), with dreams of going on to do her PHD, making partner at global firm and creating positive change in her country.

Through the work experience that Courtneyella participated in during the international exchange she was able to get her dream job, working part-time at the global law firm, Dentons, while also growing her networks with vital professional contacts.

Through the Archer Leaders program Courtneyella has felt that she has learnt a lot about the person she is and how the way she thinks can impact her life, she has had to reflect on the changes she wants to make.

"This experience has been nothing short of amazing, we stepped out of our comfort zones and tried new experiences that I will take with me forever. I learnt about the amazing work that a single individual can do. My biggest takeaway is that the world doesn't benefit from me being small. Thank you a million KTF."

Case Study – Flare Namaliu



"I THOUGHT I KNEW MYSELF BUT THIS PROGRAM HAS TRULY HELPED ME TO BETTER UNDERSTAND MYSELF AND MYWAY OF LEADERSHIP, TO TAKE A MOMENT TO REFLECT, TO REASON THINGS OUT ON WHY I DO THE THINGS THE WAY I DO. I AM MORE SELF AWARE OF MYSELF NOW THEN BEFORE."

Flare is currently studying an Executive Masters in Business Administration. She has big ambitions including being the best ICT sustainability leader in PNG and a CEO. She wants to inspire and be a role model to young women and girls.

During the exchange, Flare completed work experience with leading firms, Deloitte and the Australian Institute of Company Directors. She found both experiences invaluable, she had the opportunity to take part in a project to improve a disruption communication optimisation system and see how risk and strategy management is practised. With both workplaces, she felt she was able to communicate well, share her thoughts and her experiences as well as a clearer idea of how to achieve her career goals while building vital networks.

"It has given me the tools and the confidence to be comfortable to ask the tough questions and to lead even when I might face setbacks. I want to thank everyone involved in putting the program together. Thank you for giving a simple young Papua New Guinean wings to soar even higher through this program."

Archer Gathering & Reignite Grant



Building on the success of the Archer Leaders project, KTF hosts an annual Archer Gathering. This event provides an opportunity to harness the potential of these young leaders who have already demonstrated their ability to tackle complex issues facing PNG through community-beneficial projects they've conceived, developed, implemented, and maintained. It also serves as a platform for Archer alumni to connect, exchange ideas, and receive professional development. The Gathering encourages collaboration, with groups banding together to pitch ideas for community development projects and receiving funding in the form of grants. The 2023 Gathering, themed "Ideas to Implementation", focused on sharing practical knowledge that inspired, motivated, and educated participants on translating ideas into action, thereby creating tangible and sustainable change. Participants worked on developing business plans for a range of promising start-up social organisations, receiving expert support on developing clear business statements and models, and business planning and execution. The event culminated in groups presenting to a panel of experts to pitch for prizes consisting of valuable business resources, helping to formalise or progress these organisations.



Project Outputs: Archer Gathering (2023-2026)

Key Output	2023
Number of Archer Alumni who participated in the gathering	41
Number of community / social impact project ideas developed throughout the event	4
Percent of alumni regularly involved in a project or initiative that has a positive impact on the community	87%
Percent of alumni employed in a leadership role	57%

“The Archer Gathering isn't just a yearly affair—it's a dynamic arena where ideas collide and innovation sparks. It's my chance to step out of the routine, engage with vibrant minds, and push the boundaries. Pitching our start-up to a panel was a first, and the energy, the challenge—it was a breakthrough experience. Beyond the event, it's become a catalyst, shaping how I present and sell ideas. The Archer Gathering isn't a passive meeting; it's a powerhouse that propels me to think bigger, communicate sharper, and leave a mark that extends well beyond those intense sessions.”





MUNDANGO
ABROAD

2023 Archer Reignite Grant

The winner of the 2023 Archer Reignite grant was the KouKou Project. This project aims to create a Youth Safe Hub, a creative environment for young people to engage in, promoting positive behaviours and attitudes, serving as a safe space for self-expression, and providing access to life skills. This project drew inspiration from the Street University in Australia which is visited annually by the Archer Leaders during their Australian exchange. During their visit, Archer cohorts witness and experience the impact of this programs activities at Street University and see how it can be tailored to a PNG context. The Project aimed to create a safe place and support systems that help youth avoid drug and alcohol abuse, involvement in criminal activities and socio-economic challenges. There is a critical need for this type of project to contribute to improving youth unemployment in PNG. Youth in PNG and especially the Koki community face issues such as poverty, inadequate formal education, suppression of national goals and work experience requirements.

Project Outcomes:

- Project leaders were able to connect with the young people on a personal level, and have a hands on experience on what it's like to facilitate a training/session with youths from a range of different backgrounds.
- The project was able to identify capacity & skills gaps with the young people, which would help project leaders to formulate Phase 2 of the Project around those gaps.
- By developing their capacities, the young people were able to gain a sense of self-confidence and empowerment. This aimed to help them make informed decisions, advocate for their rights, and actively participate in their communities.



KOUKOU PROJECT - KOKI
CREATING A SAFE LEARNING SPACE FOR YOUTHS IN KOKI TO LEARN AND IMPROVE JOB-SEEKING OPPORTUNITIES

NEWCREST
WWW.NC.CO.PG

KTF

KOUKOU PROJECT
Working together to make a better community

KAIBAR

TESS GIZORIA
MAMA BRAIN CONSULTANCY

KATALITE
PRODUCTIVITY BASICS EXPERTS

SATURDAY, 10TH JUNE
START AT **11AM - 5PM**
VENUE: SOUTHSIDE FITNESS CENTRE, KOKI

THE KOUKOU PROJECT IS INVITING 50 YOUTHS BETWEEN AGES OF 18-30, TO JOIN THE PRODUCTIVITY SESSION. YOU WILL LEARN HOW TO DRAFT A CV, RESUME, LETTER OF INTEREST, UTILISE ONLINE PLATFORMS TO GROW GOOD JOB-SEEKING HABITS TO GAIN POSSIBLE EMPLOYMENT. THERE WILL BE LUNCH PROVIDED AND PRIZES TO WIN AS WELL. PLEASE ENSURE TO BRING A NOTEBOOK, A PEN AND YOUR ANDROID PHONE FOR ONE OF THE PRACTICAL SESSIONS ON THE DAY. FOR THOSE INTERESTED, PLEASE SUBMIT NAMES TO YOUTH CHAIRMAN, 50 SPACES ONLY.

Leadership Outcomes

KTF's Leadership Theory of Change, in line with the 2023-2026 Strategic Plan, outlines four desired outcomes, aiming to result in the following impact:

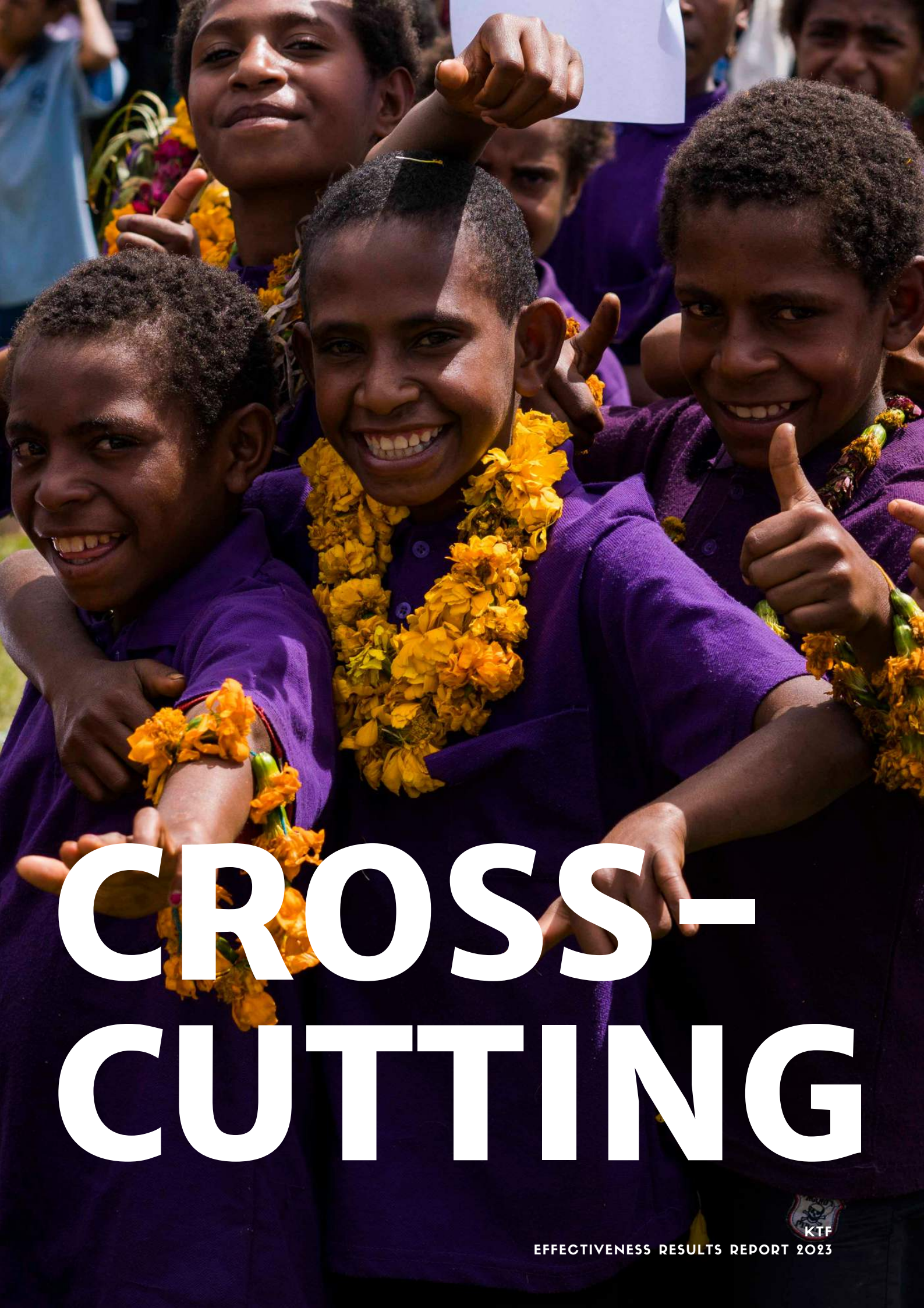
“A new generation of engaged young leaders have created positive, equitable and sustainable change.”

Progress towards desired outcomes

- **LD.1 Young people are civically engaged and active in their communities & LD.2 Young people engage specifically on positive change**
 - 87% of Archers surveyed are regularly involved in a project or initiative that has a positive impact on the community.
- **LD.3 Young people have leadership skills to work in different contexts and address challenges & LD.4 Young people participate in political, policy or other decision-making structures**
 - 57% of Archers surveyed are currently employed in a leadership role.

Additional desired outcomes:

- **Young people are connected to each other via an active alumni where peer-to-peer learning and capacity building occurs**
 - Over 50% of Archer alumni attended the annual gathering, with many agreeing that the event represents immense value, particularly for reconnecting with alumni and extending their networks.
- **Young people have established and/or are operating projects that improve the well-being and futures of fellow Papua New Guineans**
 - 5 Archer Reignite Grants awarded over the last five years to consortia of Archer Alumni who work together to solve a social challenge / implement a community development project.



CROSS- CUTTING



Gender Equality and Disability and Social Inclusion

KTF's dedication to Gender Equality, Diversity, and Social Inclusion (GEDSI) permeates through all facets of our projects and programs, reflecting our core belief in equality and the intrinsic value of diversity. We actively integrate GEDSI considerations into our programming requirements, ensuring that our initiatives address the unique needs and perspectives of all individuals, with a particular focus on improving outcomes for women, girls, and people with disabilities. We translate our GEDSI policies into tangible actions, implementing strategies that promote inclusivity and empower marginalised groups. Beyond project implementation, we advocate for systemic change, challenging societal norms and fostering environments where everyone can thrive regardless of gender, disabilities, or socio-economic background.

“KTFs policies have guided the way we operate and the knowledge and skills we are able to pass on to students. People come in as raw materials and become students with completely changed personalities who are more responsible, aware of individual rights, gender equity, respect for each other and life in general.”-John Yandawi, Kokoda College Principal

Key achievements throughout strategic plan:

- Development of Equality Theory of Change, which incorporates Disability and Social Inclusion outcomes. This foundational document serves to guide all our programs and projects. Furthermore, we have updated our other program Theories of Change to incorporate GEDSI outcomes, solidifying this principle as a pervasive and cross-cutting theme throughout our work.
- 79 people trained on gender equality and disability inclusion policies.
- Gender parity achieved in 2023 for healthcare workers employed as part of our Healthy Communities project.
- Gender parity achieved in 2023 for all FODE students (667 females, 670 males).
- Through engagement with a local DPO, this year we were able to support 13 students with disabilities to enrol at Kokoda College, providing them with transport and tailored assistance to ensure their success.
- Continued partnership with Oro Disable Foundation, a local DPO, across Education, Health and Equality Programs and partner capacity building with IT, communications, legal advice, financial records and budgeting, and ensure consistent partnership requirements and ethical decision-making.
- Continued engagement with Western Sydney University, specialists in inclusive education practices, that have extensively incorporated this lens into the development of modules for Balimo and Morehead Schools E-learning teachers as well as Balimo Teachers College students
- KTF developed a guide for all FODE colleges on the Washington Group Set questions. FODE staff have since reported the significant role that these questions have played in student enrolment, allowing them to better identify students with disabilities and provide further support throughout the year. Further training has been requested and will be delivered in 2024.
- This year KTF continued our advocacy efforts by making submissions to PNG's Permanent Parliamentary Committee on Gender Equality and Women's Empowerment, and the Australian Government for the new International Gender Equality Strategy to ensure the voices of Papua New Guineans are captured.

Child Protection & PSEAH

At KTF, the safety and well-being of children and vulnerable individuals are paramount. KTF not only adopts but exceeds DFAT’s nine minimum standards for Child Protection, extending these standards to cover Prevention of Sexual Exploitation, Abuse, and Harassment. This comprehensive approach is deeply ingrained in our organisational culture, intrinsic to all aspects of our work, from programming to governance. Our dedicated Child Protection Working Group and PSEAH Working Group play a crucial role in overseeing incidents, identifying risks, and introducing innovative safeguarding approaches. By aligning with the Australian Government and global best practices, we ensure that our safeguarding measures are not only effective but also culturally and contextually relevant. Continual risk assessment and mitigation are integral components of our approach, spanning across all projects and organisational levels. Operating within the complex socio-cultural landscape of Papua New Guinea, where institutional frameworks for justice and protections are often lacking, and where procedural challenges such as inadequate police checks persist, highlights the necessity for vigilant and adaptive safeguarding measures.

Key achievements throughout strategic plan:

- In 2023, Safeguarding Boosters Training was designed and implemented to explore KTF’s Safeguarding policies with practical, scenario-based training. This training enforces KTF’s Zero-Tolerance approach and enhances valuable discussions with in-field staff
- Strengthened our Organisational screening systems and raised awareness of our compliance culture, with the introduction of Oho. On-going screening compliance (WWCC, Police Checks, Statutory Declarations). We have 170 people compliant with these verifications.
- Extensive capacity building in Lake Murray, after it was identified that Safeguarding was a particular challenge in this region. A toolkit was developed, which included community-based reporting templates, a flowchart for in-scope/out-of-scope, and a brief information sheet with key ‘stakeholders’ contact details who work in child protection for quick reference. Additional training was provided to staff members and stakeholders.
- Strengthening of consent forms for photos and data collection including case studies. Greater emphasis placed on de-identification of children on all media and publications.

Key Output	2023
Number of people trained on Safeguarding Boosters	53
Number of people trained on PSEAH Policy	161
Number of people trained on Child Protection Policy	157
Child Protection incidents reported and managed in line with KTF’s CP Policy	9*
SEAH incident reported and managed in line with KTF’s PSEAH policy	1**

*all found to be out-of-scope

**escalated to a board representative and DFAT

Environment, Climate Change and Disaster Risk Reduction

KTF's commitment to environmental sustainability, climate change adaptation (CCA), and disaster risk reduction (DRR) is integral to our mission of holistic community development in PNG. Through innovative initiatives and strategic partnerships, we continue to work towards integrating environmental considerations into our projects and operations, contributing to resilience-building efforts and promoting sustainable practices.



Key achievements throughout strategic plan:

- Installation of 5,794 solar units in households and facility in 62 villages, reducing greenhouse gas emissions and promoting renewable energy.
- Establishment of the Kokoda College Solar Hub, facilitating the sale of solar accessories.
- Substantial efforts to include green infrastructure in the construction of the new Safe Haus, featuring solar lighting, rainwater tanks, and eco-friendly toilets.
- Initiated collaboration with the Northern Provincial Disaster Centre to identify opportunities for mutual support and enhance disaster preparedness at project sites.
- Extensive use of recycled, repurposed, and environmentally friendly materials in the development of 33 outdoor playgrounds and 23 indoor learning environments as part of the Early Years project.
- Activities at staff development days to improve the incorporation of CCA/DRR into programming.
- Procurement and distribution of 1000 biodegradable birthing kits to rural aid posts, promoting safe and environmentally conscious maternal healthcare practices.
- Continued pursuit of grant funding to advance environmental sustainability initiatives and expand our impact in this crucial area.
- Completion of 6 Environmental Risk Screening Tools to assess and mitigate environmental risks associated with our projects.
- Completion of 4 Environmental Impact Assessment and Management Plans (EIAMPs) to ensure responsible environmental stewardship in project activities.

Monitoring, Evaluation & Learning

KTF places a strong emphasis on Monitoring, Evaluation and Learning as a cornerstone of our approach to programming and decision-making. We actively engage in collecting data from project participants to deeply understand their experiences and refine our interventions accordingly. With a firm belief in data-driven decision-making, we gather information through various means including in-depth qualitative case studies, feedback forms from training workshops and events, student tests to assess learning outcomes, and baseline and follow-up surveys. Our analysis of this data not only provides insights into the contexts in which we operate but also highlights the strengths and weaknesses of our activities and projects. We also employ a GEDSI lens, ensuring that the unique experiences and challenges faced by women and people with disabilities are captured. In addition to ongoing data collection, we conduct both internal and external evaluations, often enlisting independent consultants to measure our project success against OECD criteria. This rigorous MEL framework enables us to reflect on our progress, obtain valuable recommendations, and continuously improve our interventions. MEL is ingrained as an integral and collaborative process within our organisation, with all stakeholders actively participating in the design and implementation of monitoring and evaluation activities, thus ensuring alignment with locally-led development initiatives.

Key Output	2023
Number of data points (surveys, feedback forms, tests, workshop evaluations, etc.)	6,064
Number of quarterly M&E meetings held with project teams	41
Monitoring Trip Reports completed	19
Case Studies Completed	57
External Evaluations Completed	2
Internal Evaluations Completed	1

Priority SDGs



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 revitalise the global partnership for sustainable development.



SDG 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

KTF's education program outcomes contribute 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 4.6. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

KTF supports elementary and primary school teachers and the wider education system with extensive training and resources, particularly aiming for improving literacy and numeracy rates, through our **Balimo and Morehead Schools E-learning projects**.

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.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.

Our **Early Years** project provides early childhood pedagogical training for teachers, refurbishes indoor learning environments, and builds age-appropriate outdoor playgrounds.

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

KTF provides equitable access to tertiary teacher training via **Balimo College**, which provides students in remote and rural Western Province with affordable access to the first and only teacher's college in the province. KTF also supports tertiary scholarships for other graduates from our FODE Colleges.

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.

We aim for gender parity across all projects, training workshops, and education enrollments. In 2023, 50% of our FODE students were women. We provide extensive training on gender and disability inclusion for teachers in **all education projects**, and we have targeted enrolment support for FODE students with disabilities.

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.

KTF supports a pipeline of early school leavers to re-enrol and participate in second-chance high school education via our FODE Colleges, giving them the qualifications they need to pursue further studies, particularly in education and health.



SDG 3 - Ensure healthy lives and promote well-being for all at all ages

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.

Our **Healthy Communities** project provides professional development and training as well as birthing kits and incentives to mothers, aiming to 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.

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.

KTF works to improve the capacity of health workers to understand and respond to infectious diseases in their rural communities including communicable and non-communicable diseases via the **Healthy Communities** project.

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.

We aim to ensure health workers have the knowledge and resources to provide family planning services to all people in remote and rural communities as part of **Healthy Communities**.

Additionally, our **Kicks for Kokoda** project works to empower adolescents with knowledge of sexual and reproductive health, gender equality, and the impact of drugs and alcohol, ultimately reducing the number of unwanted pregnancies and births.

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.

KTF works closely with the Oro Provincial Health Authority to improve delivery and ensure access to primary healthcare for remote and rural areas throughout the Province via **Healthy Communities**.

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.

We deliver capacity building and professional development to health workers in a range of areas, including child and maternal health, eye health, public health, nutrition, and first aid through **Healthy Communities** and **Eye See PNG**, as well as support early school leavers with a second chance at education to pursue tertiary studies in health care via **FODE** and provide community health workers with **Scholarships**.



SDG 7 - Ensure access to affordable, reliable, sustainable and modern energy for all

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

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

Our **Light for Learning** project provides solar units to all households in villages with connections to our education projects, ensuring communities have access to lighting and electricity in remote and rural regions, improving their ability to read and study at night or conduct livelihoods activities, as well as to improve safety and security.

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

KTF supports solar infrastructure technology growth via Solar Hubs as part of our **Light for Learning** project at our FODE college campus at Kokoda and has employed a roving sales model in the Balimo region, allowing for ongoing expansion, roll-out and upgrade of solar technology in remote and rural areas. Additionally, we train teams of Solar Champions to improve understanding of solar energy infrastructure, maintenance, financial literacy and solar businesses.

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.

We have supported villages with required improvements in infrastructure to allow for solar installations, including for units installed on shared village facilities such as schools, health centres and churches as part of **Light for Learning**.



SDG 6 - Ensure availability and sustainable management of water and sanitation for all

KTF's education and health 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.

KTF works to improve access to safe drinking water in remote and rural communities via the installation of rainwater tanks, taps and filters in our **Healthy Communities** project's Aid Posts and at our **FODE Colleges**.

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.

We ensure women and girls are provided with safe, separate spaces (where possible/relevant) for sanitary purposes at our **FODE Colleges** and **Balimo College**.



SDG 16 - Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

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

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

Project Zero works to raise awareness of gender and family sexual violence as well as violence against children. The project aims to build the capacity of government stakeholders, referral networks and justice institutions to prevent and respond to instances of violence.

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

All of KTF's projects have stringent Child Protection and Prevention of Sexual Exploitation and Harassment policies and standards and corresponding training for staff and project participants. Through **Project Zero**, KTF also operates Oro Province's only Safe Transit House, which provides safe refuge and access to service providers and repatriation for survivors of violence.

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 projects collaborate closely with governments and civil society organisations, aiming to enhance institutions' comprehension and implementation of policy environments advocating for accountability and the mitigation of corrupt practices. Our **Archer Leaders Development Program** also works to foster a new generation of leadership in PNG committed to transparency and fraud and corruption prevention.



SDG 1 - End Poverty in All its Forms Everywhere

KTF's program outcomes are contributing to the following Target:

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

Our **Light for Learning** project installs solar units in village households, providing light and electricity at night to increase livelihood activities and generate income and economic opportunities. **Project Zero** and Light for Learning also provide financial literacy training to solar champions and survivors of violence respectively. **Lukautim Wantoks**, an initiative part of Project Zero, also provides survivors with livelihoods resource packs, to help them generate income upon restarting their lives. Additionally, our **FODE Colleges** provide a second-chance education to enable people living in remote and rural regions to obtain the necessary qualifications to complete further studies and improve their employment opportunities and earning capacity.



SDG 5 – Achieve gender equality and empower women and girls

KTF’s program outcomes are contributing to the following Targets:

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.

Project Zero works to raise awareness of gender and family sexual violence as well as violence against children. The project aims to build the capacity of government stakeholders, referral networks and justice institutions to prevent and respond to instances of violence. Additionally, our **Kicks for Kokoda** project uses the power of sport to promote gender equality and sexual and reproductive health rights.

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.

All of KTF’s projects aim for gender parity and to increase the number of women in leadership roles. Our **Archer Leaders Development Program** also fosters leadership skills in young women, enabling them with the skills and networks to assume leadership roles.



SDG 17 – Strengthen the means of implementation and revitalize the global partnership for sustainable development

KTF’s program outcomes are contributing to the following Target:

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.

KTF aims to partner with in-country Civil Society Organisations, local NGOs, Disabled Person’s Organisations, and Government offices in all projects and align our project designs and activities with National Strategies and plans, ensuring the approach is locally-led and effectively contributes to both national and international 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.

When partnering, KTF aims to provide targeted capacity building for partners including strengthened policies and processes for safeguarding, cross-cutting issues, and financial and risk management.



KTF remains dedicated in our pursuit of program outcomes, driven by our commitment to growth, impact and excellence. Through ongoing efforts, we continue to achieve our goals and make a meaningful impact. Our organisation thrives on resilience and dedication, empowering communities and guiding them towards sustainable development. As we navigate challenges, our resolve remains firm, and our focus remains on delivering positive change.

We thank our teams, partners, stakeholders, and supporters for your continued belief in our efforts to contribute to the positive development of Papua New Guinea.

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