



SENIS YU MEKIM
THE DIFFERENCE WE MAKE

2022 Effectiveness Results



KTF

EXECUTIVE SUMMARY

Despite on-going global and national challenges in PNG throughout 2022, KTF and our dedicated teams and partners were committed to the ongoing delivery of high-quality, impactful projects across a range of program areas and regions throughout PNG.

In 2022, we delivered 20 projects across five of PNG’s Provinces; as well as our ongoing national work in leadership. We ended the year with over 200 students matriculating from our FODE Colleges with a Grade 10 or 12 qualification and a significant portion gaining the minimum qualifications required to enter Teachers Colleges or Schools of Nursing. Hundreds of teachers participated in professional development and up-skilling opportunities; and more than 79 schools were supported with training, resourcing, and technology resulting in improved operating capabilities. We distributed over 50,000 PPE items to combat COVID-19 and continued our awareness campaigns; and 108,000+ people had access to primary healthcare services across our remote and rural catchment region.

Our work in education, health, equality and leadership over the past four years, continues to improve lives, livelihoods and futures for the people of PNG. In education, our support of teacher training initiatives have enabled 115,000+ children to remain in school; and as PNG introduces its major education restructure, we are targeting practical and critical pathways for teachers in remote and rural areas to upgrade their qualifications, in order to remain on Government payroll, or to train as primary teachers, as the elementary layer of schooling begins to be phased out. This year alone we have supported over 800 people on second chance FODE pathways to potentially become qualified teachers or community health workers. 50 health facilities have been supported with solar infrastructure, staff postings, drugs and medical resources and operating costs. Additionally this year we installed over 4,500 solar units in households and facilities which provided more than 22,500 people with clean and renewable energy and lighting, reducing their financial dependence on batteries, kerosene, or fires, and reducing the number of respiratory illnesses. Lights after dark also allows people to study or work on livelihoods at night, increases safety, and has significant impacts on quality of life and happiness in their homes.

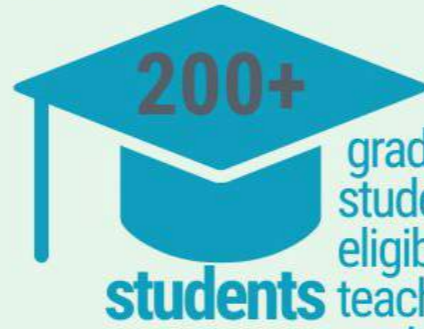
Our work in equality also saves lives, with 32 survivors of family and sexual violence having been supported this year at the first safe house servicing Oro Province; and more than 2,900 people have participated in education and awareness sessions about family and sexual violence and their role in preventing it in their homes, schools and communities. We continue to be grounded in the philosophy that key to the change that we seek is strong leadership. That’s why we continue to invest in the next generation of PNG’s leaders, and have supported 82 extraordinary Papua New Guineans for more than a decade on their leadership journeys. With 70% of the alumni actively involved in establishing and running community and social impact projects, we know the future is in bright hands.

As we look to 2023, we know that the challenges of the pandemic will continue. We know that we must continue to support our teams to be resilient and to continue to innovate and adapt as we respond to the health and economic crises caused by the pandemic. You will read about the ongoing revisions and project pivots we have made which will continue into 2023 and put us in a strong position to deliver on our commitments. The education and health systems will need great help to recover and rebuild from the pandemic and we stand poised to play our role in this.

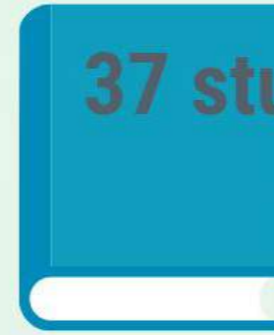


2022 by numbers

20 projects
provinces 5



200+
students
graduating students; many eligible for tertiary teaching or health work



37 students
attending tertiary studies at Balimo Teachers College



108,000+
people
with access to primary healthcare

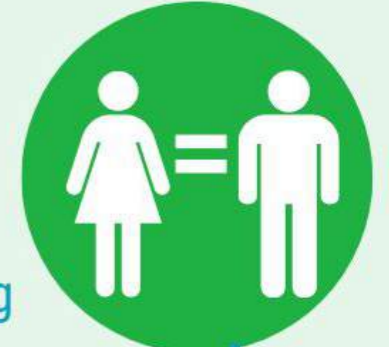


2,900+
people

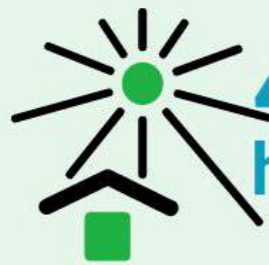
reached with family & sexual violence education



79 schools
supported with training, resourcing & coaching

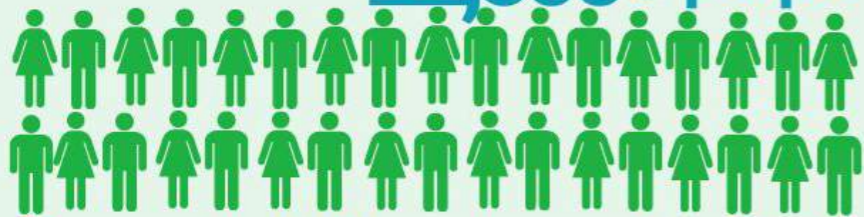


gender
equality across scholarship opportunities for students



4,500+
households
connected to solar energy

22,500+ people



with renewable lighting and energy in their homes

50,000+ PPE items
delivered along with COVID-19 awareness, and WASH resources



1 new school
built



2 new aid posts
built



COVID-19 AND END OF STRATEGIC CYCLE

Over the past three years, the COVID-19 pandemic has swept the globe, causing one of the greatest health and economic crises of our time. KTF remained as committed as ever to pursuing our purpose, in close consultation with the people we serve, aligned to our vision and strategic goals.

2022 also saw the end of our current strategic cycle, and during the Strategic Plan period, significant progress was made towards a range of outputs and outcomes across KTF's four program areas: Education, Health, Equality & Leadership

During this period a range of key Principles drove our programming. These included:

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

OUR PURPOSE

2019-2022



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

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

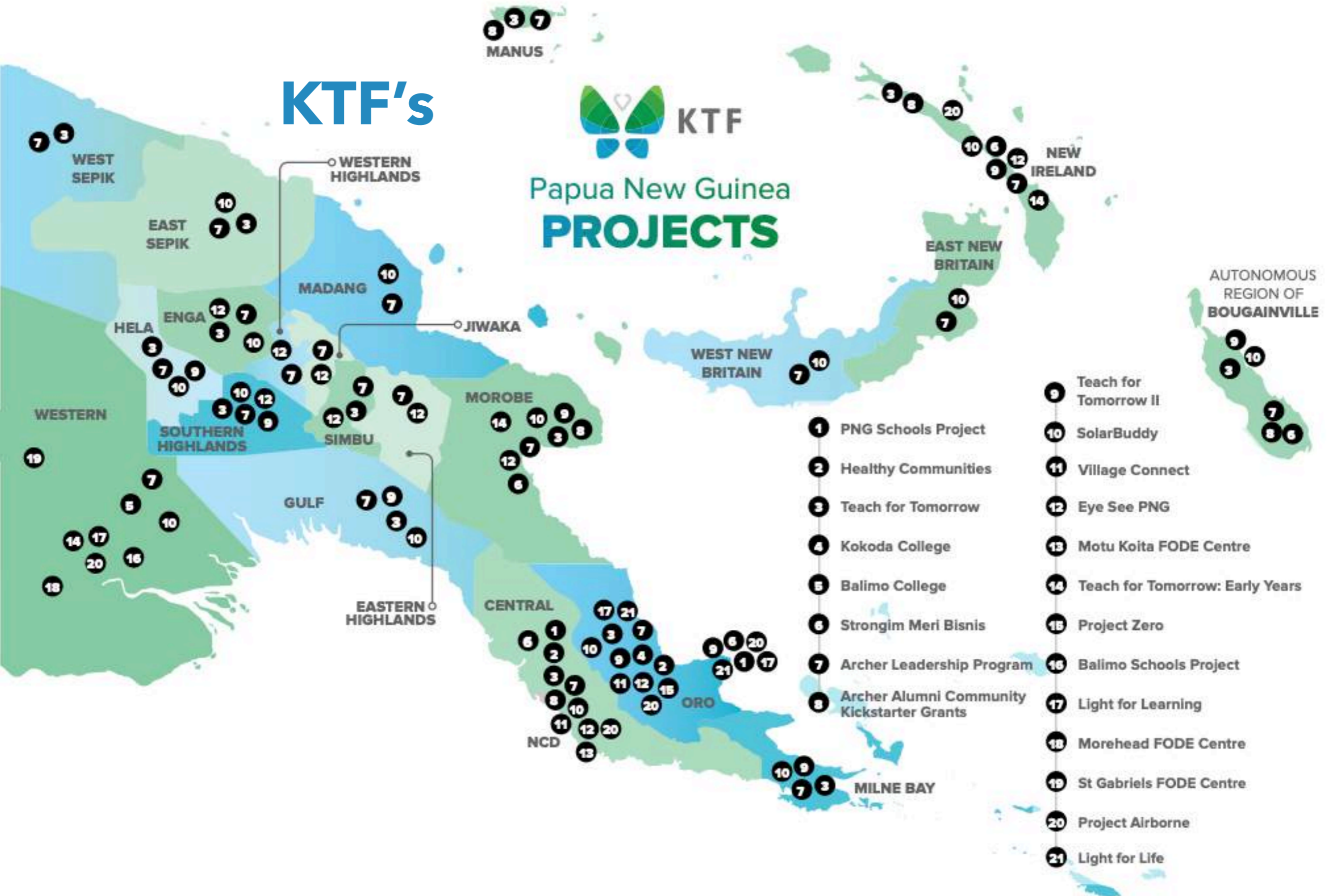
OUR FOOTPRINT

2019-2022

KTF's



Papua New Guinea PROJECTS



- 1 PNG Schools Project
- 2 Healthy Communities
- 3 Teach for Tomorrow
- 4 Kokoda College
- 5 Balimo College
- 6 Strongim Meri Bisnis
- 7 Archer Leadership Program
- 8 Archer Alumni Community Kickstarter Grants
- 9 Teach for Tomorrow II
- 10 SolarBuddy
- 11 Village Connect
- 12 Eye See PNG
- 13 Motu Koita FODE Centre
- 14 Teach for Tomorrow: Early Years
- 15 Project Zero
- 16 Balimo Schools Project
- 17 Light for Learning
- 18 Morehead FODE Centre
- 19 St Gabriels FODE Centre
- 20 Project Airborne
- 21 Light for Life



KTF PROJECTS along and around the KOKODA TRACK

- PNG Schools Project
- Healthy Communities
- Village Connect / Lighting for Learning
- Strongim Meri Bisnis
- Light Up PNG
- Kokoda College
 - Teach for Tomorrow
 - Eye See PNG
 - COVID Training
 - FODE Studies
- Sight for PNG
- Eye See PNG
- Project Airborne
- Project Zero



EFFECTIVENESS FRAMEWORK

2019-2022

EFFECTIVENESS FRAMEWORK

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

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

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

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

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

- Education
- Health
- Equality
- Leadership

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

THEORY OF CHANGE

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

IMPACT

Improved lives, livelihoods and futures for all Papua New Guineans

EDUCATION

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

HEALTH

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

EQUALITY

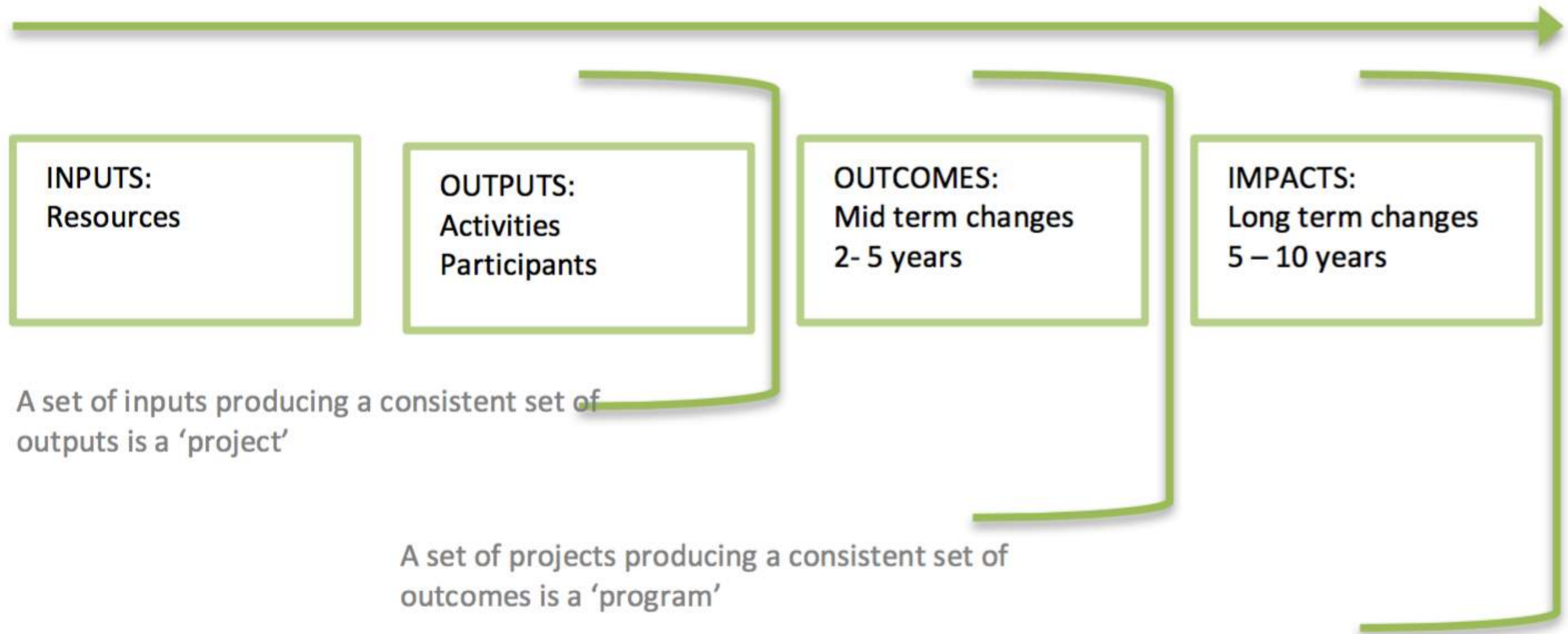
Women and girls are protected from violence and exploitation and have access to improved livelihoods through income-generation opportunities across remote and rural PNG

LEADERSHIP

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

PROGRAM LOGIC MODEL

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



Inputs - usually time, money, resources, human resources

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

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

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

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

TRACKING OUTPUTS

2019-2022

TRACKING OUTPUTS: 2019-2022

Outputs are tangible, countable results of project activities such as construction, service delivery, training and the number of people who participate in them or benefit from them. Outputs in each KTF project are developed during the project design phase and are tracked by project staff and project partners from quarter to quarter. Some of these Outputs are specific to a program area such as education, health or equality, or a particular target group such as children, women or teachers. Other Outputs are generic and might be found in any project, for example, training or awareness raising. Outputs are monitored by KTF project teams and partners and are reported on a quarterly basis. This section outlines the outputs achieved per project between 2019 - 2022. This reporting period is aligned with KTF's current Strategic Plan and this is the final year of reporting in the current strategic plan.



EDUCATION OUTPUTS



1. KOKODA (FODE) COLLEGE

Kokoda (FODE) College is a holistic centre of excellence for the creation of pathways, training and professional development of teachers and health workers. The principle focus of the Kokoda College is the delivery of the Flexible and Open Distance Education program which enables early school leavers to upgrade their qualifications to Grade 12 – the new minimum entry requirement for all teachers and health workers across the country. Only students who are committed to training as teachers and health workers are accepted into the Kokoda College FODE program, and once they graduate they are supported to pursue tertiary studies in teaching or health work. Kokoda College also offers in-service courses for the training and up-skilling of teachers in areas such as pedagogy, behaviour, culture and language, agriculture, food security and traditional lifestyles, nutrition and active lifestyles and assessment, and helps teachers learn to engage parents and communities with learning; and for health workers in a range of postgraduate specialist content areas including vision and eye health and child and maternal health. The Kokoda (FODE) College project outputs are reported in this section.



PROJECT OUTPUTS: KOKODA (FODE) COLLEGE (2019-2022)

	Program	Project	Output	Indicators (2019)	Indicators (2020)	Indicators (2021)	Indicators (2022)
1	Education	KC FODE	Number of students PET tested and enrolled	127	156	184	213
2	Education	KC FODE	Gender breakdown of students enrolled (f / m)	53% / 47%	47% / 53%	46%/54%	37%/63%
3	Education	KC FODE	Students with a disability	13%	6%	13%	12%
4	Education	KC FODE	Number of students who completed a full academic year including national examinations	108 (85%)	122 (78%)	145 (84%)	150 (70%)
5	Education	KC FODE	Number of students who sat Grade 9 examinations	N/A	N/A	N/A	13
6	Education	KC FODE	Number of students who sat Grade 10 examinations	67	40	53	56
7	Education	KC FODE	Number of students who sat Grade 11 examinations	19	48	42	51
8	Education	KC FODE	Number of students who sat Grade 12 examinations	22	34	50	54
9	Education	KC FODE	Number of students progressing to Grade 10 at end of academic year	N/A	N/A	N/A	12
10	Education	KC FODE	Number of students progressing to Grade 11 at end of academic year	67	40	51	55
11	Education	KC FODE	Number of students progressing to Grade 12 at end of academic year	19	48	42	48
12	Education	KC FODE	Number of students matriculating at end of academic year	22	34	50	59
13	Education	KC FODE	Number of students with GPA to gain entry to Teachers College (2.4+)	-	-	13 (27%)	8
14	Education	KC FODE	Number of students with GPA to gain entry to CHW Training College (2+)	-	-	26 (54%)	15
15	Education	KC FODE	Number of students committed to becoming teachers at completion of studies	53%	58%	53%	54%
16	Education	KC FODE	Number of students committed to becoming health workers at completion of studies	47%	42%	47%	46%

Case Study: Rita Roa

Originally from Alola, a small village located along the Kokoda track, Rita is the Head teacher at Kokoda Elementary School. She is responsible for the education of over 300 children during their formative early years.

An advocate for the power of education, Rita is also deeply committed to her own professional development and is enrolled as a student at Kokoda College in an effort to upgrade her marks.

Rita must simultaneously manage her studies, her role as a teacher at the elementary school, and her own family commitments. It is the flexibility of the FODE schooling format which makes this second chance possible and is allowing her to pursue further education. Without FODE, Rita would have had to step away from her teaching role to undertake study, which would have resulted in a great detriment to her students who are depending on her for their own schooling.

Putting her best effort into her studies, Rita is looking forward to achieving the GPA of 2.4 which is required for her to continue as a teacher under the requirements set by the Department of Education requirements.

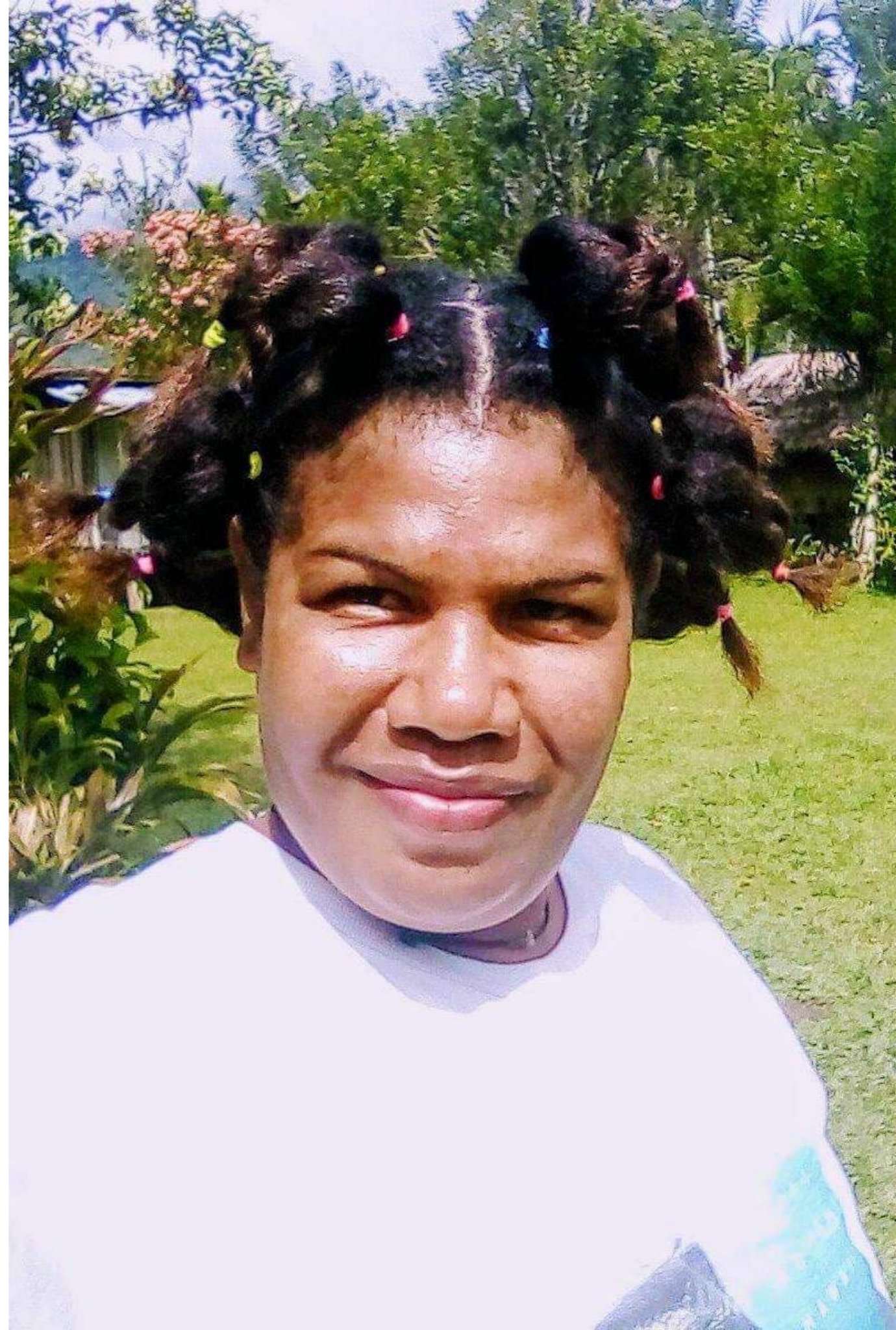


Case Study: Catherine Jenga

Determined to become a qualified health worker, Catherine began CHW training in 2007, but was forced to withdraw due to becoming a mother and finding the workload difficult to balance. However, still passionate about learning and developing professionally, Catherine took any opportunity that arose, eventually taking part in KTF's initial teacher training at Kou Kou. Still though, her passion resided in health care, so she later registered with Kokoda Hospital as a Village Health Volunteer.

With her son in primary school, Catherine returned to St Margaret's in 2018 to complete her CHW training and graduated in 2020. She is now volunteering at Kokoda Hospital and hopes to secure a role as a CHW.

Meanwhile, she's upgrading her results to meet the required minimum GPA to enrol in a tertiary nursing program. Her commitment to her studies was reflected most recently with an outstanding GPA of 3.0, positioning her well to achieve the necessary GPA. Catherine continues to work towards completing her Grade 12 marks.



Case Study: Wari Pondo

Wari Pondo, from Gorari village, is a teacher at Gorari Elementary School. Wari went through teacher training in Manua village, Kokoda in 2012. After completing her training, she began her teaching career at Gorari elementary school as a volunteer elementary school teacher where she has now been teaching for over 10 years.

Whilst being supported by KTF to operate the school, Wari also endeavoured to upgrade her marks at the Kokoda FODE college completing her final year of Grade 12 studies in 2021. Wari and her husband are the only active teachers at Gorari Elementary School. Between them, they are responsible for delivering formative education to 189 Prep, Grade 1 and Grade 2 students. They have recently trialed a 'shift timetable' with the first group of students attending from 7.30am - lunch, and a second group from lunch - 3.00pm. This is not, however, an ideal situation for teachers, students or their families who have other village and livelihood commitments. The issue has been compounded by the risk posed by COVID-19.

Wari has a daughter, and tries to juggle her studies, with her teaching career and responsibilities as a wife and a member of the community, which she has found challenging. She is very grateful for the continuous support from KTF:

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

KTF is very happy to report that after years of hard work, Wari has successfully achieved the GPA required to apply to a tertiary teaching program which has resulted in her being awarded a place in the 2023 cohort at Sacred Heart Teachers College. KTF will assist Wari with tuition fees, enabling her to focus on her studies and return to village as a highly qualified and professionally trained teacher.



KOKODA COLLEGE EVALUATION

In 2022, we responded to the 2021 external evaluation that examined the impact and effectiveness of the Kokoda FODE College in creating and supporting pathways for people into formal, second-chance education opportunities and then onto tertiary training and careers in teaching and health work. The review was conducted through consultations with KTF staff and College students in November 2021 as well as analysing a range of literature and data provided by KTF.

Key areas of strengthening throughout 2022 included:

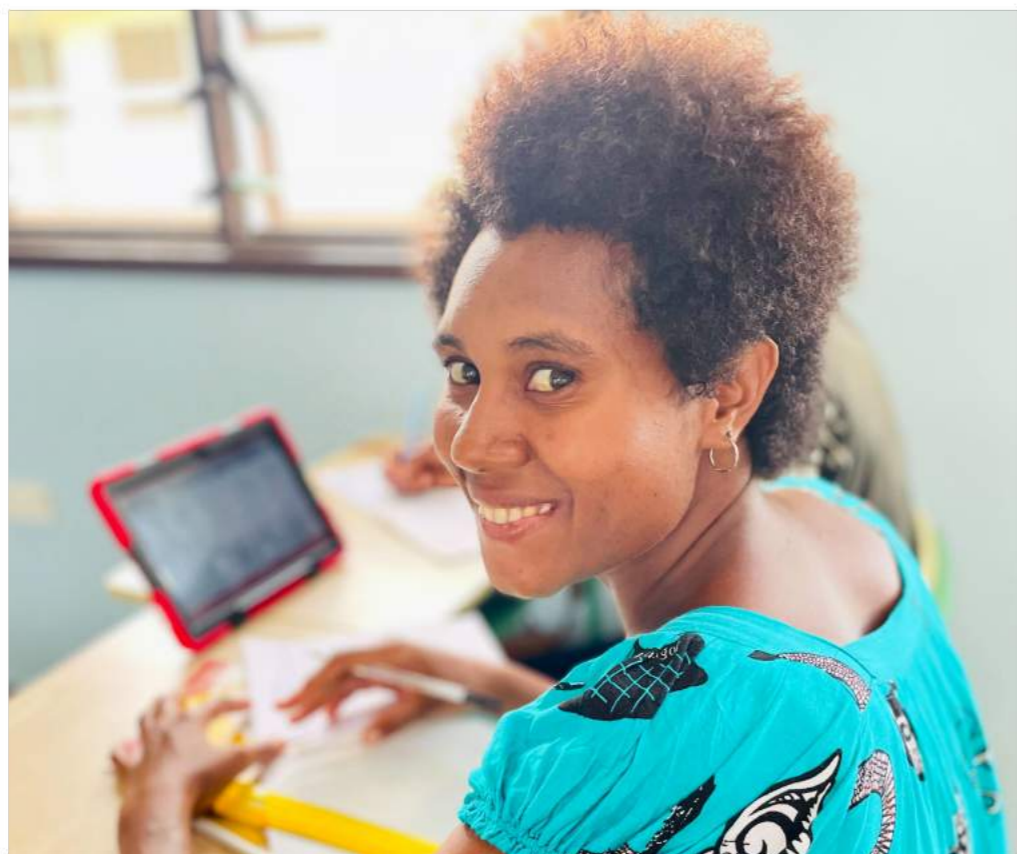
- KTF strengthened its student enrolment processes by expanding its student commencement survey. We expanded our processes of collecting data on student pathway intentions to understand in more detail the pathways and support mechanisms that will be required to enable students to graduate, gain entry into tertiary studies, and find meaningful, paid employment in the delivery of teaching or health work.
- We introduced an exit interview with all matriculating Grade 12 students upon presentation of their final results and GPA. Our partners at the Kokoda College implemented new advice on the calculation of final results and our recording systems have subsequently been improved to ensure these calculations are performed automatically at the end of each academic year.
- In 2022, we introduced new case management processes, exit interviews with the students to determine where they intend to enrol in tertiary studies, what assistance they require to make these applications, and where they hope to eventually work. This has enabled us to undertake greater needs analyses across the region, and to ensure that a cohort of students is on a pathway into teaching and community health worker roles for remote communities that desperately need these professionals over the next 5 years (due to vacant teaching and aid post posts; and retiring teachers and health workers in remote areas).

In 2022, the Kokoda FODE College also opened a new satellite centre, the Mt Koiari FODE Centre, in Manari village along the Kokoda Track. This responded to a pressing need to further extend FODE into the remote and mountainous region of the Kokoda Track - taking the education opportunity to where it is needed most. These effectiveness results report on the combined outputs of the Kokoda College including the Mt Koiari Satellite centre. In 2023, we will invest in further infrastructure in Manari to grow our annual enrolment intake.

At the end of 2022, a number of Kokoda College FODE graduates have also received entry positions into tertiary training including several into Teachers Colleges and Schools of Nursing.

2. BALIMO (FODE) COLLEGE

In 2022, KTF was the implementing partner for PNG Sustainable Development Program (SDP) and worked with SDP to deliver the FODE program at SDP's Balimo College. SDP's Balimo College is a hub of education and health initiatives including in-service upgrading programs for teachers and health workers and a pre-service tertiary College for the training of teachers which also opened in 2022. As with Kokoda, the Balimo FODE program has only enrolled students who are on pathways to becoming teachers and community health workers and who need to upgrade their school grades in order to be eligible to gain entry. The majority of students come from the remote catchment across the Delta and Middle Fly districts in Western Province, two of the least developed districts in the country. Some students also come from South and North Fly Districts. The College supported billeting arrangements in 2022. Students demonstrated extraordinary signs of commitment and resilience and there were numerous reports of students having to travel long distances in order to access their education. This project is an initiative of our partners at SDP and is delivered in partnership with KTF.



PROJECT OUTPUTS: BALIMO (FODE) COLLEGE (2019-2022)

	Program	Project	Output	Indicators (2019)	Indicators (2020)	Indicators (2021)	Indicators (2022)
1	Education	FODE	Number of students PET tested and enrolled	105	210	319	354
2	Education	FODE	Gender breakdown of students enrolled (f / m)	47% / 53%	50% / 50%	60% / 40%	37%/63%
3	Education	FODE	Students with a disability	3%	3%	43%	17%
4	Education	FODE	Number of students who completed a full academic year including national examinations	84 (80%)	175 (83%)	239 (75%)	230 (65%)
5	Education	FODE	Number of students who sat Grade 9 examinations	N/A	N/A	16 (57%)	36 (62%)
6	Education	FODE	Number of students who sat Grade 10 examinations	32	56	61 (77%)	51 (40%)
7	Education	FODE	Number of students who sat Grade 11 examinations	49	38	45 (73%)	47 (60%)
8	Education	FODE	Number of students who sat Grade 12 examinations	21	46	117 (81%)	96 (76%)
9	Education	FODE	Number of students progressing to Grade 10 at end of academic year	N/A	N/A	57%	67%
10	Education	FODE	Number of students progressing to Grade 11 at end of academic year	32	50	16 (57%)	47%
11	Education	FODE	Number of students progressing to Grade 12 at end of academic year	49	38	61 (77%)	72%
12	Education	FODE	Number of students matriculating at end of academic year	21	46	117	44
13	Education	FODE	Number of students with GPA to gain entry to Teachers College (2.4+)	1 (5%)	13 (28%)	20 (17%)	16 (17%)
14	Education	FODE	Number of students with GPA to gain entry to CHW Training College (2+)	4 (19%)	24 (53%)	87 (74%)	20 (21%)
15	Education	FODE	Average % improvement for Upgrading students (from previous GPA to new GPA)	-	-	116% increase	26% increase
16	Education	FODE	Number of students committed to becoming teachers at completion of studies	67%	59%	61%	66%
17	Education	FODE	Number of students committed to becoming health workers at completion of	33%	41%	39%	25%

Case Study: Rachael Dabema

In 2019 FODE started in Balimo with one principal and lecturer, Mr. Duwaba. Rachael's two daughters joined in to upgrade their marks along with her younger sister. They would come home and tell Rachael stories about about Mr. Duwaba's workload and how he was overloaded, so Rachael sought to help him. She provided her CV and references and was subsequently employed at an administration coordinator for the FODE College. While on campus, she saw the hunger for learning in the students who were eager to be in school after years in the village, noting that it broke her heart but also gave her hope.

The first exams for grade ten were really emotional for Rachael, as she witnessed her own sister, daughters, and cousins put their heads down to study and do their best. She says that "SDP and KTF will bring change and make a difference".

In 2021, with the encouragement of her principal, Enosh Ben, Rachael enrolled herself to upgrade her own marks.

"I wish to earn a grade 12 certificate at the age of 63 with 26 grandchildren. With the school being registered and with the Teachers College, there is light at the end of the tunnel for our villages."

Rachael encourages the people of Western Province to make use of opportunities that has been provided.

"Education does not end until you die. I want to thank the incredible teams at SDP, KTF, and Balimo College for making this possible."

Rachael completed her Grade 12 studies at the end of 2022 and graduated at a ceremony in February 2023 - we couldn't be prouder!



Case Study: Hurricane Pasiya

Hurricane is a twenty-two-year-old student in Grade 11 attending SDP's Balimo FODE college. He is from Samokopa Village, which requires him to walk for four days to reach the Balimo FODE college campus. However, when he is studying, he lives with relatives in Balimo which cuts his walk to school down to one hour and twenty minutes. This is his second year at Balimo College and he has discovered that his favourite subject is maths. Hurricane enjoys attending Balimo FODE and having the opportunity to learn new things.

Hurricane said he wants, "to be somebody in the future". He aims to achieve this by becoming a primary school teacher in his community.

The learning materials and the installation of solar lights have greatly helped Hurricane with his studies, enabling him to have a power bank and tablet that he can use to study at home after school. There are fifteen people living in the house he stays at in Balimo, three of which are also attending FODE, so the solar lights allow all of them to study and work together during the night.

"If I stayed in my village, I would be a nobody, so I decided to join FODE. I want to be a teacher and become a community leader".



Case Study: Linda Demala

As a Grade 11 student at the Balimo FODE college, Linda is excited that she can once again be a student, as she believed she would not be able to study again after finishing Grade 10 of secondary school in 2005. After being away from school for so long, Linda is thrilled that through the second chance pathway at Balimo FODE, her English knowledge is improving. She has found that learning English is her favourite subject. Linda's goal is to continue to study to gain entry to the Balimo Teachers College and eventually work as a teacher in her community.

Linda has faced significant social, cultural, physical and economic barriers to receiving an education. Linda is a person with a disability. During childhood, Linda had a leg impairment, and she underwent an operation in Balimo that has since given her improved mobility. The resources provided by SDP and KTF have helped her access education and achieve her goals and the learning materials provided to her have helped her develop as a student. By utilising the tablet provided to her, she is able to have her learning materials and lessons on one device, which makes it easier for her to carry around and study effectively. The solar lights have enabled Linda as well as her children to charge tablets, phones and continue studying after dark. Linda wants SDP and KTF to continue doing the best they can and is thankful for all that they have done together for the community.

"Thank you so much to SDP and KTF for providing the tablets, learning materials and solar lights because they are the best!"



3. MOREHEAD (FODE) COLLEGE

In 2022, KTF was also the implementing partner for PNG Sustainable Development Program (SDP) and worked with SDP to deliver the FODE program at SDP's satellite centre in Morehead, South Fly District. One of the most remote parts of the country, the second chance education offering in Morehead is taking a vital resource to where it is needed most. Previously, some students made the 3-week trek to SDP's Balimo campus, requiring extraordinary perseverance to make the treacherous journey and relying on family billeting opportunities in Balimo during the course of their studies. The Morehead FODE campus offers a second chance secondary education to over 50 surrounding communities in the immediate catchment area, along the remote water ways of the region. Students come from extremely disadvantaged backgrounds, where opportunities to complete their secondary schooling in traditional high schools are limited to the main town. This project is an initiative of our partners SDP, and is delivered in partnership with KTF.



PROJECT OUTPUTS: MOREHEAD (FODE) COLLEGE (2021-2022)

	Program	Project	Output	Indicators (2021)	Indicators (2022)
1	Education	FODE	Number of students PET tested and enrolled	76	75
2	Education	FODE	Gender breakdown of students enrolled (f / m)	61% / 39%	45%/55%
3	Education	FODE	Students with a disability	21%	1%
4	Education	FODE	Number of students who completed a full academic year including national examinations	41 (54%)	54 (72%)
5	Education	FODE	Number of students who sat Grade 9 examinations	5 (45%)	13 (76%)
6	Education	FODE	Number of students who sat Grade 10 examinations	15 (83%)	13 (72%)
7	Education	FODE	Number of students who sat Grade 11 examinations	7 (54%)	12 (57%)
8	Education	FODE	Number of students who sat Grade 12 examinations	14 (82%)	16 (84%)
9	Education	FODE	Number of students progressing to Grade 10 at end of academic year	5 (100%)	76%
10	Education	FODE	Number of students progressing to Grade 11 at end of academic year	15 (100%)	72%
11	Education	FODE	Number of students progressing to Grade 12 at end of academic year	7 (100%)	57%
12	Education	FODE	Number of students matriculating at end of academic year	14	1
13	Education	FODE	Number of students with GPA to gain entry to Teachers College (2.4+)	4 (29%)	0 (0%)
14	Education	FODE	Number of students with GPA to gain entry to CHW Training College (2+)	8 (57%)	3 (16%)
15	Education	FODE	Average % improvement for Upgrading students (from previous GPA to new GPA)	27% increase	21% increase
16	Education	FODE	Number of students committed to becoming teachers at completion of studies	63%	69%
17	Education	FODE	Number of students committed to becoming health workers at completion of studies	37%	31%

Case Study: Johnny Joseph

Johnny is a thirty-eight-year-old student in his second year of school and is completing Grade 10. He balances studying full time and being married with two daughters. Originally from Bensbach, a two day walk from Morehead, Johnny is living on campus while he studies. His wife is very supportive and told him to prioritise the FODE educational pathway. She takes on the primary household role and Johnny undertakes chores and gardening when he can, as his wife understands the long-term value of gaining an education and how it will help him to support their family.

Johnny's goal is to have a career as a health worker, so that he can help his community. There are plans to improve health facilities in Morehead but currently there are very little resources available. Johnny chose to attend FODE as his life is very challenging in Western Province and there are not many opportunities. So when SDP and KTF's FODE arrived in Morehead, he viewed it as a second chance in life and decided to pursue it. He enjoys learning new things and being able to think about how FODE will help him achieve his goals in the future and help his family. He also gets a great sense of satisfaction from studying with fellow students and is excited for a brighter future for all of Morehead and Western Province.

One of the challenges experienced by Johnny has been insufficient study supplies. Batteries are expensive, and tablets were rarely able to be fully charged. Additionally, when students need to go home, Johnny walks two days home to work on his garden and pick up food and then walks two days back.

Johnny is happy with his results so far with FODE and looks forward to continuing in FODE, graduating Grade 10 and getting his certificate.

"SDP and KTF have made things very easy and accessible in providing services to our doorstep. Travelling to Daru for FODE is too expensive so thank you for making a second chance in education possible."



Case Study: Donald Moko

Donald is the principal of SDP's Morehead FODE Centre, and as the only teacher on the ground, he oversees the running of tutorial classes for 75 students who are scheduled to come in rotating cohorts every term. These 75 students comprise Grades 9-12. Donald has a Bachelor of Technical Education from the Don Bosco Technical Institute and a Master of Education from the University of the Sunshine Coast. He has always had a passion for education, especially second-chance education in rural and remote areas. In PNG, the majority of the population lives in rural areas and there is a significant need for alternative educational pathways for people who were not able to continue their schooling but who now wish to continue their education. Through working with SDP and KTF he is able to impact the lives of students who live in rural and remote communities. At his school he has students who walk several hours and sometimes days from villages surrounding Morehead to come and attend classes. Donald said, "I feel a sense of pride knowing that these students will one day go back to their communities as educated elites and bring even greater change".

There are many challenges that Donald faces as principal of such a remote school. The school is under-resourced which is a significant struggle that impacts the students learning. There are often fuel shortages in Morehead which makes powering the generator difficult. Morehead is extremely remote and faces additional challenges in obtaining resources and transporting them to the school. English is also not PNG's first language, so the rate of understanding and learning is hindered. The foundational math standards are also low, and students struggle to catch up quickly to be taught their equivalent grade.

However, through programs like FODE, educational services are made accessible for students in rural and remote areas and are changing local perceptions around education and integrating modern ideologies into new traditions.

"As a staff member in the field, I can testify to the fact that SDP and KTF are really impacting rural and remote communities with its various programs and projects. For that, I would like to commend everyone involved, including the sponsors and funders who work behind the scenes to ensure that the projects and programs reach the intended population".



4. ST GABRIEL'S (FODE) COLLEGE

In 2022, SDP continued to expand FODE offerings in Western Province and continued supporting the satellite FODE Centre in Kiunga in the North Fly District. Based out of Kiunga, the second chance education offering at St Gabriel's is supporting second chance pathways for students in North Fly. Together SDP and KTF recognised that the need for second chance education pathways is equally important in more urban centres in Western Province; and together we have prioritised places for women and people with a disability who may have dropped out of mainstream schooling earlier. SDP's FODE Centre is co-located at a secondary school campus run in partnership with the Catholic Church in Kiunga and supports students who have previously disengaged from formal schooling to get a vital qualification. Students are on pathways to then study teaching or health work and Grade 12 graduates will eventually be eligible for tertiary places in the new Teachers College in Balimo. Grades 10 - 12 were offered in 2022. This project is an initiative of our partners SDP, and is delivered in partnership with KTF.



PROJECT OUTPUTS: ST GABRIELS (FODE) COLLEGE (2021-2022)

	Program	Project	Output	Indicators (2021)	Indicators (2022)
1	Education	FODE	Number of students PET tested and enrolled	35	50
2	Education	FODE	Gender breakdown of students enrolled (f / m)	46% / 54%	62% / 38%
3	Education	FODE	Students with a disability	9%	2%
4	Education	FODE	Number of students who completed a full academic year including national examinations	25 (71%)	29 (58%)
5	Education	FODE	Number of students who sat Grade 10 examinations	25 (71%)	13 (62%)
6	Education	FODE	Number of students who sat Grade 11 examinations	N/A	8 (42%)
7	Education	FODE	Number of students who sat Grade 12 examinations	N/A	8 (73%)
8	Education	FODE	Number of students progressing to Grade 11 at end of academic year	25 (100%)	62%
9	Education	FODE	Number of students progressing to Grade 12 at end of academic year	N/A	42%
10	Education	FODE	Number of students matriculating at end of academic year	N/A	2
11	Education	FODE	Number of students with GPA to gain entry to Teachers College (2.4+)	N/A	2 (25%)
12	Education	FODE	Number of students with GPA to gain entry to CHW Training College (2+)	N/A	4 (50%)
13	Education	FODE	Average % improvement for Upgrading students (from previous GPA to new GPA)	N/A	15% increase
14	Education	FODE	Number of students committed to becoming teachers at completion of studies	69%	64%
15	Education	FODE	Number of students committed to becoming health workers at completion of studies	31%	28%

5. MOTU KOITA (FODE) COLLEGE

In 2020, KTF opened a new FODE Centre in Hanuabada in Port Moresby, PNG's capital. Shortly after opening the new centre, the COVID-19 pandemic hit, causing major disruptions to the 2020 academic year at the MKA FODE Centre and across all educational institutions in PNG. In 2021, we re-enrolled a number of students who had completed a partial loading in 2020, to support them back on their pathways to matriculate and gain entry to tertiary institutions. Ongoing challenges related to the pandemic throughout 2022 and the national elections caused us to have ongoing closures of the Centre due to outbreaks in the capital city; however our teams at the the FODE Centre have endeavoured to case manage and support students through face to face, outreach and online connectivity during another tumultuous year. The MK FODE Centre, unlike KTF's other FODE Colleges, also accepts students who want to pursue pathways other than teacher and health work.



PROJECT OUTPUTS: MOTU KOITA (FODE) COLLEGE (2020 – 2022)

	Program	Project	Output	Indicators (2020)	Indicators (2021)	Indicators (2022)
1	Education	FODE	Number of students PET tested and enrolled	105	141	143
2	Education	FODE	Gender breakdown of students enrolled (f / m)	33% / 67%	53% / 47%	50% / 50%
3	Education	FODE	Students with a disability	3%	9%	2%
4	Education	FODE	Number of students who completed a full academic year including national examinations	36 (34%)	92 (65%)	41 (29%)
5	Education	FODE	Number of students who sat Grade 9 examinations	N/A	8 (47%)	12
6	Education	FODE	Number of students who sat Grade 10 examinations	14	27 (63%)	16
7	Education	FODE	Number of students who sat Grade 11 examinations	12	8 (24%)	9
8	Education	FODE	Number of students who sat Grade 12 examinations	10	16 (33%)	4
9	Education	FODE	Number of students progressing to Grade 10 at end of academic year	N/A	8	30%
10	Education	FODE	Number of students progressing to Grade 11 at end of academic year	14	27	31%
11	Education	FODE	Number of students progressing to Grade 12 at end of academic year	12	8	27%
12	Education	FODE	Number of students matriculating at end of academic year	10	13	4
13	Education	FODE	Number of students on track to gain GPA of 2.4+	-	2 (12%)	1 (<1%)
14	Education	FODE	Number of students on track to gain GPA of 2+	-	11 (69%)	0
15	Education	FODE	Number of students committed to studying trade or technical courses upon graduation	-	80%	50%
16	Education	FODE	Number of students committed to studying finance or ICT courses upon graduation	-	15%	19%
17	Education	FODE	Number of students committed to studying education or health work upon graduation	-	5%	31%

FODE COLLEGES OUTPUTS: QUALITATIVE DISCUSSION

Given the on-going impacts of the COVID-19 pandemic as well as challenges due to the national election, 2022 was another challenging year for the KTF teams and FODE College partners to deliver a strong education program, but despite all classes continued and learning persisted.

In addition to COVID-19, the impacts of the 2022 general elections in PNG were felt across several areas of the delivery of the FODE program at all FODE campuses, including:

- The impact of COVID-19 and election security on logistics, transportation and movement of staff, students and resources for the ongoing operations of the Colleges;
- Various COVID-19 and election security lockdowns and restrictions on domestic borders impacted the amount of face to face teaching and learning and movement of staff and students in and out of Colleges;
- The operation of classes under social distancing restrictions and health and safety additions required by PNG government, including hand sanitiser in classrooms, temperature checks, face masks and hand washing stations. This impact meant a continuation of the reduced numbers of students allowed on campus at any one time (especially complex for boarding students) and shorter rotations of smaller cohorts in order to adhere to these restrictions;
- Security issues impacting travel, transportation and logistics;
- Continued strengthening of the GBV support across campuses given the increased isolation and time at home for our female students;
- The handling of assignment drop off and pick up zones at campuses and in outreach locations for students to have a COVID safe way of working through the assignments and remaining engaged and active throughout the academic year;
- Roll-out of new student registration and monitoring processes including new standardised electronic databases in place across all Colleges and greater case management abilities in place to identify student support needs throughout the academic year.

FODE OUTPUTS: QUALITATIVE DISCUSSION

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

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

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

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

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

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



Over 2,200 students have been supported with a second-chance at education through KTF-supported FODE Colleges.

6. BALIMO TEACHERS COLLEGE

Balimo Teachers College is another SDP project delivered in partnership with KTF. In 2022, the college successfully enrolled its first cohort of 40 students this year, with 37 students completing a full academic year. The vast majority of students had previously upgraded their entry qualifications through SDP's Western FODE programs, demonstrating a successful pipeline that will, in time, increase the number of dedicated and qualified teachers for the province.

Our partners at Western Sydney University have developed exemplary lesson content and curriculum that has resonated well with students and adequately prepared them for their end of year exams. KTF worked with the academic team and the teacher trainees to establish a model classroom set up at the campus which was a learning highlight of the year. This model classroom is used for demonstration lessons and as a practical way to teach the importance of resources, the creation of natural resources, and the link between pedagogy and children's learning styles.

The teacher trainees were supported with boarding and meals throughout the year which was overseen by the College's Head of Boarding. This included the provision of ongoing well-being and psychosocial support to the students throughout the year, ensuring their physical, emotional and social needs were met. Student return travel to their home communities at the end of the year was carefully case managed.

SDP and KTF have furnished the library with high-quality texts that are aligned with the curriculum. An IT lab was established and students were signed up for an online journal and research database, with expert training designed and delivered in online research skills and academic writing. Tailored literacy bridging support was offered to those students who required more support. KTF has also built the Balimo College website which is a requirement of DHERST accreditation and launched the public, student, and academic staff pages; along with a bespoke Student Management System and training for staff.

Looking to next year, all students from this year's cohort have progressed to the next year, and a significant number of expressions of interest have been received for next year's intake.



PROJECT OUTPUTS: BALIMO TEACHERS COLLEGE (2022)

	Program	Project	Outputs	Indicators (2022)
1	Education	Balimo Teachers College	Number of students enrolled	40
2	Education	Balimo Teachers College	Number of students that completed a full academic year and have progressed to the next year	37
3	Education	Balimo Teachers College	Number of students enrolled that were previously a students in one of SDP/KTF's FODE Programs	29
4	Education	Balimo Teachers College	Number of boarding students	36
5	Education	Balimo Teachers College	Number of Balimo Teacher College Staff Members	6
6	Education	Balimo Teachers College	Number of applications for 2023 cohort	111

Case Study: Barnd Bariga

Barnd is a student enrolled in the first ever Teachers College in Balimo. Barnd is originally from the Lake Murray region and is studying to become a primary school teacher. After attending Kokoda FODE College to upgrade his marks in 2018-2019, he returned home due to the challenges with the COVID-19 pandemic and travel restrictions. He was thrilled to be accepted to study at the teachers college and pursue his dreams of completing tertiary education.

While looking forward to being able to return to his community and improve education standards for children, Barnd recognises there are still many challenges that teachers face, including lack of resources like textbooks or guidebooks for lesson planning and curriculum development.

As an advocate for education and the impact it can have on one's life, Barnd has noted that by obtaining an education, it has allowed him to be seen as someone of value in his community, with the potential to impart change in his village. With aspirations of being a community leader as well as teacher, he desires to be a role model to young people.

“Since 2019, I have felt a part of the KTF family. I am grateful for the support. It has been motivating to see the staff, who work so hard to ensure we are able to succeed with this great opportunity. Thank you so much to SDP and KTF for bringing us this opportunity.”



Case Study: Abilo Dibo

Abilo says his early education journey did not start out well.

"I failed Grade 10 when I was a student at Balimo Day High School. However, when Balimo FODE was established, I had the privilege and opportunity to upgrade and continue my education. I wrote my interest letter, attached a copy of my Grade 10 certificate, and later sat the entry exam. I was successful and was selected to enrol as a full correspondence student - I was so excited!"

His first year proved challenging and he did not always do well with his studies. However, Abilo attributes much of his success to the support he received from his family, the church, his teachers, and the community which enabled him to concentrate on his studies and complete Year 11 in 2020. In 2021, Abilo started Year 12 and continued to face challenges.

"Every time I would remind myself that this situation will make me a better person in the future if I can just complete my studies. I ultimately completed year 12 successfully and thank the staff for the effort that shaped me and gave me formal education."

Abilo has been successful in his pursuit of obtaining higher education and is a member of the 2022 cohort at the SDP Balimo Teachers College.

"I am so grateful and proud to be one of the students to have successfully upgraded my marks to be able to attend the new Teachers College here in Balimo. It is a privilege to be taught as a teacher in my homeland. The knowledge I have will be multiplied to educate my own people, especially the young people."

KTF looks forward to continuing to support Abilo on his learning journey.



7. EARLY YEARS (TEACH FOR TOMORROW II)

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

Originally designed to ensure that teachers graduating from KTF's Teach for Tomorrow project, as well as existing teachers that were trained via Government and Church supported pathways, continue to receive ongoing professional development and in-service opportunities after they return to their teaching posts; the project evolved in 2020 as a result of ongoing changes to the structure of the schooling system and the launch of the new National Education Plan.

Given the complexities and structural changes in the PNG education system, significant capacity support is needed for Provincial Departments of Education and elementary teacher trainers to prepare its elementary teacher workforce for new education structure. Provincial Departments of Education have been given the mandate to introduce ECE into their education systems, in effect creating a 3-6-6 structure; and KTF is partnering with them to design frameworks, up-skill trainers, and on-deliver in-service training for the creation of ECE teachers in remote and rural PNG. As well as mandatory in-service, the Government is also enforcing minimum schooling qualifications that will be applied to elementary teachers in retrospect (from 2021 onwards). See previous discussion in FODE Colleges.

KTF continues to work in partnership with Provincial DoEs to deliver targeted training to elementary and primary teachers in early childhood education (ages 4-6 years). Training focuses on topics such as pedagogy, assessment, child-behaviour, inclusive education, child protection and using natural resources in curriculum.

KTF works initially with provincial trainers to up-skill, develop an ECE framework for their Province, and pilot short-term teacher in-service program for elementary teachers. Trainers are then supported to return to their regions (often very remote) and implement an annual development calendar of in-service based on their respective framework and focus topics. KTF additionally hosts workshops for teachers, parents, and community members to inform them of the upcoming changes to the schooling system and ensure they are prepared and ready to meet the new requirements as they are rolled out. Model classrooms are developed in schools and outdoor playground infrastructure is built to allow for best-practice and age appropriate early childhood spaces. Support is also provided in the form of Early Years learning manual, infrastructure and ECE resources for classrooms to be established by School Boards of Management and teachers. KTF adopts a co-delivery approach to project design and implementation. Its teams work alongside Provincial DoEs to co-deliver training to Provincial trainers, who in turn deliver the training, supported by KTF, to teachers in remote areas.

PROJECT OUTPUTS: EARLY YEARS (2019 – 2022)

	Program	Project	Output	Indicators (2019)	Indicators (2020)	Indicators (2021)	Indicators (2022)
1	Education	Early Years	Number of district elementary trainers / senior educators trained	112	83	85	38
2	Education	Early Years	Number of district elementary trainers trained (females)	35	26	41	3
3	Education	Early Years	Number of district elementary trainers trained (males)	77	57	44	5
4	Education	Early Years	Number of workshops delivered	9	5	5	18
5	Education	Early Years	Number of exchange programmes delivered	4	0*	0*	0*
6	Education	Early Years	Number of Early Childhood Education Provincial Frameworks developed	-	4	4	3
7	Education	Early Years	Number of elementary teachers & community members participating in workshops	-	39	37	146
8	Education	Early Years	Number of Early Years resource kits distributed to trainers and teachers	112	122	119	153
9	Education	Early Years	Number of best-practice classrooms modified for Early Years education	-	2	6	12

**COVID-19 pandemic prevented any Early Years / Teach for Tomorrow II exchange programmes from taking place in 2020-2022.*

Early Years

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

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

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

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

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

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



Early Years in action

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

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

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

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

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





In 2022, 18 Early Years workshops were conducted across three provinces, reaching 154 participants including Department of Education Teacher Trainers, Head and Senior Teachers, primary and elementary school teachers, community members, and parents.

Twelve indoor learning environments were developed within classrooms that are equipped for early childhood play and education. Across Western Province, with the support of SDP, extensive resourcing was begun, which will lead to the completion of 18 outdoor playground infrastructures at schools in 2023. The Early Years play infrastructure uses environmentally friendly resources as well as teaches the value of recycling/repurposing materials, for example, utilising up-cycled tyres. Additionally, all timber is sustainably and ethically sourced and treated to ensure longevity.

The capacity of the carpenters, facilitators, educators, and community members remains a focal point of the project and will ensure that when the 3-6-6 schooling structure is implemented, the communities will be ready. Project participants will also be able to continue sharing the knowledge and skills they have learned.

EARLY YEARS EVALUATION

In 2022, an external evaluation was conducted to examine the impact and effectiveness of the Early Years project in preparing the cadre of teachers, Department of Education Teacher Trainers, and parents and community members for the upcoming roll-out of the 3-6-6 education system in which students will begin attending a classroom from the age of 4. The review was conducted through consultations with KTF staff and project participants between February and May and additional analysis was conducted on a range of literature and data provided by KTF.

Key areas of strengthening throughout 2022 included:

- We recognise that engagement with community members and parents is critical to ensuring adequate support for the implementation of early years education programs. Communities need to understand the rollout of the new 3-6-6 structure and the importance that early childhood education plays in meeting long-term development outcomes in children and adults. We have increased focus on ensuring community members and parents are aware of upcoming workshops and encouraged their attendance which has successfully increased the numbers of both categories at workshops held towards the end of 2022. We will continue to hold training workshops in provinces across PNG to better inform teachers, trainers, parents and members of the community about key features of this structure.
- We have focused on ensuring adequate infrastructure is in place to welcome younger students and ensure they have age-appropriate spaces for learning and play. This has resulted in extensive resourcing and transportation of the required materials to build 18 outdoor early childhood play spaces in rural and remote schools in Western Province. Twelve model classrooms have also been constructed in existing classrooms through engagement with local teachers, parents and community members.
- We continue to work with the National Department and Provincial Divisions of Education to ensure teachers and the education system is as prepared as possible for the new 3-6-6 system and will continue to liaise with key individuals and our networks as this system is further implemented. This includes monitoring changes in the teaching requirements and the possibility of a 'conversion course' for elementary teachers to obtain the necessary requirements.

In 2023, KTF will be rolling out Early Years workshops, teacher training, and infrastructure development in New Ireland Province. This has resulted from engagement with key personnel who have outlined the immense need for these teachings to be made available in the province.

8. PNG SCHOOLS PROJECT

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Accessing quality education is an ongoing challenge for parents in PNG. KTF has historically worked to establish and improve school infrastructure, supporting the development and posting of quality teaching personnel, and has provided school grants that provide supplies, key resources and help schools to remain open across remote areas. KTF has provided teachers with professional development and mentoring opportunities, resources and educational supplies to schools to enable their operations, build educational infrastructure, supported teacher remuneration and worked with schools to establish small social enterprises from which they can earn an income to further support the operations of the school. The PNG Schools Project has operated in communities across the Oro and Central Provinces. The PNG schools project has reached completion stage as of the end of 2022. While resourcing will continue to be a challenge across the region, infrastructure development has come a long way. KTF will therefore transfer focus to improving long-term development outcomes through capacity building and increased access to enhanced education opportunities.



PROJECT OUTPUTS: PNG SCHOOLS PROJECT (2019-2022)

	Program	Project	Output	Indicators (2019)	Indicators (2020)	Indicators (2021)	Indicators (2022)
1	Education	PNG Schools Project	Number of schools built or maintained	12	9	10	1
2	Education	PNG Schools Project	Number of schools provided with educational supplies	35	10	N/A	0
3	Education	PNG Schools Project	Number of students enrolled in schools provided with educational supplies	3,875	2,077	N/A	0
4	Education	PNG Schools Project	Number of water supply systems completed in schools	2	2	1	0
5	Education	PNG Schools Project	Number of people served by improved water supplies	400	215	3,161	0
6	Education	PNG Schools Project	Number of teacher postings supported (wages)	15	15	9	9
7	Education	PNG Schools Project	Number of students served directly by teacher postings supported	532	457	301	190
8	Education	PNG Schools Project	Number of students in schools with KTF teacher postings supported	1,000	457	327	375
9	Education	PNG Schools Project	Number of primary scholarships supported	1,846	2,042	2,042	0
10	Education	PNG Schools Project	Number of primary schools supported via scholarships	12	9	9	0



A double classroom was built in Buna, reducing overcrowding and ensuring students have a suitable classroom for many years.

9. BALIMO & MOREHEAD SCHOOLS E-LEARNING PROJECT

In 2022, SDP continued to engage KTF to partner on and implement its E-Learning Project in the Balimo and Morehead regions. These projects provide targeted support to teachers and schools to improve teaching, learning and access to schooling for children across both the Balimo and Morehead catchment regions. By focusing on three critical parts of high-quality education - teacher training, targeted coaching, and holistic resourcing - the initiative aims to improve the quality of teaching and learning across remote classrooms. The Balimo Schools and Morehead Schools projects are SDP projects delivered in partnership with KTF, the Western Province Department of Education and Western Sydney University (WSU). The project works with 36 schools across the Balimo catchment region - 20 elementary schools and 16 primary schools, and 26 schools in the Morehead catchment region - 20 elementary schools and 6 primary schools. 200 elementary and primary teachers are engaged across the 62 schools in the two regions. The schools span a geographical area of approximately 7,000 km². The project invests in three critical educational elements:

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



PROJECT OUTPUTS: BALIMO SCHOOLS PROJECT (2020 – 2022)

	Program	Project	Output	Indicators (2020)	Indicators (2021)	Indicators (2022)
1	Education	Balimo Schools	Number of elementary teachers participating in in-service workshops	49	50	49
2	Education	Balimo Schools	Number of primary teachers participating in in-service workshops	98	107	100
3	Education	Balimo Schools	Number of elementary schools receiving resources support (textbooks, library books, curriculum materials)	20	20	20
4	Education	Balimo Schools	Number of primary schools receiving resources support (textbooks, library books, curriculum materials)	16	16	16
5	Education	Balimo Schools	Number of solar systems and televisions distributed	36	N/A	N/A
6	Education	Balimo Schools	Number of elementary students receiving support (male, female)	1,854 (48% female, 52% male)	2,003 (49% female; 51% male)	2,338 (50% female; 50% male)
7	Education	Balimo Schools	Number of primary students receiving support (male, female)	3,219 (49% female, 51% male)	3,211 (50% female, 50% male)	3,466 (48% female, 52% male)
8	Education	Balimo Schools	Number of in-service workshops delivered	2	5	4
9	Education	Balimo Schools	Number of coaches engaged and trained	9	9	8
10	Education	Balimo Schools	Number of coaching sessions delivered	180	360	80



Coaches receiving extensive training to ensure they are able to effectively deliver the module content to teachers throughout Western Province.

PROJECT OUTPUTS: MOREHEAD SCHOOLS PROJECT (2022)

	Program	Project	Output	Indicators (2022)
1	Education	Morehead Schools	Number of elementary schools scouted	32
2	Education	Morehead Schools	Number of primary schools scouted	28
3	Education	Morehead Schools	Number of elementary school teachers recorded	25
4	Education	Morehead Schools	Number of primary school teachers recorded	17
5	Education	Morehead Schools	Number of elementary students recorded	838
6	Education	Morehead Schools	Number of primary students recorded	1041
7	Education	Morehead Schools	Number of community awareness sessions conducted by coaches	84
8	Education	Morehead Schools	Number of coaches engaged and trained	6
9	Education	Morehead Schools	Feedback sessions to inform content across the program	19

Case Study: Wendy Dibogo

Wendy Dibogo has been committed and dedicated to the teaching profession for over 22 years. She is currently being supported through the Balimo Schools e-learning program where she receives coaching and support from trained facilitators to improve her knowledge and teaching skills. She attends professional development workshops and weekly coaching meetings and is supported with resources and materials that she can implement in her classroom planning and curriculum program.

Wendy plans to continue studying to upgrade her qualifications through the Balimo FODE College in 2023 to complete grades 11 and 12 so that she can obtain a Diploma in Early Childhood. Wendy says she deeply appreciates the support that the e-learning and coaching program is providing to herself and the school she is teaching in and that the student's learning is improving. She notes that parents are observing changes as well.

“Some of the progress that I have seen in my child is reading. He has greatly improved his love of reading books but was only using them in the classroom. And so what I did as a mother is I went to Balimo and I bought reading books and he is now reading that book in the house; and in the classroom, he is reading the books provided by SDP and KTF. I want this project to be continued and our children will learn at that level and be someone important in the future.”

-Parent of student at Kini Community School



BALIMO AND MOREHEAD SCHOOLS PROJECTS: QUALITATIVE DISCUSSION

Enrolment numbers have increased in the schools in Balimo by over 1,000 students, a significant improvement. Qualitative data has indicated that student attendance rates across the Balimo schools has also increased due to the improvement in teacher's skills and student enjoyment and interest in the classroom. Teacher's own attendance levels have improved as they become more committed to their profession and invested in improving student outcomes. This has led to better engagement with students in the classroom, improved lesson plans and more captivating curriculum, resulting in renewed interest in education from both students and their parents.

Similar results have been occurring in Morehead as well, with early feedback from teachers indicating increased commitment and motivation as they are now receiving the tools and support needed to do their job. KTF has received an influx of supportive messages from parents and communities across Morehead, stating how appreciative they are for the SDP initiative.

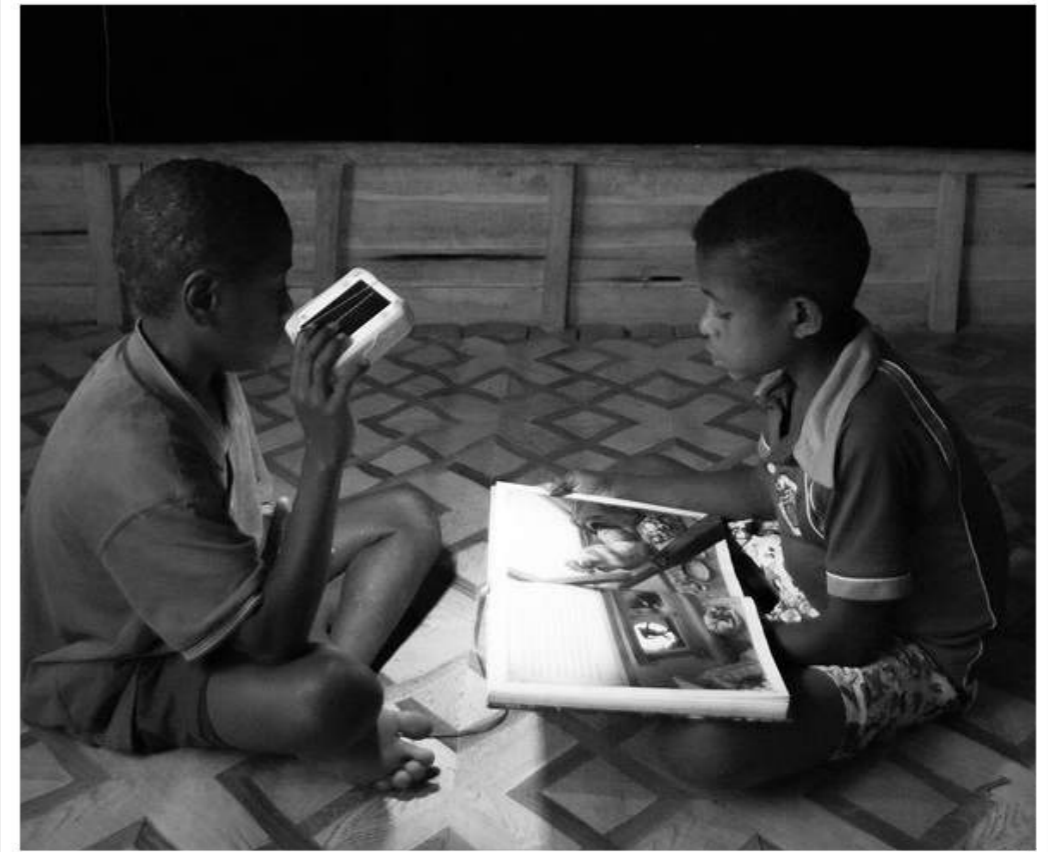
2022 was a year of planning and laying the ground work for Morehead Schools. Extensive data collection was conducted to identify potential schools and teachers to take part in the coaching program. Coaches were also selected and began training to ensure they had the knowledge and skills required to deliver the training modules that have been developed by WSU. The Morehead region even more challenging than the Balimo region topographically, posing many logistical challenges that must be overcome.

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

- Delivery of teacher training in the form of a series of regular professional development workshops and small-group learning settings, delivered each Term to 49 elementary and 100 primary teachers.
- Weekly in-school coaching program, delivered by senior, local trainers and teachers who have been up-skilled as coaches. Based on the Coaching with Care framework, coaches travel to the remote schools, up and down the Balimo river system, and work in the classrooms with the teachers each week, providing mentoring and guidance, reinforcing learning from teacher training, and supporting them to adapt their practice and best utilise resources.
- Provision of a range of technology and resources including: tablets for teachers, televisions and solar power for classrooms, library books, textbooks, bilum books, curriculum materials, stationery, and early childhood materials.

10. LIGHT UP PNG

To light up the lives of children across PNG, we continue to work with SolarBuddy – an Australian charity that seeks to eliminate energy poverty across the world. SolarBuddy engages schools and corporates in Australia who fundraise and assemble solar lights which are then distributed by KTF to schools in PNG whose students are desperately in need of reliable light sources. This program gives children in rural and remote communities access to solar-powered light in their homes, providing a sense of security and the ability to engage in positively stimulating activities after dark. We aim to change the lives of children in PNG by bringing durable and sustainable solar lights to children living in remote areas of PNG. Our SolarBuddy lights have many proven benefits: children study for longer after dark, families spend less of their precious income on toxic kerosene, and women and girls are safer in their villages after dark.



PROJECT OUTPUTS: LIGHT UP PNG (2019 – 2021)

	Program	Project	Output	Indicators (2019)	Indicators (2020)	Indicators (2021)	Indicators (2022)
1	Education	SolarBuddy	Number of SolarBuddy lights given to children	14,159	3,550	3,894	330
2	Education	SolarBuddy	Number of schools SolarBuddy lights distributed to	77	14	30	4
3	Education	SolarBuddy	Number of provinces SolarBuddy lights distributed to	12	3	7	1

KTF's partnership with Australian charity, SolarBuddy, has to date distributed 38,000+ solar lights to children and teachers across remote and rural areas in PNG. In 2020-22, however, the impacts of the COVID-19 pandemic has significantly impacted the project, resulting in a lower number of lights distributed. Restrictions in international travel, border closures, and PNG's lock downs and states of emergencies meant that our usual distribution model was impacted and lights were difficult to receive in country and distribute via usual supply chains.



Almost 22,000 solar lights have been distributed to students over the last four years.

11. LIGHT FOR LEARNING

KTF's Light for Learning project (an extension to its Village Connect project) aims to improve lives, livelihoods and futures by providing students and communities in remote Oro and Western provinces with a reliable source of clean solar lighting and power. It's an ambitious project that has installed solar units to households and facilities in remote villages in Western and Oro Provinces throughout 2021 and 2022. With support from the PNG-Australia Partnership, PNGSDP, Puma Energy Foundation, Little Hearts Learning and the Schneider Electric Foundation, 'Light for Learning' is working through the greater Balimo region in Middle Fly, and the Kokoda, Northern Beaches and Tufi regions of Oro, installing solar and lighting systems to every household, school, aid post and community building in 75+ villages. Villages all have links to KTF's existing education projects, chosen to assist students with their learning. Households receive a home solar unit which has three lights and USB charging capability for phones, radios and other small devices. Community facilities receive a larger unit capable of lighting and powering a television, which will be provided with USBs loaded with information for learning, highly beneficial for school lessons and community awareness, including COVID-19 information. Light for Learning provides students, their families and communities with a reliable source of clean lighting and power, enabling study and other activities after dark, improving lives, livelihoods and futures.



PROJECT OUTPUTS: VILLAGE CONNECT(2017 – 2019) & L4L (2021–2022)

	Program	Project	Output	Indicators (2017 - 2019)	Indicators (2020)	Indicators (2021)	Indicators (2022)
1	Education	Light for Learning	Number of household solar systems installed on village houses	1,021	-	5,067	4,525
2	Education	Light for Learning	Number of solar lights installed on village houses	3,063	-	15,201	13,575
3	Education	Light for Learning	Number of battery charging units installed on village houses	1,021	-	5,067	4,525
4	Education	Light for Learning	Number of facilities solar systems installed on village schools, aid posts & community centres	75	-	150	163
5	Education	Light for Learning	Number of people accessing improved lighting and energy	5,105	-	25,335	16,883
6	Education	Light for Learning	Number of villages illuminated and powered with improved solar systems	30	-	43	55
7	Education	Light for Learning	Number of provinces Village Connect rolled out to	2	-	2	2
8	Education	Light for Learning	Number of solar champions trained	-	-	438	304

Case Study: Betty Baia

Betty Baia is a health worker from Killerton Village. She works at the Buna Aid Post and lives with her husband and five children, who are all students. Prior to receiving the solar unit that was installed in her home, Betty usually used batteries, kerosene lamps, fires, and torches to help provide energy and light in the night for her family.

With the solar lights, Betty and her family can now easily read, study, and conduct household and business activities during the night. Using clean and renewable energy also has health benefits for the community, which as a Community Health Worker is important for Betty. Additionally, Betty has also noted feeling much safer at night. With the village lit up, she can move around more freely as a woman without fear. For Betty, having solar systems installed in her village and home means providing light to brighten the future of the new generation.

“The Light for Learning improves the standard of living, and now I can save money to buy other things.”



Case Study: Jessica Aseba

Jessica is a village health attendant who has worked for three years at the Buna aid post and lives with her husband and two children.

Jessica used expensive and harmful energy sources before she received solar such as battery torches as light for hunting and catching fish in the night, woodfire to light the night and for making beds before sleep. She also used kerosene lamps for lighting her house. The savings that she makes from solar she will use to pay for other needs such as school fees and clothes.

For Jessica who is working as a village health attendant, having solar will improve her work in the community, especially during the night when helping mothers during labour and childbirth.

Jessica said, “I would like to say thank you to KTF for bringing us the solar light to my village and my house...the Light for Learning has improved the standard of living in and around my family.”



Case Study: Dian Yuara

Dian Yaura is a Sunday school teacher with the Killerton Parish in Oro Province and was nominated by the community to be a KTF solar champion. Dian is a mother to five children with three of them currently attending school. Dian previously had to buy expensive and harmful kerosene lights and battery torches in order for her and her family to see at night, but the installation of solar lights has made her life easier and also helps with her family's living expenses.

She was excited to become a solar champion to have fair ideas and ensure she has a working knowledge of the solar systems so she can repair not only her family's if it needs repairs or replacements, but also to help others in her village. Dian has found being a solar champion to be very interesting so far and she has enjoyed learning new things and ideas for solar systems and electronics. Before the solar unit was installed she found budgeting for the family very difficult because she had to spend lots of money on a light bulb with a battery for her younger sister and their children to do their studies at night. Now she feels that a burden has been removed with solar lights. Additionally she is excited to generate more income for her family by making bilums and mats after dark. Dian also feels that it is safer for herself, other women, and her property at night because now there are enough lights.

"I thank you KTF for installing lights in my village...I am very happy and interested because I have never seen lights in the village before."





Lighting after dark enables a wide variety of activities to continue into the night, including livelihood activities, reading and studying, household chores, and socialising.

EDUCATION OUTCOMES



EDUCATION OUTCOMES

Progress towards KTF's education program outcomes has been tracked over the course of 2019 - 2022. The following outcomes have been achieved to date, making strong progress towards our five areas of change:

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

- 680 students enrolled at **Kokoda College** (2019-2022); 614 students sat national examinations (90% retention rate).
- 988 students enrolled at **Balimo College** (2019-2022); 711 students sat national examinations (72% retention rate).
- 312 students enrolled at **Motu Koita FODE College** (2020-2022); 258 students sat national examinations (39% retention rate).
- 151 students enrolled at **Morehead College** (2021-2022); 95 students sat national examinations (63% retention rate).
- 85 students enrolled at **St Gabriel's College** (2021-2022); 54 students sat national examinations (64% retention rate).
- Over the course of the 2019-2022 period, the average gender split across the Colleges of students enrolled was 53% male and 47% female.
- Over the course of the 2019-2021 period, the % of Colleges of students enrolled with a disability was 14%. This number was highest in 2021, where 25% of students identify as having a disability.

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

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

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

- 52% of students enrolled across KTF's FODE Colleges on pathways to becoming teachers. Upon graduation from FODE, pending minimum GPA of 2.4 and minimum grades in English and Mathematics, these students will be eligible to enrol in Teachers Colleges across the country. KTF will offer scholarships to further support these pathways.
- 94 existing elementary and primary teachers enrolled across KTF's FODE Colleges in order to upgrade their Grade 12 and GPA requirements to meet new, Government imposed, minimum standards to remain in the profession.

EDUCATION OUTCOMES

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

- Up-skilling 278 Provincial trainers in Early Childhood Education theory and practice
- Direct training delivered to 189 Elementary teachers in Early Childhood Education
- On-delivery by Provincial trainers to 8,000+ teachers in Early Childhood Education including ECE theory, pedagogy, assessment, behaviour etc with 29 model elementary schools upgraded and modified for Early Years education across 8 Provinces.

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

- Built three elementary schools
- Provided infrastructure maintenance and constructions works to 30 elementary and primary schools
- Supported 117 schools with teaching and learning materials, student resources, technology and stationery
- Supported 5,930 student scholarships to attend primary schools
- Supported in-classroom coaching and teacher training to improve pedagogy, assessment and teaching and learning approaches.

**2,258 people on second
chance education
pathways**

**1,061 females
1,197 males**

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

**278 Trainers trained,
supporting over 8,000
teachers and 240,000+
students to remain in school**

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

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



Through outreach and extensive coaching, Balimo and Morehead teachers improving their skills and curriculum delivery and development, which has resulted in increased attendance rates.

HEALTH OUTPUTS

1. HEALTHY COMMUNITIES

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

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



PROJECT OUTPUTS: HEALTHY COMMUNITIES (2019-2022)

	Program	Project	Output	Indicators (2019)	Indicators (2020)	Indicators (2021)	Indicators (2022)
1	Health	Healthy Communities	Number of aid posts provided with drugs & medical supplies	11	12	14	14
2	Health	Healthy Communities	Number of aid posts built or maintained	3	3	10	7
3	Health	Healthy Communities	Number of water supply systems completed in aid posts	1	12	16	1
4	Health	Healthy Communities	Number of aid posts provided with solar solutions	3	9	47	3
5	Health	Healthy Communities	Number of CHW postings supported (wages)	10	12	12	16
6	Health	Healthy Communities	Number of CHWs being trained (undergraduate)	2	2	2	2
8	Health	Healthy Communities	Percent of patients < 18 years old	-	43%	45%	53%
9	Health	Healthy Communities	Number of births supervised by CHW	20	40	63	119
10	Health	Healthy Communities	Number of pregnant women accessing prenatal and postnatal clinics	-	126	374	2,828
11	Health	Healthy Communities	Number of people accessing family planning clinics	-	9 (clinics)	361	1,416
12	Health	Healthy Communities	Number of immunisation patrols conducted	40	8	22	19
13	Health	Healthy Communities	Number of children immunised	4,259	3,424	154*	13,284
14	Health	Healthy Communities	Average number of patients accessing health services per quarter	3,600	9,750	12,023	5,770
15	Health	Healthy Communities	Population numbers having access to health service	33,000	38,000	61,000	108,590

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



KTF's CHWs are posted in some of the most remote and rural regions, a challenging environment where healthcare is desperately needed.

HEALTHY COMMUNITIES OUTPUTS: QUALITATIVE DISCUSSION

The Healthy Communities project provides access to primary healthcare for people living in remote, rural communities in Central and Oro Provinces. This project facilitates the operation of aid posts by supporting the salaries of CHWs and by providing drugs, medical equipment and infrastructure support. 85 percent of PNG's population live in rural and remote areas. In many of these communities, there is limited Government funding and resources available to operate aid posts. Aid posts and health centres, especially those in remote areas, commonly close for various periods throughout the year when facilities run out of drugs and supplies or when Community Health Workers, Nurses and other health professionals are removed from payroll. Without KTF's intervention, the communities where we operate would face the hardship of travelling hours to seek medical care and in the case of many communities along the Kokoda Track, there would be no access to health whatsoever.

The project made progress towards the following outcomes throughout 2022:

Improved health security in the region:

- Improved access to water, sanitation and hygiene solutions via wide scale COVID-19 response including tanks, tippy-taps, hygiene kits for 108,000+ people
- Decrease in the number of people dying from preventable and treatable illness by improving access to three new regions which have not received primary healthcare for over 20-years
- Increase in the number of health facilities operating effectively, providing high-quality primary healthcare; KTF is supporting 20% of Oro Province's aid posts, working with the PHA to gradually re-open more and support them to sustainability.

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

- Improved professional skills and knowledge for health workers through training covering topics such as COVID-19, child and maternal healthcare, snake bite first aid, and providing vital Health Care Manuals and training on how to use these textbooks to align with best medical practices

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

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

HEALTHY COMMUNITIES EVALUATION

In 2022, we commissioned an external evaluation to examine the impact and effectiveness of the Healthy Communities project in improving access to quality health care and improving the capacity of both the health care system and health workers through training and professional development.

The review was conducted through extensive consultations with communities in which project activities took place, KTF-employed CHWs, KTF staff members, and partners such as the National Provincial Health Association. Interviews took place in October with the report finalised in December. Additional analysis was conducted on a range of data provided by KTF.

Key areas of strengthening planned for 2023:

- We will increase engagement with persons with disabilities through outreach patrols to ensure inclusivity and improve access to health care for marginalised groups.
- We will continue focusing on maternal and childhood health as well as increasing access to and knowledge of family planning and reproductive health services.
- An enhanced database will be implemented for monitoring purposes to identify trends and conduct improved analysis over longer periods of time. This information will be shared with the NPHA to improve knowledge and capacity of the health care system in the region.
- We will increase support to the Village Health Volunteer and Village Birth Attendant programs to increase health awareness and access, including logistical support and the use of personnel for outreach patrols.
- We will continue to work closely with partners and the NPHA to improve collaboration and system strengthening. We will look for new and innovative ways for enhanced partnership opportunities.

Central Province

Oro Province

Taututu

Gona

Ononda

Killerton

Bagou

Ango

Sanananda

Buna

Doboduru

Hariko

Akjeka

Popondetta

Hagaro

Ilimo

Eiwo

Kinjaki

Gorari

Sefoa

Tufi

Ambene

Baga

Kebara

Tainabuna

Kou Kou

Siu

Kovello

Kokoda

Isurava

Hoi

Alola

Kagi

Kavovo

Abuari

Naduri

Efogi 1

Efogi 2

Manari

Owers Corner

Sogeri

HEALTHY COMMUNITIES PROJECT

Case Study: Rodney Wakei

Rodney has been a CHW employed by KTF for many years. He previously worked at Buna aid post, however, he recently accepted the opportunity to work at the newly opened Sirorata Aid Post, which provides over 6,000 people with access to quality health care. Over 400 community members attended the ribbon cutting ceremony in August, and celebrated the arrival of a qualified Community Health Worker. Called a 'forever forgotten' village, Sirorata has been in desperate need for health care services for several decades, with the population previously required to seek transport to the main highway, and then travel great distances to either Saiho or Poppondetta for medical assistance.

"Since the opening of the Sirorata Health Post on 31st of August, 2022, the patients have flooded into the new health post from over ten catchment areas, including other neighbouring communities, for medical treatment for various illnesses and diseases. On the morning of the 21st of September, 2022, it was a very emotional moment when a mother carried her infant daughter in to the health post for medical attention. The child had a very high fever with staring eyes. During the consultation, the mother expressed sorrow about her second child who had died two years ago from an unknown disease. She stressed that the new health post facility will provide good health care services close to the people's doorsteps and many innocent lives will be saved. I was fortunately able to treat the young child. The mother is now knowledgeable about the work of KTF who assisted in the establishment of the new Sirorata Health Post, thus providing many vital health services to the rural people living along the Kokoda Track."

It is essential that CHWs like Rodney are available to provide essential healthcare in even the most remote regions, to supporting the health and wellbeing of communities.





Case Study: Noreen Minonu

Noreen, a mother of four, has lived her entire life in Sanananda and is a Village Health Volunteer/Village Birth Attendant. Noreen, who is also a Kicks for Kokoda Coach, is very active in her community and always wants to help people. When the KTF team came and asked for volunteers to attend VHV training, Noreen put her hand up.

“It really was an eye opener for me to be involved in these trainings. Topics covered included giving mothers advice on how to look after themselves during pregnancy, attending to and caring for the babies, and most important for us as village birth attendants (VBAs), how to support during birth and deliver babies. The training helped me learn how to position the mother, how to be patient and help deliver the baby when facing challenges. I learned how to assist and lead although I try and ensure the mothers go and receive further support at the Popondetta General hospital. This is because the CHWs have raised awareness and emphasised the importance that most deliveries are ‘supervised or assisted’ by skilled CHWs and VBAs.”

By now, Noreen has lost count of how many mothers she has assisted, estimating the total to be over fifty. In one month alone, she recently helped 5 mothers to safely deliver their babies. She has said that the training from KTF has also helped her and the other VBAs in the village to identify and address early signs of complications and advise the mothers and the fathers to seek support at the main hospital in Popondetta if required.

“The skills we learned have really helped our mothers to have greater confidence in knowing that because of the support from KTF, we are able to assist them to deliver safely or refer them to the main hospital to seek further support. We are seen as the first point of contact when it comes to supporting the mothers. Even those mothers from the other villages send word for us to come and listen to them and assist and deliver their babies or refer them to the hospitals. I really want to say thank you to KTF - especially the health program for helping me to assist our mothers and young girls. Because of your program, we have gained so much knowledge.”

2. PROJECT AIRBORNE

When the COVID-19 pandemic swiftly made its way across the globe, KTF responded immediately and urgently with the design and delivery of Project Airborne. Project Airborne aims to prepare communities to deal with COVID-19 via education and awareness, WASH solutions, and health and hygiene methods including hand-washing, social distancing, mask wearing and healthy lifestyles. In 2021, Project Airborne expanded its regional focus to include New Ireland and Western Provinces alongside Central and Oro Provinces, and also focused on vaccine education and awareness, mitigating the vaccine hesitancy and misinformation, and supporting the roll-out of integrated health patrols including COVID-19 testing and vaccinations. Project Airborne has responded to all of PNG's COVID-19 waves including the Alpha, Delta and, in 2022, the Omicron outbreaks.



PROJECT OUTPUTS: PROJECT AIRBORNE (2020-2022)

	Program	Project	Output	Indicators (2020)	Indicators (2021)	Indicators (2022)
1	Health	Project Airborne	Number of water, sanitation & hygiene products delivered (soap, disinfectant, tanks)	10,916	114,110	7,293
2	Health	Project Airborne	Number of tippy taps installed	132	289	0
3	Health	Project Airborne	Number of personal protective equipment delivered to health workers, teachers, community members	11,100	154,615	51,275
4	Health	Project Airborne	Number of training manuals distributed	150	6,588	127
5	Health	Project Airborne	Number of pieces of diagnostic equipment	19	457	0
6	Health	Project Airborne	Number of health facilities received COVID-19 resources	12	50	24
7	Health	Project Airborne	Number of schools & Colleges receiving COVID-19 resources	44	463	91
8	Health	Project Airborne	Number of people reached through COVID-19 awareness activities	77,808	257,330	0
9	Health	Project Airborne	Number of facemasks produced by KTF's women's groups	3,832	6,651	600
10	Health	Project Airborne	Number of kilograms of supplies freighted to remote communities	2,304	14,607	935

PROJECT AIRBORNE OUTPUTS: QUALITATIVE DISCUSSION

The COVID-19 pandemic remained an enormous challenge for PNG's health system throughout 2022. Provincial Health Authorities lacked the capacity to provide all health facilities with adequate supplies to protect health workers and patients. To promote better health outcomes for people living in remote communities in Oro, Central, Western and New Ireland Provinces, Project Airborne continued throughout 2022 with the ongoing distribution of Personal Protective Equipment (PPE), water and sanitation resources and COVID-19 awareness materials to KTF offices, Colleges, Schools and health facilities.

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

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

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

KTF provided trained health workers and logistics to facilitate COVID-19 vaccine patrols and community vaccine education sessions across the Northern Beaches area and the Kokoda catchment covering a population of over 60,000+. Project Airborne has now reached 100% of Oro Province's health worker workforce whom are better educated and prepared to support their catchment communities to protect themselves from COVID.



Case Study: Guy Nelson

Guy Nelson is a community Health worker at Abuari Aid Post which services 8 nearby villages, providing an estimated 1,700 people with access to quality health care services. Abuari sits within the catchment of Kokoda Memorial Hospital and Guy regularly assists with hospital vaccination patrols (including for COVID-19).

Guy and the Abuari Aid Post received several shipments of materials to respond to the COVID-19 pandemic as part of KTF's Project Airborne, which ensured remote and rural villages and health care workers had the required PPE and awareness materials, to respond to the pandemic, including the Delta and Omicron variants. Items supplied include medical masks, gloves, hand sanitiser, soap, and disinfectant.

"We were grateful to KTF for the COVID-19 education and awareness, providing us COVID-19 supplies, and also supporting education and vaccine patrols for us to undertake across the region. COVID-19 is now integrated into our normal health patrols which KTF continues to support."

3. KICKS 4 KOKODA

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



PROJECT OUTPUTS: KICKS 4 KOKODA (2021–2022)

	Program	Project	Output	Indicators (2021)	Indicators (2022)
1	Health	Kicks 4 Kokoda	Number of female coaches trained	10	10
2	Health	Kicks 4 Kokoda	Number of male coaches trained	8	8
3	Health	Kicks 4 Kokoda	Number of female youth participants in workshops and coaching sessions	111	125
4	Health	Kicks 4 Kokoda	Number of male youth participants in workshops and coaching sessions	107	126
5	Health	Kicks 4 Kokoda	Number of youth participants with a disability	1	2
6	Health	Kicks 4 Kokoda	Number of schools engaged	4	4
7	Health	Kicks 4 Kokoda	Number of coaching sessions delivered	90	90
8	Health	Kicks 4 Kokoda	Number of communities represented by youth participants	4	4
9	Health	Kicks 4 Kokoda	Number of tournaments held	0*	2

**K4K tournaments were postponed during 2021 due to COVID-19 outbreaks and associated lockdowns.*



Case Study: Jemielee and Shaion

Jemielee (left) and Shaion (right) are sisters from Binandere and Garaina in Oro Province. Shaion is in grade 7 at Kokoda Primary School and Jemielee is in grade 9 at Kokoda High School. The two sisters joined the K4K program last year and were participants of the K4K tournaments held in early April this year. Apart from being part of the K4K program, both sisters also play for their local football club, Mamba FC, which is affiliated with the Kokoda Sports Association.

Through the program, Shaion has realised that she is an equal, she can take control of her life and make good decisions that lead to a brighter future. She wants to be able to change the stereotypes in PNG by advocating for gender equality in her community and use her voice to talk to her peers about the importance of men and women being equal.

The recent K4K tournament in Kokoda also made it possible for the Team PNG Hero Athletes to identify Jemielee as an outstanding soccer player. Jemielee did extremely well during the tournament in Kokoda. The Team PNG athletes indicated that they can help her take part in a training development program for young talents in the country, who will one day represent PNG in the future. Jemielee is keen on what may come out of this for her soccer career and is pleased for being identified as a talented young soccer player in her local community.

The two sisters are passionate about soccer and they are happy that being part of the K4K program has made it possible for Jemielee to showcase her talent to Team PNG athletes, which has allowed Jemielee to shine and go on to join the PNG national soccer development team.



Case Study: Branchely Talanoa

Branchely has been a Kicks 4 Kokoda coach for two years and a Grade 7 teacher at Kokoda Primary School for 19 years. She juggles the roles of teacher and mother all at the same time and was still excited at the opportunity to become a coach for the Kicks 4 Kokoda program as she enjoys working with children and getting to know them. She finds it really rewarding when children open up to her about some of the challenges they are going to through as adolescents. Through her roles as teacher and coach, she is able to help mentor them through challenges. The K4K program has helped her students to understand the importance of gender equality and rights. She has observed that boys now show more respect towards girls, and the girls know their rights and are able to speak up. The program has benefitted all the lives of the participants because they are now better able to make healthy decisions for their lives and be good citizens.

The Kick 4 Kokoda program has helped open Branchely's eyes to the importance of helping children who are going through challenging situations in their lives. She has learned how to counsel them and where to refer them for further help. This program has helped her to be able to sit down with a young person and counsel them to make good decisions for their lives and futures.

As a teacher and a coach, Branchely sees how much her students love sports and participating in group activities in the community. The K4K activities and training has helped participants to not only have fun in playing sport, but to also learn about healthy behaviours and practices. After becoming a coach she feels that it has given her the confidence to talk openly with people in the community, raise awareness about the program and how it is helping adolescents with challenges they experience in life, and ways that they can be supported further.

KICKS 4 KOKODA OUTCOMES

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

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

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

- 38% positive increase in knowing how to communicate effectively with the opposite sex
- 42% positive increase in understanding the efficacy and importance of condom use for protection against pregnancy and STIs and HIV
- 54% positive increase in knowing where to access services for gender based violence or rape
- 103% positive increase in understanding the negative impacts of alcohol and its relationship to risky behaviours such as violence or unprotected sex
- 44% positive increase knowing at least three methods to avoid unwanted pregnancy
- 55% positive increase in knowing how to access contraceptive measures
- 33% positive increase in knowing how to access health support for changing bodies
- 52% positive increase in understanding their decision making rights in abstaining from sex

When comparing the results from the 2021 Interventions to 2022, there were higher post-scores across almost all outcomes, indicating a positive change in attitudes in the region. This also potentially demonstrates the increasing knowledge of the Coaches and the impact they are having on adolescents. Additionally, female participants had higher percent changes across almost all outcomes, which may represent that this project is particularly impactful for young women and girls.



The Kicks 4 Kokoda tournaments were a highlight for many villages along the track, with community members taking part in games and testing for HIV and STI's.

4. LIGHT FOR LIFE

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



PROJECT OUTPUTS: LIGHT FOR LIFE (2021)

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

LIGHT FOR LIFE: QUALITATIVE DISCUSSION

Solar Installations

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

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

Health Patrols

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

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

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

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

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

LIGHT FOR LIFE: OUTPUTS

Vaccine Patrols

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

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

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

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

WASH Installation

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

LIGHT FOR LIFE: OUTPUTS

CHW Training

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

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

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

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

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





COVID-19 awareness materials were provided to over 50 health centres and aid posts to increase health worker's knowledge and ability to treat patients.

5. SIGHT FOR PNG

Vision impairment is both a cause and consequence of poverty. There is a high prevalence of blindness and vision impairment in PNG, especially in remote areas where access to health services are limited. Our Sight for PNG project supports training and up-skilling of health workers and health volunteers in eye health and eye care; as well as innovative and efficient refractive error testing that will be taken to scale across remote and rural PNG. Accompanying the testing is the provision of affordable prescription spectacles to those who require them within the majority subsistence population.

In 2021-22, the project was paused as we endured the pandemic, due to the economic crisis and related impact on the project's funding. The project will re-commence in 2023.



PROJECT OUTPUTS: SIGHT FOR PNG (2018 – 2020)

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



Sight for PNG's mobile testing equipment enables eye testing and the distribution of glasses even in the most remote areas of PNG.

TEST YOUR CLIENT

1. Ask the person being helped to sit or stand facing the bright light so that they can comfortably see all the letters below.
2. Turn patient heads so that the "0.00" lenses are positioned on both sides.

HEALTH OUTCOMES

HEALTH OUTCOMES

Progress towards KTF's health program outcomes has been tracked over the course of 2019 - 2022. The following outcomes have been achieved to date, making strong progress towards our five areas of change:

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

- 48% 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.
- 41 Village Health Volunteers, Village Birth Attendants and Community Health Workers enrolled across FODE Colleges, upgrading qualifications in order to gain entry into the next level up of health worker training (e.g. CHWs upgrading to Nursing, VHVs upgrading to CHW)
- Seven full-time undergraduate Community Health Worker scholarships funded including practicums and placements. 16 full-time Community Health Worker postings supported across 17 aid posts in Oro and Central Provinces.

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

- 17 remote and rural aid posts and health centres supported to operate via supporting staff postings, CHW internships, community patrols, drugs and medicines, health resources and logistics and operational support.
- 108,000+ people with reliable and affordable access to primary healthcare, immunisations and health education.
- 53 aid posts and health centres supported with solar infrastructure to improve operations including emergency lighting, power for communications and information, and vaccine and medicines cold chain

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

- Continuity of primary health care services including pre and post natal care, regular childhood immunisations, treatment of infectious diseases, and public health and nutrition during COVID-19 pandemic
- Average quarterly cases per health centre or aid post provided with healthcare to treat: 169 (malaria), 4 cases (tuberculosis), 100 cases (skin infections), 23 cases (STIs), 56 cases (diarrhoea), 0 cases (measles), 7 cases (asthma)
- Qualitative consensus among health workers that deaths from preventable illnesses and diseases have decreased during the strategic plan period.

HEALTH OUTCOMES

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

- 145% increase in number of births attended by a qualified health professional
- 3,382 women accessing pre- and post-natal care and family planning clinics

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

- 143,246 water, sanitation and hygiene (WASH) products distributed and/or installed
- 294,721 packs of personal protective equipment (masks, gloves, gowns, thermometers) delivered to health workers, teachers and frontline COVID-19 community leaders
- 336,000+ people reached with COVID-19 awareness
- 458 schools received WASH and PPE supplies and COVID-19 training and awareness
- 50 aid posts supported with frontline COVID-19 response
- 16,437 kgs of COVID-19 supplies freighted to last mile distribution locations including schools, aid posts and Colleges.

36 Health Workers supported to train or deliver primary health care
22 students
16 health workers

108,000+ people with improved access to primary health care in their home village
53 health facilities supported with solar infrastructure, staff postings, drugs and medical resources, operating costs

3,303 women accessing pre- and post-natal care and family planning clinics

438,000 WASH and PPE resources distributed to communities in response to COVID-19 pandemic



Staff members at Kokoda College show off some of the Project Airborne goods they received, which includes hand sanitiser.

EQUALITY OUTPUTS

1. STRONGIM MERI BISNIS

Strongim Meri Bisnis has worked with women's groups in targeted communities to establish and support women-owned micro-businesses. The project aimed to equip women from rural and remote locations with new business skills, equipment and supply chains providing them with an opportunity to generate an alternative income. The project focused on working with community leaders and women across PNG to form new women's groups or reinvigorate existing women's groups. The project has also provided business skills and financial literacy training modules to women's groups as well as ongoing capacity building and support. The project also provided start-up capital using a conditional free of charge distribution model that will see 100% of the start-up capital sales reinvested into the business for the purchase of new products. The groups have learned about marketing strategies and profit reinvestment strategies with the aim of creating self-sustainable business operations in the female hygiene product and now face mask sector providing an alternative income source for women living in rural and remote communities throughout Papua New Guinea. Most recently at the end of 2022, Solar Buddy distributed solar lights to the women's groups, providing them with light and power after dark, allowing them to continue working on livelihoods projects into the night. The participating women's groups have gained extensive knowledge and skills and are now self-sustainable.



PROJECT OUTPUTS: STRONGIM MERI BISNIS (2019-2022)

	Program	Project	Output	Indicators (2019)	Indicators (2020)	Indicators (2021)	Indicators (2022)
1	Equality	Strongim Meri Bisnis	Number of women's groups supported	7	5	4	4
2	Equality	Strongim Meri Bisnis	Number of capacity building workshops conducted with women's groups (literacy, financial literacy, technical)	20	16	1	0
3	Equality	Strongim Meri Bisnis	Number of women participating in capacity building workshops	175	221	72	0
4	Equality	Strongim Meri Bisnis	Number of women's groups that received start up or ongoing materials &/or sewing machines	7	5	4	4
5	Equality	Strongim Meri Bisnis	Number of face-masks made	N/A	2,550	8,208	600
6	Equality	Strongim Meri Bisnis	Number of face-masks sold	N/A	1,062	6,651	
7	Equality	Strongim Meri Bisnis	Number of Pawa Packs made	450	151	129	152
8	Equality	Strongim Meri Bisnis	Number of Pawa Packs sold	210	93	106	100
9	Equality	Strongim Meri Bisnis	Number of Provinces project rolled out to	5	4	4	4
10	Equality	Strongim Meri Bisnis	Number of women actively involved in managing the businesses in an ongoing manner	100	195	72	11

Case Study: Totoga Koru

Totoga is from a village in the Central Province called Tagana, and has recently joined the Gabagaba Women's group after being invited along by a friend who is the leader of the group. Each week she walks 15 minutes from her village to meet with the group and work on sewing projects.

Life in the village is challenging as she is a single mother. Her eldest daughter is married and her three sons attend Mt Diamond high school.

Totoga works in the garden and sells the food that she grows at the local market. Her dream is to one day send her sons to a better school to obtain their education.

KTF is working closely with the women's group with the distribution of SolarBuddy systems. These small solar units are easily installed on houses or transported and provide lighting and power and will allow members of the women's group to continue working on livelihood activities after dark.

For Totoga, being a part of the women's group means taking her mind off of the challenges of being a single mother, and also learning new skills to help her support her family financially.

Totoga is very appreciative of the new SolarBuddy system which will support her sewing activities. This will allow Totoga to continue learning new skills into the dark and support her family financially. Additionally, as a single mother, the SolarBuddy system provides her with increased safety during the night.

"Coming to the SMB group and learning a new skill is something I am look forward to. SolarBuddy will be helping me with new skills at night to help me in the future and support my family."





The Gababa Women's group received SolarBuddy lights that will allow them to continue working on livelihood activities after dark.

2. PROJECT ZERO

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



PROJECT OUTPUTS: PROJECT ZERO (2020-2022)

	Program	Project	Output	Indicators (2020)	Indicators (2021)	Indicators (2022)
1	Equality	Project Zero	Number of local partners engaged and consulted	5	6	2
2	Equality	Project Zero	Number of Family and Sexual Violence & Child Protection workshops delivered to schools, health facilities & community partners	5	27	15
3	Equality	Project Zero	Number of participants in FSVAC consultations	28	30	57
4	Equality	Project Zero	Number of participants in Femili PNG awareness activities	-	3,133	2,907
5	Equality	Project Zero	Number of participants in Femili PNG child protection workshops	-	31	67
6	Equality	Project Zero	Number of safe houses supported with operations and capacity	1	1	1
7	Equality	Project Zero	Number of women seeking refuge and services from the safe house	9	17	13
8	Equality	Project Zero	Number of men seeking refuge and services from the safe house	0	2	2
9	Equality	Project Zero	Number of children seeking refuge and services from the safe house	0	22	17
10	Equality	Project Zero	% of people with disability accessing safe house services	4%	4%	3%
11	Equality	Project Zero	Number of survivors repatriated back to their homes/families	0	13	8
12	Equality	Project Zero	Number of start-up business workshops delivered for women at safe house	3	1	0

Case Study: A Survivor's Journey Through Safe Houses to Home

The Safe House is a place where survivors come to feel safe and receive much needed help through informal counselling and referrals to relevant services like law and justice systems.

Survivors are able to be accommodated at the safe house and connect with others to feel less isolated. At the Safe House, survivors are provided with meals, solar lighting at night which increases security, and are able to take part in daily activities during their stay. They are able to speak to the Safe House manager (in photo, right) and receive further help from the Oro Province Community Development team, the Police for interim protection orders (IPO), and be repatriated back to their home provinces in order to escape violence and live a better life if required.

Survivors of FSV are always emotionally and physically traumatised by perpetrators. They can lose hope of seeking support and continue to stay with the perpetrators despite repeated torments. Since the opening of the Safe House, operators have noted that they have witnessed an increased number of survivors who have sought refuge and shelter and requested to be repatriated to their families.

One such survivor is Nancy*, who was flown in from Port Moresby from the House of Hope survivor safe house. The Family Sexual Violence Action Unit was able to help her with mediation. KTF has supported the operation of the Safe House to ensure survivors have a comfortable place to have much needed respite from the trauma that they are surrounded by. Once they have safety and the opportunity to think with a clear mind, they are better able to make informed decisions about the safety of themselves and their families, and choose what they want for their futures.

*name changed for confidentiality reasons.



PROJECT OUTPUTS: QUALITATIVE DISCUSSION

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

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

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

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

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



Femili PNG hosted stakeholder training, bringing multiple agencies together for collaboration and professional development.

EQUALITY OUTCOMES

EQUALITY OUTCOMES

Progress towards KTF's equality program outcomes has been tracked over the course of 2019 - 2022. The following outcomes have been achieved to date, making strong progress towards our three areas of change:

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

- Supporting the establishment and operations of Oro Provinces first safe house for women, girls and people escaping family and sexual or gender-based violence.
- Providing support for repatriation, legal services, health and medical services, counselling, police and rescue interventions, and safe house care services, including food and accommodation, to 75 survivors of family and sexual violence including 38 adults (92% women; 3% men), 37 children (70% girls, 30% boys) and 4% of people with a disability.

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

- Delivering training in Family and Sexual Violence, prevention, response and referral pathways, legal protections and human rights to 6,300+ people including 46% men and 54% women; 49% boys and 51% girls; and 2% of people with a disability. Training delivered by two local partners - Femili PNG and the Family and Sexual Violence Action Committee, alongside partners at the Oro Department of Community Development, Oro safe house, and Popondetta Family Sexual Violence Unit.
- Capacity building and referral pathways training delivered to 86 teachers, nurses, police officers, village court officials, village chiefs, safe house rectors, College principal and juvenile justice officers on FSV, core principles of assistance, mapping and strengthening community services, core concepts of the justice system and legal and referral pathways. These participants are now community advocates and support people escaping FSV through referral pathways, including access to the KTF supported safe house.

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

- 467 women participated in Strongim Meri Bisnis project, undertaking small business and financial literacy training and technical skills training in the production of Pawa packs, face masks and solar-based businesses.
- Increased access to income generating opportunities for women.
- Increased access to education and products related to menstrual health.
- Increased the understanding that women can lead, organise, make money and run a successful business, thereby enhancing women's empowerment.
- Production and sales of over 10,000 reusable face masks for income generation for women's groups during COVID-19 pandemic Production and sales of over 500 reusable sanitary packs for women and girls



Women's groups focused on sewing Pawa Packs, feminine hygiene products.

LEADERSHIP OUTPUTS



1. 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 (although this was hampered in 2020-2021 by COVID-19 related international border closures and travel restrictions). The program develops the confidence, networks, skills, resources and support systems that the young leaders need to exercise exceptional leadership. Their year-long leadership journey as 'Archer Leaders' results in extraordinary young graduates, with lasting networks and the ability and willingness to create much needed change in PNG .



PROJECT OUTPUTS: ARCHER LEADERS PROGRAM (2019-2022)

	Program	Project	Output	Indicators (2019)	Indicators (2020)	Indicators (2021)	Indicators (2022)
1	Leadership	Archer Leaders Development Program	Number of applications received for annual Archer Leadership scholarships	80	105	120	82
2	Leadership	Archer Leaders Development Program	Number of participants in annual Archer Leadership scholarships	8	8	8	9
3	Leadership	Archer Leaders Development Program	Number of work experience placements completed	24	8	8	9
4	Leadership	Archer Leaders Development Program	Number of sessions facilitated with key leaders and community organisations (exchange / immersion program)	46	28	32	49
5	Leadership	Archer Leaders Development Program	Number of community projects (small-scale) established	8	8	-*	1

* postponed to 2022 due to COVID-19 outbreak

Case Study: Jebby Lulue

As part of the 2022 Archer Leadership cohort, Jebby has taken part in a mentoring and development program to improve his capacity for leadership and ensure he has the networks, knowledge and plans in place to help him succeed professionally.

Jebby is from Laperoka village in the Daulo District in the Eastern Highlands Province and is a student in the science foundation program at UPNG which will enable him to pursue further studies in dentistry. Jebby is the President of the UPNG Dental Students Association and is very active in a number of organisations. Additionally, he enjoys playing sports and volunteering at the Port Moresby General Hospital and for the YWAM medical ship. Jebby has most recently joined Angau Memorial Hospital in Lae as a Resident Dental Officer.

“I want my country to be self-sustainable and economically stable. I want uncompromising and bold leadership. I want PNG to step up and be more competitive among the world community. At the moment, after the covid issue; I see disorientation and lack of direction within the country.”

My role, as a health professional, I have to advocate on health and also educate people to be literate in health. As dentistry is a young field and people are less educated in that area making PNG one of the countries with the highest rate of oral cancer in the world. Working in the public sector and advocating about the prevalence of oral disease, continuous awareness can reduce the number of oral diseases in the country.”



ARCHER LEADERS OUTPUTS: QUALITATIVE DISCUSSION

In 2022, the Archer Leadership Development Program continued into its twelfth year as. The Archer Leadership Development Program is a yearlong bespoke program designed to challenge and grow individuals who are passionate about addressing some of PNG's greatest social issues. The Archer program is based on Harvard's Adaptive Leadership Theory and is made up of a number of leadership opportunities.

82 applications were received and 22 candidates were shortlisted and invited to interview in Port Moresby in February. Nine new Archer Leaders were successfully selected and each impressive young student was matched with a high profile mentor based on personal connection, personal development need or career pathway and growth opportunities. The 2022 Archer leaders were:

1. Annagrace Anis - Engineering, Unitech
2. Brian Wala - Engineering, Unitech
3. Eunice Wangu - Law, UPNG
4. Grace Mageo - Engineering, Unitech
5. Jebby Lulue - Dental Surgery, UPNG
6. John Giuna (JG) Kawagle - Engineering, Unitech
7. Magdalene Webster - Medicine, UPNG
8. Nathan Kilali - Law, UPNG
9. Nelson Kokoa - Chemistry, UPNG

Similar to the 2020 and 2021 programming, most leadership workshops were pivoted to run over weekends of face-to-face learning in Port Moresby and three additional weekends of remote learning with site visits and a blend of face-to-face and virtual meetings with inspiring leaders, government officials and businesses. The Archer leaders received support for their tuition and boarding fees as well as a professional development allowance that allowed them to purchase important resources related to their field of study.

After several years of the Australian exchange trip being unable to take place due to the COVID-19 pandemic, the trip was once again able to resume this year which resulted in the 23 Archer Leaders from the 2020, 2021, and 2022 cohorts taking part in the exchange. Archers attended workshops, met prominent individuals to expand their networks, and had on-site work experience placements at places of employment which aligned with their field of study. Participants were also able to experience Australian culture and attended a football game and did sight-seeing throughout Sydney.

ARCHER LEADERS EVALUATION

In 2022, an external evaluation was conducted to build upon previous assessments of KTF's Archer program, focusing on the three key themes of personal development, leadership and adaptive leadership, and social change through "next generation" leaders. Interviews and consultations took place throughout the first half of the year. The evaluation was qualitative in nature and focused on the stories of the participants and the impact the program had on their careers and lives. Additional analysis was conducted on a range data provided by KTF. Recommendations made centred around two aspects: improving the mentorship experience and capability, and building a more connected alumni community.

Key areas of strengthening planned for 2023:

- We plan to improve resources for mentors and develop a more structured training program which will be very beneficial to the program and will allow mentors and mentees to better engage with one another and get the most out of the experience and program. We plan to develop a more detailed guide with proposed topics and activities for mentors and mentees to complete. We also plan to better share with the mentors what the program participants are learning throughout workshops conducted to initiate conversations and discuss lessons learned.
- We will continue to pursue mentors through broad recruitment strategies and will consider new methods for the next round to reach a wider candidate pool. KTF always aims to acquire successful, high-quality mentors for the program and agree that those who have PNG-based experience are particularly ideal candidates. We will endeavour to utilise our broad networks and partnerships to acquire more mentors with knowledge and experience in PNG. Additionally, KTF will reach out to the Archer alumni pool to discern any suitable mentor candidates.
- We will strengthen our current monitoring process to include more frequent check-ins with mentors/mentees to discover any emerging themes, oversee progress, and determine if any changes need to be implemented. Additionally, we plan to improve evaluations and surveys conducted throughout the program to acquire more targeted and structured feedback to better assist our monitoring processes.
- We will strive to provide alumni members with updates on the progress of Archer grant projects, general program activities and accomplishments, professional development opportunities, and on-going resources that they may find useful. This may be done via quarterly newsletters or through better engagement on social media channels. Additionally, we will aim to provide alumni with more opportunities to connect outside of annual conferences and activities.



This year's Archer Exchange program was larger than ever, with Archers from the 2020, 2021, and 2022 cohorts all taking part in the trip.

2. ARCHER REIGNITE

2022 saw KTF host the fifth Archer “Reignite” Conference in PNG, at which the third Archer Reignite Grant was awarded. The Archer Alumni now comprises 83 young Papua New Guinean professionals who are committed to building a brighter future for the country. The Archer Reignite Conference provides a platform to inspire and harness the potential of these powerful young leaders. The opportunity cost of not doing so would be of significant detriment to PNG’s future. To date, this group have proven that they have the capability to solve and challenge some of the most complex and challenging issues facing PNG with projects they have conceived, developed, implemented and maintained to benefit their communities.

This year the format of the event changed from that of a more formal conference style event to a ‘gathering’. The Archers Leaders spent two days exploring how to take some of the lessons and learnings from Street University in Australia and adapt and apply them to an initiative in Port Moresby. Together, as Archer leaders, they identified ways to best support young people, as they co-designed approaches to their own version of The Street University. Throughout the gathering they met with a range of people and organisations, all who provided a valuable lens and possible support to this exciting initiative, with one team ultimately being awarded the grant to implement their ideas.



PROJECT OUTPUTS: ARCHER REIGNITE (2019-2022)

	Program	Project	Output	Indicators (2019)	Indicators (2020)	Indicators (2021)	Indicators (2022)
1	Leadership	Archer Reignite	Number of Archer Alumni who participated in the conference	30	45	48	38
2	Leadership	Archer Reignite	Number of guest speakers engaged to speak to alumni at the conference	10	7	9	15
3	Leadership	Archer Reignite	Number of community / social impact project ideas developed throughout the conference	10	12	8	6
4	Leadership	Archer Reignite	Number of Archer Alumni who pledged to submit an Archer Reignite application	25	33	8	3
5	Leadership	Archer Reignite	Number of Archer Reignite Collaboration Grants announced/awarded	1	1	1	1
6	Leadership	Archer Reignite	Number of Archer Reignite Grants completed	-	1	1	0*
7	Leadership	Archer Reignite	Number of alumni engaged in full-time employment		96%	80%	80%

**The project is estimated to be completed in early 2023 due to procurement delays of key materials*

ARCHER REIGNITE: COASTLINE CARE PROJECT

As climate change continues to worsen and cause challenges, particularly for Pacific countries with poor infrastructure or capacity to implement changes, new and novel solutions must be implemented. The winning team of the 2022 Archer Reignite Grant proposed combating coastal habitat loss through the development of a hybrid living shore line. This novel approach uses logs and bags consisting of coconut husks and coir, and copra bags filled with sand to stabilise the shoreline and incorporate natural features to reduce erosion by dissipating wave energy, causing waves to break on the shoreline structure rather than the fragile shore. Behind the coir logs, mangrove seedlings are planted to further stabilise the shoreline as well as create essential habitats for the ecosystem to thrive.

This project also utilises community engagement to create many of the required materials, as well as installing the coir logs and planting the mangroves. The team plans to educate the community and volunteers on the impact of hybrid living coastlines, best practices to maintain the logs and mangrove to ensure longevity, and identify other areas with similar conditions where the project could be replicated. Over 75 volunteers from tertiary institutions and organisations, including staff members from the National Maritime Safety Authority, have been involved in the project, with over 1,000 mangroves planted to date.

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

Team: Maisy Lus – 2019 BA Chemistry, Methuselah Wabiria 2017 BA Economics, Evangelista Apelis 2019 BA Biology, Damaris Wakip 2018 BSci in Mathematics & Computer Science, Johnetta Lili 2016 BA Accounting, Pater Mabin 2021 BA Medicine, Obeth Singol 2019 BA Biological Sciences, Raylance Mesa 2018 BA Architecture.





LEADERSHIP OUTCOMES

Progress towards KTF's leadership program outcomes has been tracked over the course of 2019 - 2022. The following outcomes have been achieved to date, making strong progress towards our four areas of change:

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

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

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

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

LEADERSHIP OUTCOMES

- 30 students in tutoring program
- 20 children in safe houses
- 85 youth groups in peace program (50 youths per group)

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

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

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

- 86% of alumni stated that the leadership program helped them build a stronger network
- 87% of alumni believe that their networking skills have greatly increased
- 85% of alumni stated they had been able to grow their network either during or following their participation in the program
- 77% assumed a leadership role since they became an Archer scholar
- Alumni are actively involved in professional development, ongoing leadership programs and further studies.

**83 Graduates of the
Archer Leaders
Development Program
Engaged in the Alumni
43 females
40 males**

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

80% of the alumni are
engaged in employment**

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

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



OUR CONTRIBUTION TO THE SDGS



SUSTAINABLE DEVELOPMENT GOALS

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

The SDGs most relevant to KTF's work are:

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

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

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

Also relevant, but of lesser scale are:

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

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

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

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

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

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



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

SDG 4: QUALITY EDUCATION

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

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

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

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

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

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

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

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

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

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

SDG 4: QUALITY EDUCATION

KTF's education programs are doing this by:

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

3 GOOD HEALTH
AND WELL-BEING



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

SDG 3: GOOD HEALTH & WELLBEING

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

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

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

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

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

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

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

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

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

SDG 4: QUALITY EDUCATION

KTF's health programs are doing this by:

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



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

SDG 7: AFFORDABLE & CLEAN ENERGY

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

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

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

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

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

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

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



Ensure availability and sustainable management of water and sanitation for all



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

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

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

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

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

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

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

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

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

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

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

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



**End Poverty
in All its
Forms
Everywhere**



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



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

SDGS 1, 5, AND 17: CROSS-CUTTING

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

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

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

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

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

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

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

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

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

LOOKING TO 2023

MOVING FORWARD: 2023

Despite all the difficulties of the past few years, we continue to deliver on the program outcomes we are committed to. Our people have demonstrated the most extraordinary resilience under extreme pressure; but all have thrived and remained committed to achieving our goals and outcomes.

Moving into 2023, we remain committed to our purpose and our people. They are the most important of all.

We will enter a new strategic cycle in 2023 with a new set of strategic goals and targets:

1. Improve lives and futures
2. Localisation & partnerships
3. Sustainability for the future
4. A strong organisation

We remain committed to improving lives, livelihoods and futures via education, health, equality and leadership.

2023 will require ongoing innovation and resilience; and a civil society that is enquiring, efficient and responsive. KTF has a critical role to play in supporting communities as they continue to emerge from the pandemic and from 2022 election violence.



CONTACT US



www.ktf.ngo

Email: admin@kokodatrackfoundation.org

Phone: +61 2 8789 0767

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

PNG Office: Lower Ground Floor, Monian Tower, Douglas St, Port Moresby, NCD

Postal: PO Box 184, Balmain, NSW, 2041



@KokodaTrackFoundation



@KTF(Kokoda Track Foundation)



@ktf_ngo