



September  
**2024**

# Kokoda College

## Evaluation Report





# ABOUT THIS REPORT

This report is part of Kokoda Track Foundation's commitment to conducting project evaluations in line with international development best practices. As the Kokoda College project approaches a new phase, this evaluation has been undertaken to measure its success, assess outcomes, and provide insights to inform and refine future programming.



Kokoda College is supported by the Australian Government through the Australian NGO Cooperation Program (ANCP) and the Kokoda Initiative, and the Australian public.

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# Executive Summary



The Kokoda Track Foundation (KTF) is a non-governmental organisation committed to empowering individuals and communities across Papua New Guinea (PNG). Since its inception, KTF has been dedicated to improving the lives, livelihoods and futures of people in remote and rural areas by focusing on essential sectors such as health, education, and community development. Through its education program, KTF aims to increase access to quality education, enhance learning outcomes, and equip students and teachers with the tools they need to thrive. By implementing a range of projects that span from early childhood education to primary, secondary and tertiary schooling, KTF is at the forefront of addressing the educational needs of underserved communities across PNG.

The Flexible Open and Distance Education (FODE) program, supported by KTF through Kokoda College, offers an innovative solution for students in PNG who are unable to access traditional schooling. FODE provides an opportunity for students, particularly those in remote regions or those unable to attend school due to financial or social constraints, to pursue their education.

Kokoda College, one of KTF's flagship initiatives, operates as a FODE institution, enabling students to complete secondary education and progress towards their goals. The introduction of the FODE program at Kokoda College was initiated in response to a recent nationwide shift to a 3-6-6 education model, which mandated that all teachers must have completed Grade 12. With many teachers and healthcare workers in the region lacking a full Grade 12 education, there was a significant risk of job losses due to limited avenues for them to complete their qualifications. By offering FODE, Kokoda College provided these individuals with the opportunity to complete their secondary education, allowing them to maintain their employment and avoid widespread job displacement in crucial sectors.

The purpose of this evaluation is to assess KTF's education initiatives at Kokoda College against the OECD Criteria - Relevance, Coherence, Effectiveness, Efficiency, Impact, Sustainability, and GEDSI. Through this evaluation, we seek to gain insights into how the program has addressed the educational challenges in PNG, and the College's overall contribution to increasing access to second-chance education and improving student outcomes, particularly for those on teaching and healthcare pathways. It also seeks to highlight areas of success and identify recommendations for future program improvements.

# Methodology

This internal evaluation, conducted by KTF in August and September of 2024, served as an end-line evaluation to offer a reflection point for both KTF and the Kokoda College staff to shape future programming. The chosen methodology was deemed appropriate for this purpose, as it allowed KTF to critically engage with the findings and consider their own responses, enabling a deeper understanding of the project's progress.

The evaluation involved a desk review of key documents, including the latest project design, data on student demographics, quarterly reports from 2022 through Q2 of 2024, monitoring trip reports, and the 2022 GEDSI Analysis. Over the past two years, Kokoda College has regularly conducted surveys with both staff and students. Between 2022 and 2024, 24 detailed student case studies were completed to better capture student experiences.

Additionally, 122 students participated in the Intentions and Aspirations Survey, and an exit survey at the end of 2023 reached 52 students. A Grade 12 Alumni Follow-up was conducted in 2024 which consisted of interviews with 30 students. These surveys and interviews provided valuable input across all evaluation criteria, particularly Effectiveness, Efficiency, Relevance, Coherence, and Impact.

Interviews with KTF's Head of Education and the Kokoda College FODE Program Manager further

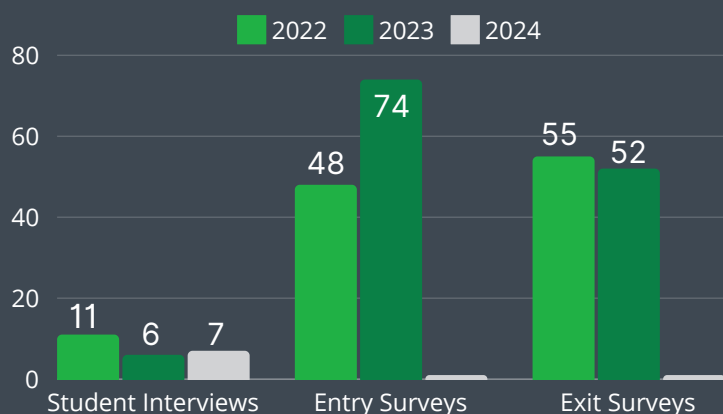
informed the evaluation, particularly for the criteria of Effectiveness, Efficiency, and Sustainability.

## Limitations

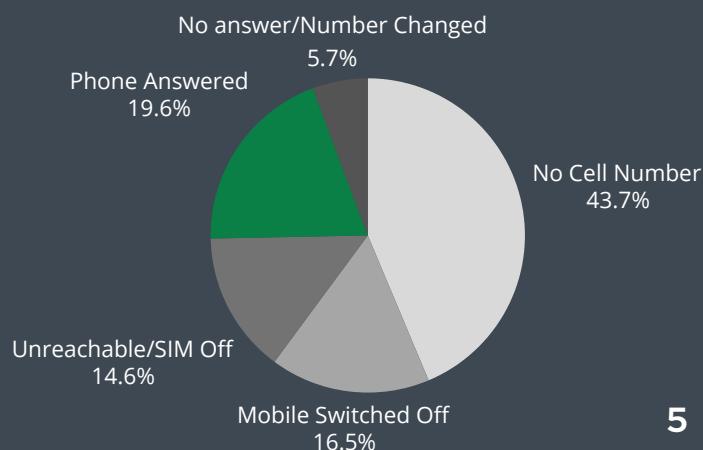
A limitation of this evaluation was the challenge in obtaining reliable secondary data from the national education and FODE systems in PNG. There is a significant lack of available data, and the systems themselves do not consistently collect or share it. For example, a promised review of FODE by the National Department of Education (DoE) in 2022 was never completed, and data on the best-performing colleges, which FODE had indicated it would release, has also not been made available. This lack of accessible, comprehensive data limits broader comparative analysis and benchmarking.

No current College staff were interviewed due to several new staff in key positions, however the extensive student surveys allowed for a comprehensive understanding of the program's strengths and challenges. This student-centered approach was ultimately a strength, giving insight into the student experience and revealing key areas for future growth.

**Student Surveys & Interviews Reviewed:  
253 Data Points**



**Grade 12 Follow-up Phone Calls:  
30 Successful**



# Introduction

KTF operates Kokoda College as a FODE institution in Kou Kou Village, Oro Province, providing second-chance education to approximately 200 students each year who are upgrading their Grade 9, 10, 11, and 12 studies. In 2022, the College expanded to offer Grade 9 and continues to serve students from surrounding communities in Oro and Central Provinces, including those along the Kokoda Track. The College specifically targets individuals who are current teachers or healthcare workers, as well as those aspiring to enter these professions. In 2023, KTF further extended its reach by establishing the Mt. Koiari Satellite FODE Centre to better serve communities along the track and improve access to education. This evaluation, however, will primarily focus on the Kokoda College campus. KTF's Kokoda College operates in partnership with National FODE, the Provincial government, local and provincial education departments, and the Kokoda Initiative, ensuring alignment and coherence with national and local goals. The project is supported by the Australian Government's Australian NGO Cooperation Program (ANCP), which provides essential funding to sustain and expand its impact across the region.

## Education in PNG

Papua New Guinea's education system faces significant challenges despite strides towards universal education. A critical issue is that many students do not complete schooling through to Grade 12, limiting their future opportunities and contributing to wider societal challenges. A recently published report stated that 72% of 10 year olds in PNG cannot understand age appropriate text and most 20-24-year-olds (58%) have only received a primary-level education or less and only 18% of 20-24-year-olds have completed secondary or tertiary education (World Bank May 2024). Teacher shortages remain a pervasive issue, with an estimated need for 35,000 additional elementary and primary teachers to meet the nation's growing demands (NEP 2021-2029). Each year, an average of 800 new elementary teachers and 3,000 new primary teachers are required, yet the system struggles to meet these numbers. Overcrowded classrooms, out-of-school children, and a literacy rate of just 63.4%, the lowest in the Pacific region, further illustrate the scale of the crisis (Asia Pacific Report 2023). Existing teachers also face difficulties in accessing professional development, in-service training, and support, further impacting the quality of education delivered.

The situation is even more acute in remote and rural areas of PNG, where the diverse geography and infrastructure limitations create additional barriers. As the most linguistically diverse nation in the world, the delivery of education services and circulation of resources is a complex task. Teachers often find themselves isolated, lacking access to essential teaching materials, curriculum resources, and any form of supervision or monitoring. Education reforms, such as the recent restructure to the 3-6-6 model, have created new challenges. This change, which requires teachers to hold at least a Grade 12 qualification, puts many existing teachers, particularly in rural areas, at risk of losing their jobs unless they can upgrade their qualifications. Without interventions and pathways for upgrading, communities could lose their vital teaching and healthcare personnel, exacerbating an already fragile education system.

## Flexible Open and Distance Learning Education (FODE)

The PNG FODE program was relaunched in March 2017 with an updated curriculum to align with the national education system. In its most recent phase, FODE is guided by a five-year



strategic plan (2020-2025), aiming to provide a second-chance education for individuals who have left the formal school system. FODE allows students to continue their education remotely and potentially sit for national school examinations, making them eligible for selection into higher learning institutions. Unlike conventional schools that rely on face-to-face learning, FODE offers flexibility through self-paced study materials and learning aids.

Typically, FODE centres serve as administrative hubs where students can take a Pre-Enrolment Test (PET), enrol, submit assignments for marking, collect graded workbooks, and seek guidance from coordinators and supervisors. However, the program faces numerous challenges. PNG's rugged geography and limited transport infrastructure make the logistics of distributing printed materials to remote districts difficult. Additionally, the independent learning model can be a hurdle for students who have been out of a formal learning environment for many years and may lack experience with self-study and subsequently receive limited teacher support. Even with the introduction of tablets to assist in learning, technological barriers such as charging issues and a lack of technical know-how remain persistent obstacles.

Despite these challenges, enrolments in FODE have grown significantly, with numbers increasing from 35,513 in 2020 to 82,877 in 2022. This rapid expansion reflects the growing demand for flexible education pathways in PNG. Although FODE enrolment numbers have increased substantially, this does not equate to higher completion rates, a detail that is not typically highlighted by national FODE. For instance, KTF has learned through its networks of a major FODE centre that enrolled a significant number of students, yet only 1.5% of them actually sat for exams. To be eligible for exams, students must not only complete all assignments but also have the required paperwork processed by the FODE centre within strict deadlines. These steps are often difficult to achieve for many FODE centres.

To meet the needs of increasing FODE enrolments, vocational centres and secondary and high schools, have also started offering FODE programs, following encouragement from the government to broaden access to education. However, limited spaces at tertiary institutions continue to be a challenge, leaving many students with few opportunities for further education after completing their FODE studies.



## Program Overview

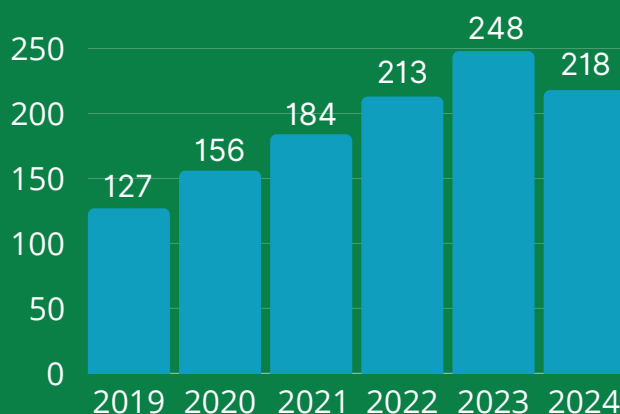
The FODE program at Kokoda College was established in 2017, initially piloted with a small cohort of students from Western, Oro and Central Provinces. It was introduced in response to the increasing minimum entry requirements for the new Certificate of Elementary Teaching, providing an essential pathway for current or aspiring teachers and health workers to complete their Grade 12 Certificate. Initially the College only offered Grades 10-12, however it expanded offerings in 2022 to include Grade 9. Located in Kou Kou Village, Oro Province, Kokoda College now enrolls over 200 students annually, offering a comprehensive education designed to meet the needs of students from surrounding communities in both Oro and Central Province.

Unlike many other FODE models across Papua New Guinea, Kokoda College provides unique support with two dedicated teachers who deliver 1-2 weeks of in-person teaching per term. Each student is equipped with a tablet for independent study, and all printed assignments are provided well in advance, allowing sufficient time for completion. Additional learning materials include course outlines and study guides, ensuring that students have access to all the resources they need. Tuition and materials are free, and students receive boarding in purpose-built facilities, meals, and safe transport to and from the College, with only a nominal fee for public motor vehicle transport where applicable.

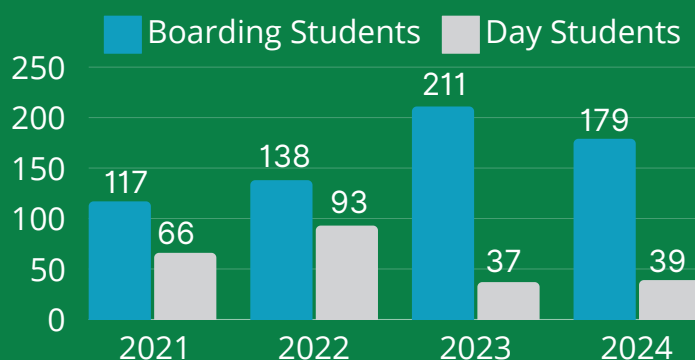
The Kokoda College FODE program is distinct in its structure, offering not only distance learning but also a significant on-campus component where students attend lectures, tutorials, and participate in discussions with qualified teachers. Each student is provided with a 'KTF FODE Student Guide' that covers what to expect when enrolling in FODE as well as essential

topics such as study techniques, exam preparation, and subject navigation. Students benefit from extensive support, including opportunities to ask questions, re-submit assignments for higher marks, and receive tailored advice on how to align their subject choices with their future career goals. This level of support, including the personalised feedback and guidance, is not available at other FODE centres, making Kokoda College a standout institution in its commitment to holistic education and student success. The College staff focuses on creating a supportive and enriching learning environment and promotes the transformative power of education for students and their communities.

### Student Enrolment by Year



Kokoda College students come primarily from Oro/Northern Province, with student age ranges between 16-52. Students who need it are supported with room and board.





## Reflections on 2021

### Evaluation Recommendations

In late 2021, a mid-term evaluation of Kokoda College was conducted, reviewing data from 2019 to 2021. The evaluation found that students were well-supported in upgrading their studies, leading to a set of seven recommendations that KTF has since implemented.

One of the primary recommendations was to introduce both commencement and exit surveys for Grade 10 and 12 students. KTF now conducts 'Inspiration & Aspiration Surveys' at the beginning of the academic year and 'Exit Surveys' at the year's end. These surveys foster extensive discussions between college staff and students, ensuring their course enrolment aligns with their personal goals. The exit surveys also encourage students to reflect on their experiences and provide feedback for improvement, which KTF actions for the subsequent year.

A cohort analysis was also recommended, and while KTF has implemented closer student tracking, challenges remain. For instance, the follow-up phone surveys with Grade 12 graduates, while insightful, are hindered by

inconsistent contact due to disconnected or unavailable phone numbers. However, KTF continues its efforts to maintain contact and gather valuable feedback on students' progress toward becoming teachers or healthcare workers.

In response to recommendations around teacher support and learning resources, KTF introduced the FODE Student Guide and is developing video-based learning materials. These initiatives aim to clarify expectations and provide additional web-based tutorials to enhance learning support.

Further relationship-building with local district education officials, national department heads, and community stakeholders has led to key partnerships, including a collaboration to support the Modawa Institute of Higher Education. Additionally, KTF has made strides in securing funding for infrastructure and sustainability projects, including grants for renewable energy, aligning with the recommendation to explore new funding models.



# Findings

The evaluation drew on the OECD's evaluation guidance on using and applying evaluation criteria. The OECD recommends six kinds of evaluation criteria – relevance, coherence, effectiveness, efficiency, impact and sustainability. The addition of GEDSI as a criterion aligns with shifts in development best practices to include a specific focus on this criterion. Together, these criteria provide a pathway to understand and analyse an intervention.

- **Relevance:** are the project's aims and objectives still relevant and important and are the project activities consistent with the aim of the project?
- **Coherence:** how well does the intervention fit?
- **Effectiveness:** is the project achieving its intended objectives; what has happened as a result of the project?
- **Efficiency:** are the activities cost-efficient and do they deliver on intended outputs in a timely manner?
- **Impact:** what difference does the intervention make?
- **GEDSI:** Does the project sufficiently engage and benefit women and people with disabilities?
- **Sustainability:** to what extent will the benefits of the project continue after the donor funding ceases? What are the recommendations for ongoing sustainability?

This evaluation found that Kokoda College is still highly relevant to the needs of students and the

broader region, and is coherent with broader national and community priorities.

Whilst the College has improved effectiveness and efficiency in recent years, external factors limit its success in these categories. However, the impact of on students lives and the broader region is pertinent.

Extensive efforts have been undertaken to ensure the College is a safe and inclusive campus, with the campus close to gender parity in 2022 and 2024 and exceeding it in 2023. KTF also continues to explore options for financial sustainability of the College.

Criteria	Score (out of 5)
Relevance	5
Coherence	5
Effectiveness	4
Efficiency	4
Impact	5
GEDSI	4
Sustainability	3.5
<b>Total</b>	<b>30.5 out of 35</b>





# Relevance - 5

**The programs at Kokoda College are highly relevant to the needs of students in remote PNG, addressing key barriers to education and responding to local community needs.**

The criterion of "relevance" in this evaluation focuses on the extent to which the project aligns with the needs, priorities, and context of its target population, particularly within the remote regions of Papua New Guinea. Relevance assesses how well Kokoda College's programs address the educational and personal development needs of students, taking into account the socio-economic and geographic challenges they face. It also considers whether the project's design remains aligned with national education goals and local community demands. For Kokoda College, relevance is demonstrated by its ability to respond to the unique challenges of delivering education in remote areas, where access to resources and infrastructure is often limited.

The Kokoda College project is highly relevant to the educational and workforce needs of PNG, particularly in the context of recent national policy changes and the unique challenges faced by rural and remote areas like Oro Province. The recent restructuring of PNG's education system to a 3-6-6 model has made it mandatory for teachers and healthcare workers to have at least a Grade 12 qualification. Without opportunities for upgrading their qualifications, many of these essential workers risk losing their jobs, threatening the continuity of critical services in already underserved areas. This challenge is particularly pronounced in remote regions where access to education is limited.

In Oro Province, there are only seven secondary schools (PNG Department of Education, 2024) serving 3,976 students, with a total of just 66 secondary teachers. The absence of a National High School in the region further limits students' pathways to higher education. In 2023, 37% of

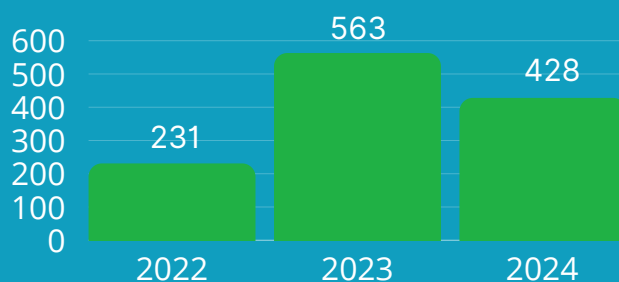
KTF Grade 12 students reported having been unable to secure a job due to their education level. Kokoda College addresses this gap by providing critical education opportunities through its FODE program. This is essential not only to meet the needs of individual students but also to support the broader public service sectors that rely on qualified teachers and healthcare workers. Without such opportunities, these sectors face severe shortages, exacerbating the challenges of providing quality education and healthcare.

**"I'm studying education because I see a major need in educating the people, especially in the rural areas because it is a challenging world out there."**

**-Annabelle, 2022**

The demand for upgrading qualifications is evident from the continuous increase in the number of individuals seeking PET (Placement and Equivalency Testing) at Kokoda College, in the last few years. Despite these efforts, KTF staff note that many still miss out due to capacity constraints, highlighting the critical need for the project to continue to expand access.

**PET Testing Numbers by Year**



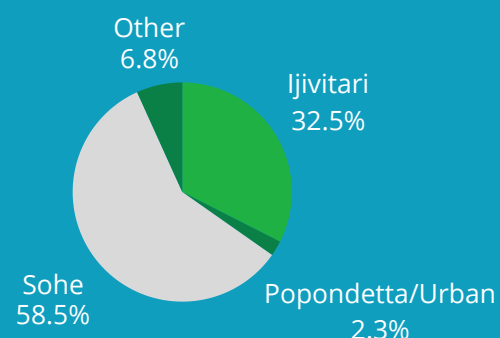
PET Testing numbers have increased substantially since 2022, demonstrating continued demand and increased capacity for testing.

Additionally, Kokoda College has demonstrated a commitment to student success and meeting their needs by improving support services. Over the past three years, the College has improved systems for collecting data on students' desired career pathways and identifying the specific courses required for them to achieve their goals. This proactive approach enhances students' chances of attaining the necessary GPA for future opportunities in teaching and healthcare, fields that remain in high demand across the region. Recently surveyed students also demonstrated very high levels of confidence that they would use their education to pursue further education or employment after graduating.

The local relevance of the project is further reinforced by the establishment of a satellite centre along the Kokoda Track, fulfilling a previous recommendation from the project's mid-term evaluation, which extends the reach of the College to even more remote students. The broad geographic distribution of students, who come from across rural and remote regions of Oro Province, highlights the strong demand and vital importance of this initiative.

### Students' Home Districts (2022-2024)

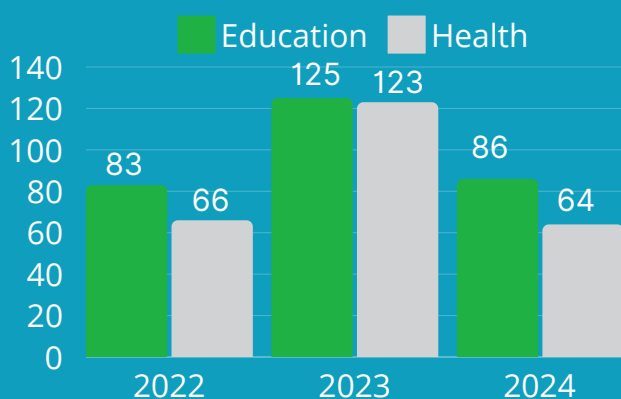
The Kokoda Track is located primarily in the Sohe region of Oro Province. The College benefits those who have the least access to education.



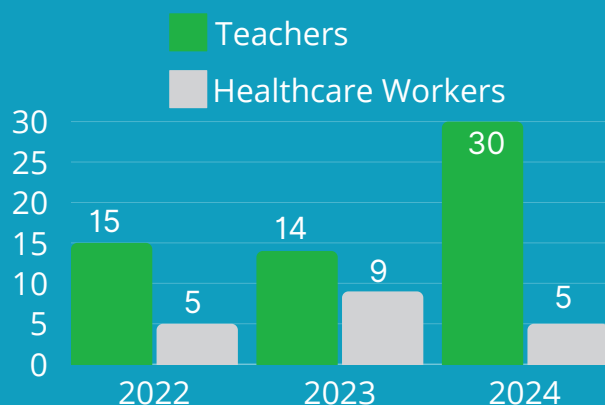
In addition to student-focused efforts, the project places a significant emphasis on capacity building for its staff. Training programs covering policy development, logistics, operations, administration, project management, finance, and community engagement ensure that staff are equipped to effectively manage and expand the College's impact. These efforts directly address the urgent need for capacity building in rural PNG and within FODE programs.

Overall, the Kokoda College project is both timely and essential in responding to the evolving educational landscape in PNG, particularly in rural areas where access to education and training is limited. The project directly addresses the needs of both students and staff, ensuring its ongoing relevance in supporting national priorities and community development.

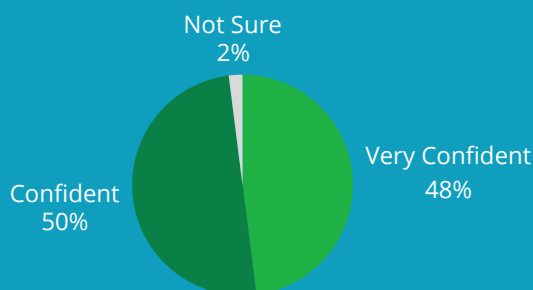
### Student Pathways by Year



### Existing Teachers/Healthcare Workers Enrolled by Year



### Alumni's confidence that they would use their education/certificates





# Coherence - 5

**Kokoda College's approach demonstrates strong coherence by aligning its educational objectives with broader national policies and community priorities.**

In this evaluation, "coherence" examines how well the project integrates with other initiatives, policies, and programs at both local and national levels. This includes both internal coherence, referring to the logical consistency within the project itself, and external coherence, which refers to the project's alignment with broader strategies and partnerships. For Kokoda College, coherence is evidenced by its ability to collaborate effectively with national FODE programs, other KTF projects, and local community efforts, ensuring that its objectives are in harmony with wider educational frameworks and development goals in Papua New Guinea. It also assesses the synergy between the various components of the College's services, such as academic support, health care, and technological innovations, and how these elements collectively contribute to achieving project outcomes.

The Kokoda College project demonstrates strong coherence with Papua New Guinea's national education and workforce policies, as well as other local, regional, and international initiatives. The project aligns with PNG's policy changes that mandate teachers and healthcare workers to upgrade their qualifications. These changes are crucial to meeting the evolving demands of the national education and healthcare systems, and Kokoda College fills a critical gap by providing pathways for individuals to upgrade their qualifications through flexible and accessible education options.

The project also supports the government's broader development goals, as outlined in PNG Vision 2050 and the National Education Plan

(NEP). PNG Vision 2050 emphasises the importance of equitable development and the need to ensure that citizens in rural and remote areas have access to high-quality education and healthcare services. The NEP further highlights the goals of equity, quality, and access to education, with a focus on strengthening the education system in underserved areas. The NEP states that: "Every child must have access to quality education to realise their full potential and contribute to the nation's development." Kokoda College ensures that this vision is upheld for the most remote and underserved populations, particularly along the Kokoda Track. The Department of Education also continues to place a focus on strengthening the FODE system to provide viable options for students' pathways, most recently mandating that FODE offerings are to be incorporated into all secondary schools (2022 Annual Report).



The project also fosters partnerships and collaboration among other service providers and community-based organisations. For instance, Kokoda College has helped kickstart and support other civil society organisations (CSOs) like the Kokoda Family and Sexual Violence Action Committee (FSVAC). The campus itself acts as a hub for a range of initiatives, offering training, community awareness programs, and capacity building. It also serves as the main venue for KTF's other projects, such as:

- **Project Zero**, which focuses on awareness, prevention, and response to gender-based violence, where training sessions have included participants from across the province and Kokoda College staff; training workshops have been delivered on campus and have included Kokoda College staff members
- **Kicks for Kokoda**, which promotes gender equality, sexual and reproductive health rights, and personal development for adolescents through sport, using the College as a venue for tournaments and coach training; Coach Training has been held on campus
- **Healthy Communities**, which employs healthcare workers and provides training and operational support for local aid posts across the Province; Training workshops have been held on campus, and the project also supports the education of CHW students who complete the practical components of their schooling at the on-campus aid post (4-6 female students per year with placements up to 6 weeks)

The participation of local education and government officials in events like graduation ceremonies further reinforces the coherence between Kokoda College and the provincial education system. These ceremonies, along with broader events such as the Kokoda Festival, have allowed community members to celebrate their loved ones, receive healthcare services (such as eye checks, HIV testing, etc.), and

access informational pamphlets and service providers for domestic violence and health. This highlights the strong connections between the College, the community, and the government.

Furthermore, the presence and scale of Kokoda College provides opportunities for other NGOs and development partners to work together to maximise impact and avoid duplication of efforts. For example, the partnership between KTF/Kokoda College and the Kokoda Initiative ensures that projects complement, rather than compete with, each other in terms of resources and objectives, promoting effective cooperation.

Overall, the project strategically complements, rather than duplicates, existing services within the region. Kokoda College carefully fills gaps in the education system while serving as a central hub for numerous community-driven programs. The coherence with national policies, community initiatives, and other service providers strengthens the overall impact and sustainability of the project.





# Effectiveness - 4

**Kokoda College has effectively enhanced learning outcomes through targeted interventions, comprehensive support for students, and capacity building for staff.**

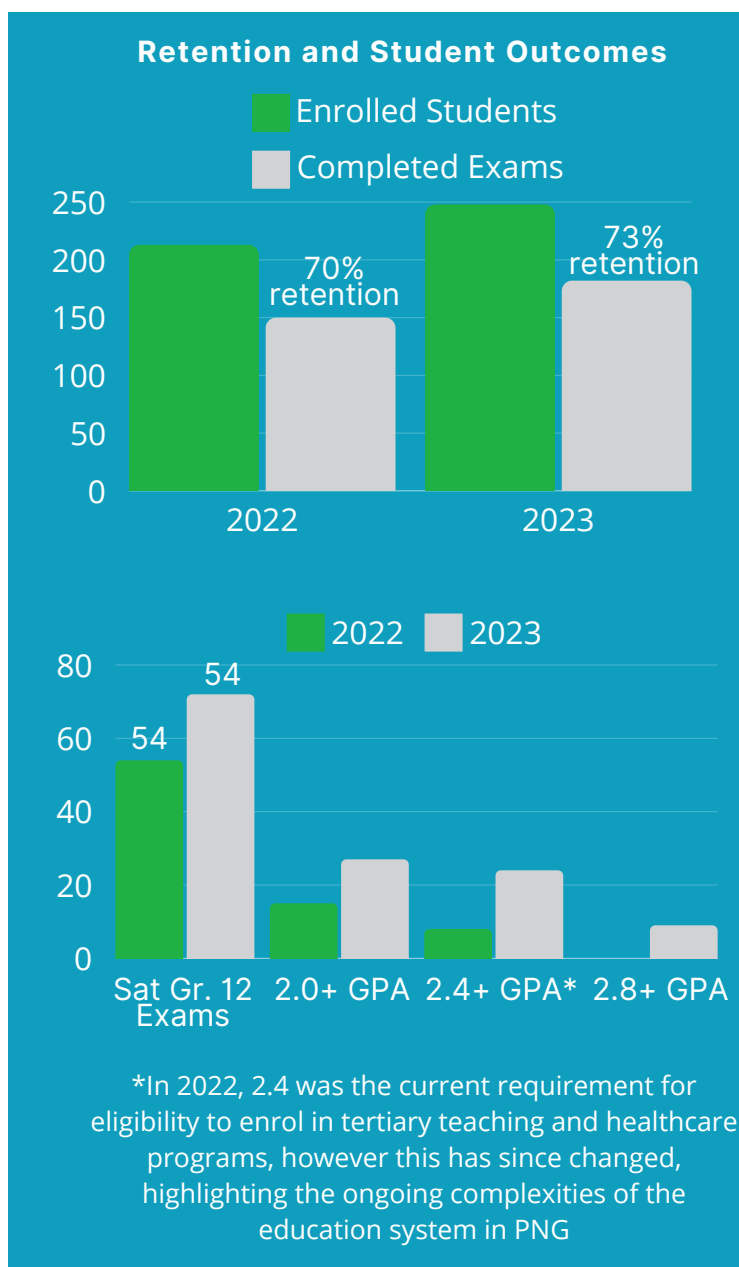
In this evaluation, "effectiveness" refers to the extent to which the project's intended outputs and outcomes have been achieved in accordance with its objectives. This analysis evaluates several key aspects to assess the overall effectiveness of Kokoda College. Firstly, it examines the College's success in supporting students to upgrade their qualifications, focusing on the progress made in retention rates, GPA improvements, and other relevant metrics. Secondly, it considers whether the desired outcomes of the project, as outlined in the 2020 redesign, have been achieved. Together, these two dimensions provide a comprehensive understanding of the College's effectiveness in meeting both its operational and strategic goals.

## Student Support

Kokoda College has demonstrated effectiveness in supporting students through targeted interventions and capacity-building initiatives. Although retention rates have slightly declined since the 2021 evaluation (with the three-year average between 2019 and 2021 being 81%), there has been a marked improvement in the number of students achieving their target GPAs in 2023. This can largely be attributed to the College's increased focus on providing tailored support to students, ensuring they meet academic standards and are well-prepared for national exams.

Comparing the College's success in supporting students to pass PNG's standardised FODE exams against other FODE centres across the country would be ideal, but unfortunately, data from other FODEs is not available or accessible. However, reports from KTF's networks indicate

widespread challenges in supporting students to complete their programs. In some instances, students at other FODE centres are reported to have enrolled but never received assignments or the opportunity to sit exams. Kokoda College's ability to successfully enrol students and guide them through the exam process stands out as particularly effective.



KTF has made significant strides in enhancing the operational capacity of Kokoda College since its inception. Key improvements include the staff's ability to manage and streamline logistics, successful distribution of resources such as tablets and assignments, and completion of marking and administration of exams. Campus infrastructure has also been continuously upgraded, and class offerings modified to remain in line with the needs of the students. In 2024, KTF staff has endeavoured to address assignment and marking guide errors in National FODE materials to ensure accurate grading, further demonstrating the College's commitment to student success.

Students at Kokoda College have expressed their appreciation for the holistic support they receive, stating that without the College, they would not have had the opportunity to upgrade their education. The provision of tablets, combined with KTF's Light for Learning initiative (which installed solar units in over 7,000 households between 2021-2023 in villages that have a student enrolled at KTF's FODE), has significantly enhanced students' ability to study. The flexible campus schedule has also allowed students to better balance family responsibilities while studying at their own pace.

The College campus itself offers a safe and supportive environment that is conducive to learning. Features such as suitable accommodations, meals, Wi-Fi, face-to-face interactions with lecturers, an on-campus health facility, WASH infrastructure, and enhanced security make Kokoda College stand out compared to other educational institutions in PNG. This comprehensive support has motivated students to continue their education and place greater value on academic achievement.

**"The thing I enjoy most is the campus itself. It is very much peaceful, quiet and I really enjoy studying here."  
-Annabelle 2022**

**"I am studying education [teaching pathway] because most of the teachers that are sent to Tufi do not do their job because Tufi is far away from the Provincial Capital, that's why I put my hands up for my people, to serve them." -Elastus, 2022**

Despite these successes, several challenges have been noted. Students highlighted the need for upgraded solar infrastructure on campus to support efficient tablet charging, as well as the difficulties posed by transportation costs and poor road conditions. Staff turnover and inconsistent faculty quality were also identified as potential challenges. However, KTF and Kokoda College staff have been proactive in responding to these issues. For example, after the 2021 mid-term evaluation highlighted challenges with National FODE study materials containing errors, KTF has taken steps to correct these materials and ensure students receive accurate and useful resources. Student Representative Councils which include students from each grade level and equal numbers of men and women have also been established, ensuring student's voices and concerns are being heard and addressed.

KTF has also acted on recommendations to download additional study materials on students' tablets in advance, monitor student outcomes more closely through entry and exit surveys, and consider creating video content aligned with the FODE curriculum. The College's responsiveness to these recommendations demonstrates its commitment to ongoing improvement and maintaining its effectiveness as a supportive educational institution.



## Key Desired Outcomes

As an end-line evaluation, it is essential to assess the extent to which Kokoda College has met the goals established in the 2020 project redesign. The key goals of the College have centered around:

- (a) getting the right people to become teachers and health-workers (via in-depth community consultation, community needs analysis, and selection);
- (b) ensuring cross-cutting issues are addressed in selecting trainees including providing pathways for women and people with a disability to participate;
- (c) developing the most effective teachers and health-workers possible, by significantly enhancing the quality of in-service training and support over time;
- (d) working with key partners (especially provincial government) to ensure that graduates enter the formal tertiary system

The College has set ambitious targets, aiming to train an annual cohort of 150-200 students, particularly from remote communities with limited access to schools and health services. A special focus has been placed on providing pathways for people from the Kokoda Track region, where there is a critical shortage of locally trained professionals.

*Key medium and long-term outcomes include:*

- Increased number of teachers who remain certified as a result of upgraded GPAs
- Increased number of students who gain entry into and complete pre-service health and teacher courses
- Increased number of students completing masters-level teaching courses
- Increased number of health worker, nursing and teaching vacancies
- Increased number of schools and aid posts open

## Progress Towards Key Outcomes

KTF and Kokoda College have effectively met their overarching goal of supporting existing teachers and health workers or those wishing to pursue these fields. Each year KTF conducts consultations with communities to target these individuals and support their enrolment, resulting in significant portions of the enrolled students on health and teaching pathways. Additionally, the College aims for gender parity, which has been particularly successful. Extensive efforts have also been made to support people with disability to enrol, with KTF and Kokoda College working closely with a local Disable Persons Organisation (DPO), Oro Disable Foundation, to identify people with disabilities and support them with transportation to sit for PET testing. The College has provided ongoing, significant support for female students and students with disabilities, to be discussed in the following sections. Kokoda College has also met its goal of enrolling an annual cohort of 150-200 students, enrolling 213 in 2021, 248 in 2022, and 218 in 2023.

However, whilst extensive efforts have been made to focus on supplying the Kokoda Track region with qualified teachers and healthcare workers to ensure schools and aid posts remain open, additional efforts are required. KTF should conduct a thorough stakeholder mapping activity to understand the long-term needs of each school and aid post in the Kokoda region, ensuring succession plans are in place to support workforce transitions.

Progress towards medium and long-term outcomes has been slow, largely due to external factors. For instance, while the College has successfully increased the number of students meeting upgraded GPA requirements, allowing more students to become eligible for higher education, a lack of available tertiary institutions has created a bottleneck in the system. National policy outlines the requirement for each province to have a teacher's college, however,

in Oro Province, the government has not yet established one. There is also extremely limited places available in St. Margaret's School of Community Health Work, which has had notable challenges, and no college of nursing. This challenge has made it difficult to place graduates into formal pre-service health and teacher training programs, thereby slowing the impact on local schools and aid posts.

Despite these systemic issues, Kokoda College has been highly effective in addressing a critical gap in the education pipeline. At the project's inception, many students from the Kokoda Track and other remote areas were unable to complete their secondary education, leaving a disconnect between primary schooling and further education. The College has successfully filled this gap, enabling students to complete their Grade 12 certificates and qualify for tertiary studies. In this sense, the College has achieved its core goal of creating an effective educational pipeline.

This progress has resulted in a surplus of students who are now ready to enter tertiary institutions, but who lack the necessary opportunities due to systemic issues in PNG's

education sector. Whereas students previously faced barriers at the Grade 8 level, the block has now shifted to post-Grade 12, as students are qualified but have no institutions available to accept them.

Student feedback reflects the College's success. Nearly 100% of students surveyed (2023 Exit Surveys) expressed their intention to continue their studies, with most hoping to attend teacher or nursing colleges. However, many noted that they would need to enrol in institutions outside their home province and would require support for tuition and transportation costs. Year after year, KTF receives repeated requests for support enrolling in a tertiary teaching or health worker course, highlighting the broader systemic challenge of limited tertiary opportunities within PNG but also the need and desire for tertiary institutions.

**"I look forward to passing the exams and making it to a Teacher's College. That is my dream." -Annabelle, 2022**

**"I am doing my Grade 12 upgrading and looking forward to targeting towards one of the tertiary institutions to do my studies." -Emon, 2022**

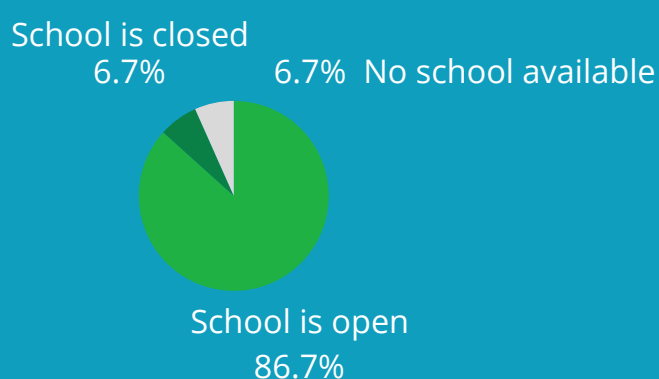




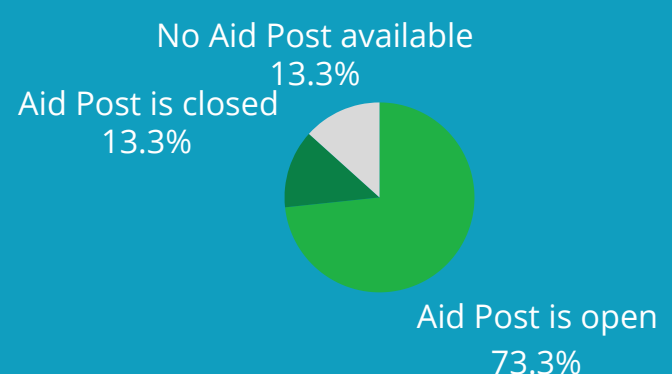
KTF has endeavoured to more closely track cohorts of students and Grade 12 graduates. A recent survey of 2022 and 2023 Grade 12 graduates found that approximately **half were using their Certificate and were employed in their chosen career or pathway (health or education)**. Most stated that they were either still enrolled at Kokoda College to upgrade their qualifications, and many (13/30) were still working as teachers/healthcare workers or were working in these fields on a voluntary basis. **Notably, all of those surveyed (100%) stated that they wanted to undertake tertiary studies and were still interested and still working towards their ideal career**, with many alumni specifically referencing the aim to study nursing or teaching at a tertiary level. **Three students have successfully been admitted to and began studies at Sacred Heart Teacher's College.**

There is a continued need to focus on the supply of teachers and healthcare workers in the province, particularly in remote areas. It is recommended that KTF conduct further stakeholder mapping of these villages, focusing on schools and aid posts, which includes in locations identified by FODE students as having closed or lacking services, such as Moiavi, Hanjiri, Botuweh, Salkita, Hohorita, and Afore. This ongoing assessment is vital to address gaps in education and healthcare access and ensure services are re-opened, with succession plans in place.

#### Status of Schools in FODE Alumni's Villages as of 2024



#### Status of Healthcare Facilities in FODE Alumni's Villages as of 2024





"I started a small school with the help of a church for elementary students and few Grade 1, 2 & 3's in 2011. I was teaching them until I went to do the early childhood training. I closed the school and went because there were no teacher to help me. I just finished a 3 months early childhood training at CTC and am awaiting graduation. Now that I'm back I'm trying to open it and at the same time upgrade my grade 12 marks. After my graduation, I am thinking of enrolling again at Kokoda College to upgrade my Grade 12 and continue to Gaulim Teachers College and then continue to UOG to be a Professional Teacher."

-Craig Suma, Hanjiri Village

"I'm currently a junior teacher at Kokoda Primary School and also upgrading L&L, General Maths & Economics at the College. I'm aiming for studies after upgrading." -Jacobeth Pori

"I'm working towards saving up and want to enrol at St. Margaret's Nursing Institute in 2026." -Nicholas Kakeni

"I'm an assistant teacher now teaching Grade 1s, I would like to go further in life by completing my Grade 12 and into a college to do my Diploma in teaching."

-Thecla Ipi

"I'm working with a logging company as the property manager in Abau after I completed business management with High Tech last year in POM. I'm working towards working and also upgrading my Grade 12 Maths mark at Motu Koita FODE to help me apply for Balimo Teachers College to be a Primary School Teacher."

-Sam Dao

"I'm a senior teacher at Mamba Elementary and also upgrading my Grade 12 marks at Kokoda College. I'm working towards completing it this year and will apply to Balimo Teacher's College."

-Cynthia Taylor

"I'm an elementary head teacher at Kokoda and I'm working towards completing my upgrading this year and sending my application to PNGEI to get my Diploma so that I can be able to teach Primary Students. I have 10 years experience but I can't teach Grade 1 because I don't have that diploma from PNGEI." -Rita Roa

"I have applied to St. Margaret's Nursing and I was one of the 82 students who will sit for our entry test this year so I await that as well. But I'm enrolled at Kokoda FODE College because I want to make sure I score a 2.5 GPA and above to apply to other Nursing Colleges as well."

-Solien Dimonda

"I work as a CHW at the Aid Post and help with the Kokoda FODE College. I applied to Highlands Nursing College for my Diploma in Nursing and I'm waiting for my offer for next year." -Jessica Harika

"I am currently working as the Head Teacher at the elementary school and also upgrading my Maths and L&L at the Kokoda College." -Junnie Jerry

"I'm a volunteer assistant teacher who is not on payroll for 8 years now but I manage to push through and do my upgrade as well because I want to pursue my dream in becoming a primary school teacher to teach these innocent children and contribute to who they will become in the future. I believe in them all here at Mamba." -Susan Kauyet

"I'm currently working as a Nurse at the City Pharmacy Nurse Station in Popondetta Town. I've been here for 2 years now. I couldn't upgrade last year because I was pregnant, but now my baby is 3 months old and I will start to upgrade next year when she's strong. I will reach my goal no matter what."

-Amanda Zebulon



KTF has made substantial efforts to address the bottleneck in the education system and look for ways to provide further support for graduated Kokoda College students. As of 2024, KTF has partnered with Newton College, a theology institution in Popondetta, and St. Margaret's School of Community Health to establish both a teacher's college and amalgamate the community health worker training program all onto one campus. This initiative aims to remove the current bottleneck in the education pipeline, providing students with local opportunities to continue their studies and meet challenging new accreditation requirements set by DHERST.

In conclusion, while the broader education system's shortcomings have hindered the full realisation of the project's desired outcomes, Kokoda College has been highly effective in fulfilling its role in the educational pipeline and supporting students in their educational endeavours. The College's ability to prepare students for tertiary education has however created a new challenge—the need for more formal institutions to accommodate these graduates. Through innovative partnerships and responsive programming, KTF and Kokoda College can continue to evolve and address these emerging challenges.



# Efficiency - 4

**Kokoda College efficiently utilises its resources to deliver impactful education programs while maintaining flexibility in meeting the diverse needs of its student body.**

In this evaluation, "efficiency" refers to how well the project has utilised available resources—time, funding, and personnel—to achieve its intended outputs and outcomes. It assesses whether the project has delivered value for money, met deadlines, and minimised wastage while maximising results. For Kokoda College, efficiency is reflected in its strategic use of limited financial resources to provide a range of services, such as accommodation, meals, and technology, while ensuring that students complete their studies in a timely manner. It also considers how effectively the College has managed logistical challenges, such as the rotation of student cohorts and the distribution of academic materials, to enhance learning outcomes and the overall student experience.

The Kokoda College project has demonstrated a high level of efficiency by maximising the use of limited resources and ensuring that key activities, such as the delivery of assignments and student support, are executed in a timely and effective manner. Despite challenges posed by the National FODE system, which often struggles with the distribution and processing of assignments and exam preparations, Kokoda College has ensured that students are able to complete their coursework and sit for exams on time. This logistical strength highlights the institution's operational efficiency and dedication to moving students through the academic pipeline.

## **Resource Allocation and Maximisation**

The project has made excellent use of its available resources, ensuring that students receive a wide range of services despite limited funding. Through strategic allocation, the

College provides not only academic support but also essential services such as healthcare, meals, and tablets for study. By rotating students on campus in blocks, the College has been able to optimise lecturer-student interactions. Smaller class sizes allow lecturers to spend more focused time with each student, thereby improving the quality of instruction and individual learning outcomes.

In addition, Kokoda College has positioned itself as a pioneer of innovation within the region, particularly through its adoption of renewable energy solutions and disability inclusion. These efforts have enhanced the College's capacity to deliver holistic education while simultaneously attracting additional funding and partnerships. The institution's ability to manage grants and utilise external funding has allowed it to implement impactful initiatives efficiently, expanding the reach and effectiveness of its educational programs.







### **Timeliness and Operational Effectiveness**

The college has maintained a steady pace in moving students through its programs. For the 2023 cohort, students spent an average of 2.3 years completing their studies at Kokoda College, with many transitioning from Grade 10 through to Grade 12 efficiently. This reflects the College's capacity to deliver courses and complete necessary administrative processes in a timely manner.

Furthermore, the College's prompt response to the recommendations made in the mid-term evaluation highlights its capacity for adaptive management. These changes were swiftly implemented, contributing to ongoing improvements in the institution's operations and enhancing the overall learning experience for students.

### **Logistical and Administrative Efficiency**

One of the most striking examples of Kokoda College's efficiency is its ability to ensure that students complete their assignments and sit for national FODE exams. Across PNG, many FODE institutions struggle to deliver or process paperwork or return marked assignments in a timely manner, resulting in students being unable to sit exams. In 2024, National FODE gave extremely short notice for the movement of critical deadlines one month forward, requiring extensive labour resources to be mobilised to ensure that assignments were collected and marked and administrative deadlines were met that allow students to sit exams. This attention to administrative detail and ability to adapt to changing deadlines has been key in enabling students to complete their studies.

Overall, the efficient allocation of resources, timeliness of activities, and logistical management at Kokoda College demonstrate a strong commitment to maximising the impact of the project despite external constraints, such as limited funding and challenges with the broader FODE system.

# Impact - 4

**Kokoda College's innovative approach to education has created lasting, transformative impacts for students and the surrounding community.**

In the context of this evaluation, "impact" refers to the long-term, broader changes brought about by the project, beyond immediate outputs and outcomes. It includes both intended and unintended effects on the beneficiaries and the community as a whole. For Kokoda College, impact is measured not only by how well students perform academically but also by how their education contributes to their personal development, community well-being, and the sustainability of the broader educational system in PNG.

Kokoda College has had a demonstrable impact on the lives of its students by providing essential resources such as accommodation, transportation, meals, and access to academic tools. These provisions alleviate some of the financial barriers to education commonly faced by students in remote regions. Many students remarked that these critical services provided were instrumental in allowing them to enrol, study effectively, and complete their exams. Such feedback highlights the financial pressures that would otherwise impede students' progress and demonstrates the College's role in removing those barriers. While these resources have been integral to the students' educational experiences, they also reflect broader systemic challenges in PNG's education system, where access to basic resources remains limited in rural areas.

**"Kokoda FODE College is an excellent school compared to others. Where other FODE centers, students pay for their assignment booklets. Unlike this school, everything is provided by the school administration."**  
-Hubert Woru, 2023

Another area of impact is the College's role in creating a structured and focused learning environment, which students noted as significantly improving their ability to concentrate and succeed academically.

**"Because KTF is located in a quiet place and I always feel comfortable during learning periods."**  
-Craig Repo, 2023

**"The place is very quiet when every student is busy with their units and I can attend to any of the subject units of my choice at my own time, unlike going through high schools."**  
-Selina Iruah, 2023

**"Ever since I enrolled in FODE, I found the only place (environment) good for me is campus. When I go home, to be honest, I don't do my work because of overcrowding and too much noise."**  
- Prudence Kameosato, 2023

According to students, the quiet and well-organised campus, paired with access to modern learning tools such as tablets and mobile phones, has transformed how students approach their studies. The integration of technology into students' learning is a unique aspect for students at Kokoda College. The use of tablets, mobile phones, and other digital tools for completing assignments has revolutionised their study routines, making learning more efficient and engaging. In a remote region like PNG, where access to such technology is often limited, the College's ability to incorporate modern learning methods has made education



more interactive and aligned with global trends. This access to technology has significantly enriched the students' academic experiences, giving them the skills and resources to succeed in a digital world.

**“By using the school's issued tablet and calculator, it makes me very busy in the classroom.”**

**-Emmanuel Waraho, 2023**

However, this has not been without challenges and drawbacks. Students consistently highlighted the need for additional IT training, and improved access to wifi and power for charging.

**“At least help us to put up a free wifi so that we can connect our tablet and do more research through the internet.” -Dorah Hauko, 2023**

**“[It is most challenging] when the school tablet battery gets low during weekend hour.”**

**-Felicia Anawaru, 2023**

The College has a strong social impact, providing students with the opportunity to meet new friends and engage with people from different backgrounds. This aspect of student life helps foster a sense of community, encouraging collaboration, understanding, and social development. Many students commented on the joy of meeting others with diverse interests and abilities, which not only broadens their social horizons but also enhances their overall college experience.

**“I enjoy when we meet friends, crack jokes, play and learn together.”**

**-Hayko Dorah, 2023**

**“I enjoyed my studies, learning new things which I never come across and meet many new friends and teachers as well.”-Kingsley Lovi, 2023**

**“I liked discussing ideas with our friends to do our assignments.”**

**-Prudence Kameosato, 2023**

Kokoda College also offers students opportunities for self-development by encouraging independent learning and participation in extracurricular activities. Many students reported enjoying the chance to learn new things on their own and through peer discussions, which help them build confidence and prepare for life beyond the College. The College equips students with not just academic knowledge, but also the personal skills needed to succeed in future endeavours, both in higher education and in their communities.

The broader effect on their communities is yet to be fully assessed, but initial indications suggest that students returning home after completing their education are likely to bring new skills and perspectives, contributing to local development. However, there have been some unintended negative impacts. Around 19% of students reported feeling overwhelmed by the demands of balancing their jobs with FODE studies, leading to stress and, in some cases, a negative impact on their family responsibilities. Students reported experiencing 'sleepless nights' and difficulties 'staying away from family'.

**“Yes, it is a challenge, I faced complaints from parents and colleagues as I have been away from teaching duties to attend exams.”**

**-Angelyn Fenny Sivi, 2023**

This suggests that while the College has made strides in supporting student success, the demands placed on learners may need to be considered carefully to ensure that they do not result in burnout or disengagement.

One of the most significant aspects of the College's impact is its scalability and replicability. Since its inception, the model established at Kokoda College has been expanded across other regions of PNG, with KTF now managing 12 additional FODE centres. Lessons learned from Kokoda College's pioneering efforts in integrating technology, managing logistical challenges, and providing holistic student support have informed the successful expansion of these programs. The "Light for Learning"

initiative, first introduced at Kokoda College, has since been expanded to four other provinces—Western Province, Madang Province, New Ireland Province, and Morobe Province—bringing renewable energy to more remote regions and enabling further educational opportunities in these areas. "I took up FODE and I was issued Sunking Solar" one student commented, highlighting the direct impact of the project on daily lives.

In summary, the impact of Kokoda College extends beyond the immediate educational outcomes of its students. It has not only improved access to education for those in remote areas but also contributed to systemic changes in how education is delivered in PNG.





# GEDSI - 4

**Kokoda College exemplifies GEDSI best practices by fostering an inclusive and supportive environment that promotes gender equality and provides access to education for students with disabilities.**

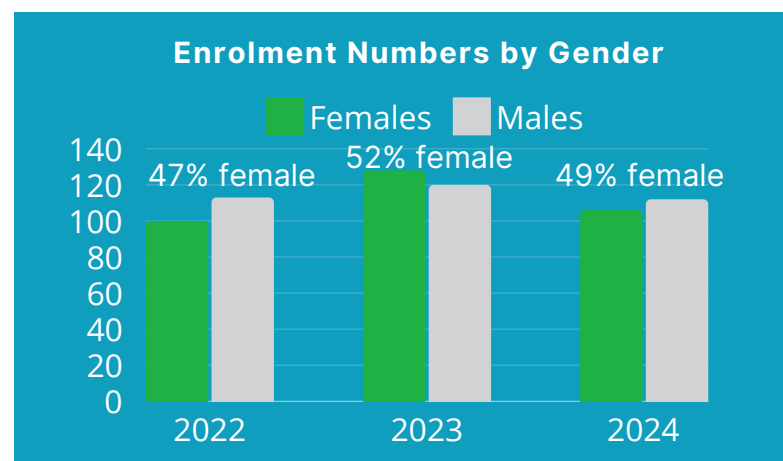
For the purpose of this evaluation, GEDSI has been examined as a criterion to assess how effectively Kokoda College integrates these principles into its operations and educational offerings. The evaluation focuses on the extent to which KTF has promoted equitable access to education for all, especially women, girls, and individuals with disabilities, and the specific strategies and policies implemented to overcome the barriers these groups often face. By looking at gender parity, disability inclusion, and social support structures, this evaluation has found that KTF has demonstrated a strong commitment to ensuring GEDSI best practices across its programs, particularly through its work at Kokoda College.

In 2022, KTF conducted a comprehensive place-based GEDSI analysis in Oro Province to better understand the unique challenges and opportunities faced by women, girls, and persons with disabilities. This reflective analysis allowed for a deeper understanding of how gender and social inclusion dynamics impact students and staff at the Kokoda College campus and communities across Oro Province.

## Gender Equality

Kokoda College has made significant strides towards gender parity. Over the past three years, the proportion of female students has increased, reaching 52% in 2023. This achievement can be attributed to multiple initiatives, including targeted encouragement for women to enrol, the active promotion of gender equality by both staff and students as a result of KTF's policies, and alignment with KTF's Project Zero, which includes extensive awareness

raising of gender equality across the region. Additionally, the reservation of places for women on campus and the establishment of an equal gender ratio within the new Student Representative Council has reinforced these efforts.





Annual student surveys conducted provided further insight into the impact Kokoda College has had on female students. Many female students highlighted the College's provision of free tuition as a critical factor in their ability to pursue an education, with several noting that financial barriers had previously prevented their families from supporting their educational endeavours. Some female students expressed a desire to complete their education before marriage, recognising that further educational opportunities might become more challenging afterwards.

**"Being a woman I had challenges like looking for money to pay for the books to upgrade. I never thought I would go back to school. KTF FODE College has given me second chance in education."**

**-Catherine Jinga, 2023**

**"I think that everybody is the same, regardless of being a man or woman.**

**We all have unique minds and to pursue knowledge is something that we all must do. Therefore, I believe that as a woman, I can be able to work in the field of men as well."**

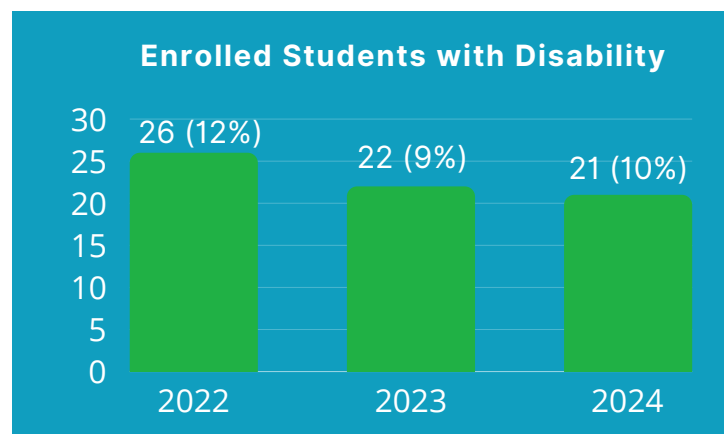
**-Fiona Mandako, 2023**

**"As a young lady, I decided to upgrade my marks and get Grade 12 certificate and apply to colleges or institution before I am married and the situation gets harder for any access."**

**-Juliefaith Gagata, 2023**

### Disability Inclusion

Kokoda College has also been a pioneer in disability inclusion within the region. In the past few years, the College has consistently enrolled a significant number of students with disabilities. While the numbers have fluctuated, this trend demonstrates the persistent challenges in identifying and supporting individuals with disabilities, many of whom continue to face social stigmas.



Since 2022, KTF has collaborated with the Oro Disable Foundation (ODF) to create safe, inclusive pathways for people with disabilities to enrol and succeed at Kokoda College. This partnership has aimed to ensure that people with disabilities have access to registration and support throughout their education journey. However, this partnership remains underfunded and reliant on supplementary support from KTF's operational budget and DFAT's Australian NGO Cooperation Program.

To assess and address the needs of students with disabilities, Kokoda College uses the Washington Group Short-Set of Questions to evaluate functional limitations. In 2023, KTF developed a guide on the Washington Group Questions for all FODE colleges, which has since become a valuable resource for identifying and supporting students with disabilities. This tool has been essential in identifying students who may need additional support, although KTF acknowledges that some students may have unidentified impairments or have fallen behind due to extended periods without formal education. Whilst the tool has proven to be a critical resource for screening all students for disabilities, staff have noted that the process is labour-intensive, albeit worthwhile.

**"Disabilities on campus are varied. We have to understand and treat each individual person living with disability on a case by case basis and support them with the facilities or interventions needed or suggested to enhance their ability plus their desire to learn."**

**-John Yandawji, Principal 2023**

Kokoda College has acted on recommendations made in the GEDSI Analysis, including physical modifications to the campus, such as building ramps to ensure accessibility to all buildings. Additionally, tailored support is provided for students' unique disabilities, for example through printed unit books for students who are unable to access materials digitally.

**“The most enjoyable part of studying FODE at Kokoda College was the support from everyone here. KTF has made it very accessible. I always felt welcomed and supported by everyone here.”**

**-Emmanuel, Student with disability**

Kokoda College is committed to continuing its efforts in GEDSI, with plans to reserve a minimum of 10% of places for students with disabilities in future years. This commitment is expected to result in the enrolment of at least 20 students with disabilities annually, with the number projected to grow as the College's reputation for inclusivity spreads. The inclusivity and logistical support for students with

disabilities has been recognised, with specific acknowledgements noted by key stakeholders, including the Governor and the Australian High Commissioner at the most recent graduation ceremony, during which students with disability were able to fully participate.

KTF's ongoing efforts in GEDSI are deeply embedded in its mission to provide equitable and inclusive education opportunities to all students, regardless of gender or ability. However, continued funding and support are crucial to maintaining and expanding these initiatives, ensuring that Kokoda College remains a leader in promoting gender equality, disability inclusion, and social equity in PNG.





# Sustainability - 3.5

**The sustainability of Kokoda College is being strengthened through ongoing institutional support, innovative funding strategies, and a focus on enhancing long-term educational outcomes for students.**

In the context of this evaluation, sustainability refers to both the long-term durability of the outcomes achieved through Kokoda College and the potential for the institution to operate independently in the future. It encompasses the ability of the College to continue providing high-quality education by maintaining adequate resources, systems, and partnerships. This includes reducing reliance on external donors while building internal capacity through staff training and infrastructure development. The evaluation also considers how well the College is positioned to contribute to community development, particularly by producing graduates who can fill critical roles in sectors like teaching and healthcare.

## **Ongoing Institutional Support and Capacity Building**

KTF has demonstrated a strong commitment to sustaining Kokoda College by continuing to provide essential resources, teaching staff, and infrastructure improvements. A key focus has been strengthening partnerships with the Provincial Department of Education, National FODE, and key stakeholders like the Australian Government, particularly through the Kokoda Initiative and the Australian High Commission. This ongoing collaboration has extended support to initiatives like the Modawa Institute, demonstrating a deep, long-term engagement. Furthermore, the KTF Program team has been successful in maintaining relationships with longstanding partners while expanding engagement with others, ensuring a network of support for the College.

Capacity building has also been a core element of KTF's sustainability strategy. The investment

in staff training and professional development ensures that Kokoda College maintains a high quality of education despite challenges such as staff turnover. While some staff were new in 2024, previous capacity-building efforts—through ongoing professional development—have created a resilient foundation that will allow the College to continue delivering its programs effectively.

## **Financial Sustainability**

KTF has recognised the importance of financial sustainability and is actively pursuing strategies to secure funding beyond traditional donor support. Income-generating activities are being explored, including renewable energy initiatives and using the campus for external training, both of which could provide sustainable revenue streams. Kokoda College has also demonstrated its ability to secure additional funding, with a recent grant acquired for campus infrastructure improvements and renewable energy projects, which are expected to reduce operational costs over time.

There is also potential for further exploration of student fees as a source of revenue; however, based on student feedback, this remains a distant possibility. Many students have indicated that they would not have been able to afford to enroll if fees were required, so while this is a potential future option, it may not be a viable short-term solution.

## **Educational Outcomes**

The sustainability of the FODE program is closely tied to its educational outcomes. As students complete their studies at Kokoda College, they are better equipped to contribute

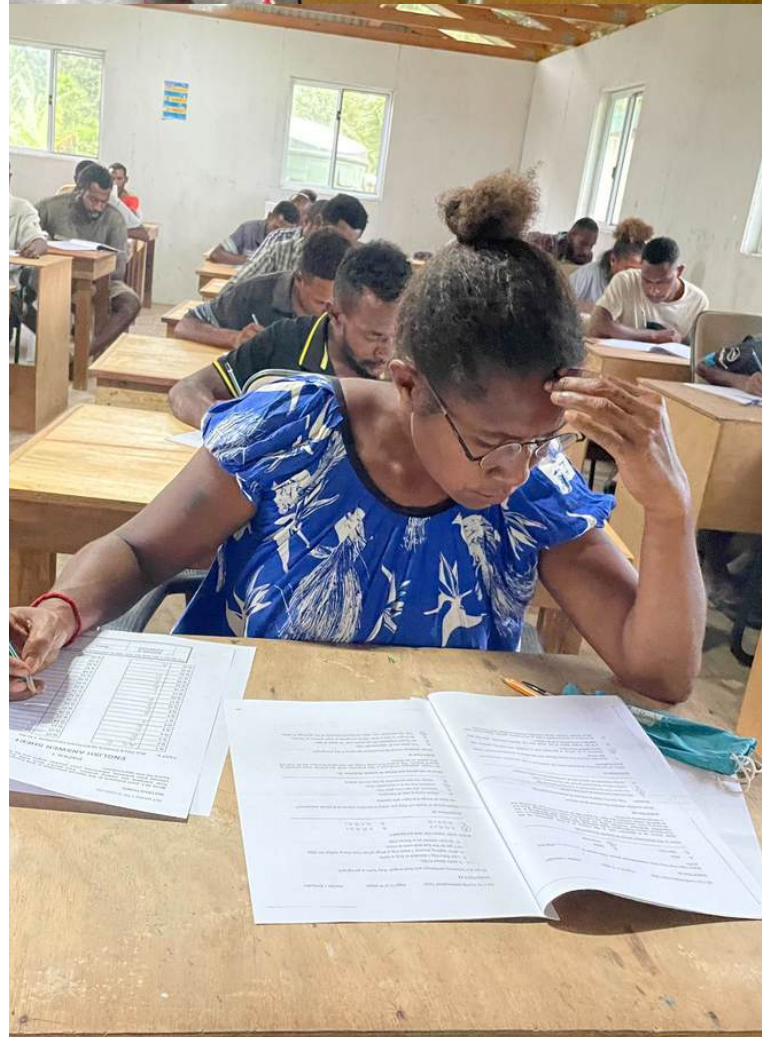
to vital sectors such as teaching and healthcare, creating a ripple effect that benefits the wider community. The long-term impact of the program is evident as graduates are currently employed as qualified professionals, strengthening local services in their communities.

Additionally, there is a natural resolution to the FODE program. Ideally, improvements in the national education system—such as increasing the number of secondary schools—will reduce the need for FODE as the younger generation will have access to traditional schooling to complete their education. Until then, the project will continue until the demand for Grade 12 upgrading in the region is met.

### Challenges to Sustainability

While progress has been made, several challenges continue to threaten sustainability. Accessing necessary resources—such as teaching materials and qualified teachers—remains difficult, especially in remote areas. The College relies heavily on ongoing external funding, and on-going financial support is critical to ensuring the continuation of its programs. Addressing these challenges will require strategic planning, stronger partnerships, and continued advocacy for funding and resource allocation.

Since the mid-term evaluation, KTF and Kokoda College have made significant strides toward sustainability. The College has explored and pursued various funding opportunities, successfully securing grants that support critical infrastructure improvements and renewable energy projects. In addition to financial sustainability, there have been concerted efforts to enhance the longevity of student outcomes through continued engagement with partners like the Modawa Institute. This partnership not only broadens opportunities for graduates but also strengthens the College's role in community development. While challenges remain, these achievements reflect substantial progress in building a more sustainable future for Kokoda College.





# Conclusion

The evaluation of Kokoda College against the criteria of effectiveness, efficiency, relevance, coherence, sustainability, impact, and GEDSI reveals a range of positive outcomes and areas for continued improvement. The College's initiatives have proven relevant, aligning closely with the educational needs and priorities of the student body and community. Coherence has been maintained through well-aligned objectives and strategies across various programs and partnerships, ensuring that efforts are mutually reinforcing. In terms of effectiveness, the College has made significant strides in understanding and addressing student needs through enhanced tracking and have implemented additional student support mechanisms. Efficiency has been demonstrated through the optimal use of resources and streamlined processes, contributing to smoother operations and better service delivery. Regarding sustainability, there have been substantial efforts to improve the capacity of the staff and to explore additional opportunities for funding, which will contribute to long-term success and resilience. The impact of these initiatives is evident in the improved

learning environment and student outcomes, while progress in GEDSI highlights a commitment to inclusivity and equity.

Since the last evaluation, Kokoda College has made substantial progress in several areas. Key achievements include strengthened stakeholder partnerships, improved student tracking and support mechanisms, and identifying and actioning ways to improve the pipeline for continuing education through to tertiary studies. These efforts reflect a commitment to addressing previous recommendations and advancing the College's mission.

Despite these commendable achievements, there remain areas where further progress is needed to ensure sustained success and impact. The next section will provide a set of recommendations designed to build upon the progress made and address ongoing challenges. By implementing these strategies, Kokoda College can continue to advance its objectives and ensure that its initiatives are both impactful and aligned with the needs of its students and the broader region.

# Recommendations

## 1. Strengthen Partnerships with Key Stakeholders

To ensure continued progress and support, it is crucial to deepen the engagement with key partners such as the National FODE and the Provincial Government/Education Departments. Strengthening these partnerships will facilitate better alignment of objectives and resources, supporting collaborative efforts to address educational challenges and opportunities, which will be vital for the sustained success and impact of the College's initiatives. Additionally KTF should work closely to align and support the National FODE Department as they progress plans to transition to an online delivery model.

To support partnership strengthening, KTF and Kokoda College could consider the potential for collaborative projects with partners such as the Provincial Education system or National FODE that identify and propose joint initiatives that align with the goals of both parties. This could include conducting joint needs assessments to identify and address any gaps or challenges that may require or benefit from a collaborative approach, such as strengthening the writing and review of student assignments and marking guides or testing and providing feedback on the new online platform. Consider forming an advisory committee that includes representatives from key stakeholder organisations to provide valuable insights and guidance on strategic decisions. This could leverage KTF's extensive experience operating FODE colleges and the wide geographic-reach of their FODE staff lecturers and their first-hand experiences working with students.

## **2. Enhance Stakeholder Mapping and Capacity Building**

KTF should conduct comprehensive stakeholder mapping of schools, teachers, health posts, and health workers in the region and drafting targeted plans for each school's capacity building are essential next steps. This process should include identifying schools that are currently closed, understanding the reasons behind their closures, and assessing the qualifications of staff. For aid posts, efforts should be made to ensure succession planning is in place and closed aid posts have a plan for re-opening. A detailed analysis of these stakeholders will help in developing tailored strategies for upgrading qualifications, improving infrastructure, and addressing other critical needs. This approach will ensure that interventions are well-informed and effectively address the specific challenges faced by each school or health post.

## **3. Deepen Understanding of Student Needs**

Continuation of efforts to better understand and track student cohorts has proven effective in addressing their needs. It is recommended to further enhance this practice by implementing systematic tracking mechanisms and gathering more detailed data on student progress and challenges. This approach will enable more personalised support and ensure that interventions are aligned with the evolving needs of the students.

Utilisation of the Student Representative Council could be particularly effective and beneficial. Organise focus groups with SRC members to gather detailed feedback on specific issues or challenges faced by students. This can help in identifying common themes and areas needing attention, using student voices to further improve student outcomes.

## **4. Continue and Strengthen Engagement with the Anglican Church and the Modawa Institute of Higher Education**

Maintaining and expanding support for the Anglican Church and the Modawa Institute is critical for the development of a robust student pipeline. Given KTF's expertise and experience in establishing and accrediting institutions like Balimo Teacher's College through DHERST, leveraging this knowledge to strengthen the Anglican Church and the Modawa Institute will be beneficial. This new institution will play a significant role in improving access and effectiveness of education and health service providers.

## **5. Improve Campus Infrastructure and Technology**

Upgrade campus infrastructure, particularly IT offerings. This is essential for creating a conducive learning environment. Enhancements should include improving Wi-Fi connectivity, expanding access to power for charging devices, and investing in more robust technology to support learning. Additionally, infrastructure improvements should address the needs of students with disabilities, ensuring inclusivity and accessibility. These upgrades will better equip the campus to meet the demands of a technology-driven education landscape.

## **6. Further explore Sustainable Funding Opportunities**

To secure long-term sustainability, it is important to explore innovative funding opportunities through the utilisation of the campus. Given that the campus already serves as a hub for various activities and organisations, expanding these functions can generate additional revenue streams. However, it is crucial to implement strict policies and oversight to prevent potential issues and ensure that activities align with the College's mission and values.



## 7. Enhance Student Support Services

As the College grows, it is imperative to further develop student support services. This includes expanding mental health resources, academic counselling, and personal development programs. A holistic approach to student support will address not only academic needs but also the broader challenges students face in their educational journey. Strengthening these services will contribute to the overall well-being and success of students.

- This could include:
- **Mental Health Workshops:** Offer regular workshops and seminars on mental health topics, stress management, and coping strategies.
- **Peer Support Programs:** Create peer support groups where students can share experiences and provide mutual support under the guidance of a trained facilitator. The Student Representative Council is a great example of utilising students for improved programming. Peer Support Programs could further leverage the capacity of the student-body and enhance learning.
- **Life Skills Training:** The College serves a unique, influential role in the region and could further enhance lives of students and their families, amplifying impact of the project. The College should consider implementing programs or standalone workshops that focus on essential life skills such as:
  - Financial literacy and entrepreneurship
  - Career counselling and planning,
  - Time management and communication
  - Parenting and supporting young learners
  - Nutrition and climate-smart agriculture
  - Disaster preparedness
  - Basic computer skills and digital safety

## 8. Innovate Learning Approaches

Addressing the unique learning needs of students in remote areas of PNG requires innovative solutions. KTF should consider increased support of independent study for students. While tablets are a valuable tool, incorporating additional video-based learning resources could enhance educational outcomes, particularly given students' auditory language skills. Developing content that leverages auditory strengths and provides alternative learning modalities will better support students in overcoming challenges related to reading and writing.

It is, however, crucial to ensure that staff knowledge and capacity levels remain ahead of students' needs. KTF should continue to prioritise regular, upskilling of staff by providing group training sessions, potentially on a quarterly basis, with a particular focus on advancements in technology and the corresponding learning adaptations. By strengthening staff skills in these areas, KTF will enable them to effectively support students in navigating new learning tools and methodologies, ensuring that educational delivery remains dynamic and responsive to evolving student needs.

# Scoring Matrix

Score (out of 5)	1	2	3	4	5
<b>Relevance</b>	The project's aims and objectives are not relevant or important and not consistent with the aims of the project.	The project's aims and objectives are only slightly relevant and slightly consistent with the aims of the project.	The project's aims and objectives are relevant and consistent with the aims of the project.	The project's aims and objectives are very relevant, important and very consistent with the aims of the project.	The project's aims and objectives are highly relevant and highly important and completely consistent with the aims of the project.
<b>Coherence</b>	The intervention does not fit and is not consistent internally or externally.	The intervention only slightly fits and is only slightly consistent internally or externally.	The intervention mostly fits and is mostly consistent internally and externally.	The intervention fits and is consistent internally and externally.	The intervention fits and is extremely consistent internally and externally.
<b>Effectiveness</b>	The project has not achieved its intended objectives.	The project has fallen short of achieving its intended objectives.	The project has gone a long way toward achieving its intended objectives.	The project has achieved its intended objectives.	The project has thoroughly achieved its intended objectives.
<b>Efficiency</b>	The activities are not cost-efficient and they do not deliver on intended outputs in a timely manner	The activities are only slightly cost efficient and only slightly deliver on intended outputs in a timely manner.	The activities are reasonably cost-efficient and they deliver on intended outputs in a mostly timely manner.	The activities are cost-efficient and they deliver on intended outputs in a timely manner.	The activities are extremely cost-efficient and they deliver on intended outputs in a timely manner.
<b>Impact</b>	The intervention generates broader negative impacts.	The intervention generates slightly negative impacts.	The intervention generates moderately positive impacts.	The intervention generates positive impacts.	The intervention generates extremely positive impacts on a broad and transformative scale.
<b>GEDSI</b>	No focus on gender equality, diversity, or inclusion. Marginalized groups are not considered.	Some recognition of GEDSI, but efforts are minimal and have little measurable impact.	GEDSI is included, with some activities benefiting marginalized groups, though gaps remain.	GEDSI is prioritized, most marginalized groups are engaged, and there is evidence of improved outcomes.	GEDSI is fully integrated across the project, empowering marginalized groups with sustained positive impact.
<b>Sustainability</b>	The project is not sustainable and funding sources are very limited.	The project is not very sustainable and funding is difficult.	The project is sustainable and funding is available but donor funding is still the major source of total funding.	The project is unsustainable but relies on some donor support.	The project is entirely self-sustaining.