



2024

KTF

Keeping the spirit alive

EFFECTIVENESS RESULTS REPORT



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Executive Summary

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

In Papua New Guinea (PNG), amidst a constantly evolving landscape marked by challenges in accessibility, infrastructure, and service delivery, KTF and its dedicated teams and partners once again delivered meaningful and measurable impact across the country. 2024 marked a year of continued growth, innovation, and resilience as we progressed the implementation of our strategic plan and deepened our work across our four pillars: education, health, equality, and leadership.

This year, over 2,200 Papua New Guineans accessed second-chance education through our FODE Colleges, with 53% of students identifying as female. We continued to provide structured, inclusive pathways for young people and adults to gain Grade 12 qualifications, opening the door to further study and employment. We strengthened our investments in early childhood and primary education, with 15 playgrounds established, 240 teachers supported with classroom coaching and professional development, and 134 schools equipped with essential learning resources, materials and technology.

At Balimo College, 113 students enrolled in our teacher training program, progressing towards their diplomas and future roles in the classroom. Balimo College also prepared to open its doors for the first School of Nursing for the Western Province in 2025.

In our Health program, 78,373 patients—more than half of them children—received care at our supported aid posts, and we continued to prioritise maternal and child health through training for 64 health workers in emergency obstetrics, newborn care, and nutrition. Vision testing for refractive error reached 1,849 individuals, while KTF's outreach programs continued to provide essential health services to remote areas through the support of 15 aid posts.

Through our solar program, we delivered 8,010 household solar systems across 91 villages, improving daily life for more than 31,000 people by providing access to clean, renewable energy.

We scaled up our commitment to gender equality and support for survivors of violence. Our purpose-built Safe House supported 106 survivors of family and sexual violence this year, offering refuge and vital services. Our awareness campaigns reached over 3,300 people with information on gender equality and violence prevention. In our adolescent health initiative, 234 young people participated in Kicks 4 Kokoda, building their knowledge of sexual and reproductive health, gender equality, and personal confidence.

Our investment in leadership remains a cornerstone of our work, and we continue to nurture the next generation of change-makers and role models across PNG, taking our alumni to over 100 people.

As we reflect on 2024, we are proud of the progress made and energised by what lies ahead. With resilience, collaboration, and innovation at the heart of our mission, KTF will continue to walk alongside communities, strengthen our partnerships, and contribute meaningfully to a more equitable and thriving Papua New Guinea.

2024 By Numbers



2,214 FODE Students supported second-chance education (53% females)



15 early-childhood playgrounds built at remote schools using recycled materials



113 students (three cohorts) enrolled at the Balimo College School of Teaching, working towards a diploma of teaching



240 teachers supported with in-classroom coaching and workshops



134 schools supported with resources, materials and technology



8,010 households provided with solar units, reaching 91 villages and 31,000+ people



5 students supported with tertiary scholarships to become healthcare workers (100% female)



15 aid posts supported with health worker postings, resources and logistics for patrols



64 health workers and provincial trainers provided with essential training on nutrition and emergency obstetrics and newborn care



78,373 patients (51% children) treated



1,849 people supported with vision testing for refractive error



234 adolescent participants (59% female) in Kicks 4 Kokoda, improving sexual and reproductive health, gender equality, and self-confidence



3,311 people reached with awareness raising on gender equality, and family and sexual violence prevention and response



106 survivors supported at our Safe House with access to justice services and repatriation



86 community leaders trained to provide counselling and support to communities and survivors of violence



Our Purpose

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

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



How We Work



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

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



Engage and Co-Design

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



Partner

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



Impact

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



Empowered

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

Where We Work



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

Effectiveness Framework

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

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

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

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

- **Education**
- **Health**
- **Equality**
- **Leadership**

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

Effectiveness Framework

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

IMPACT

Improved lives, livelihoods and futures for all Papua New Guineans

EDUCATION

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

HEALTH

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

EQUALITY

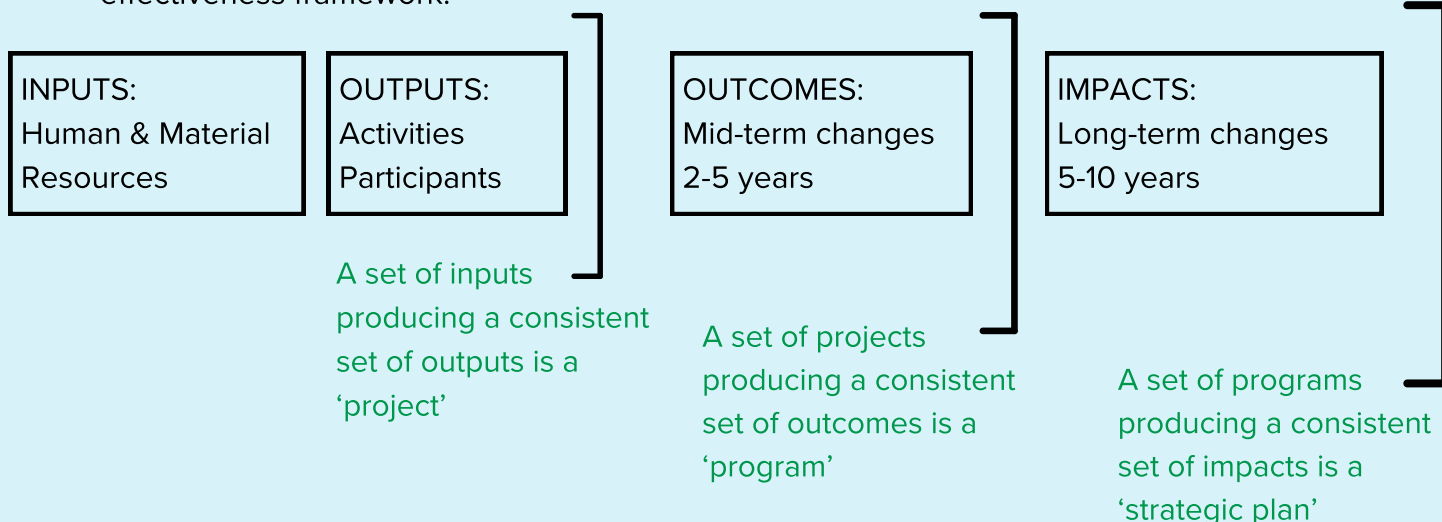
Women and girls are protected from violence and exploitation and have access to improved livelihoods through income-generation opportunities across remote and rural PNG

LEADERSHIP

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

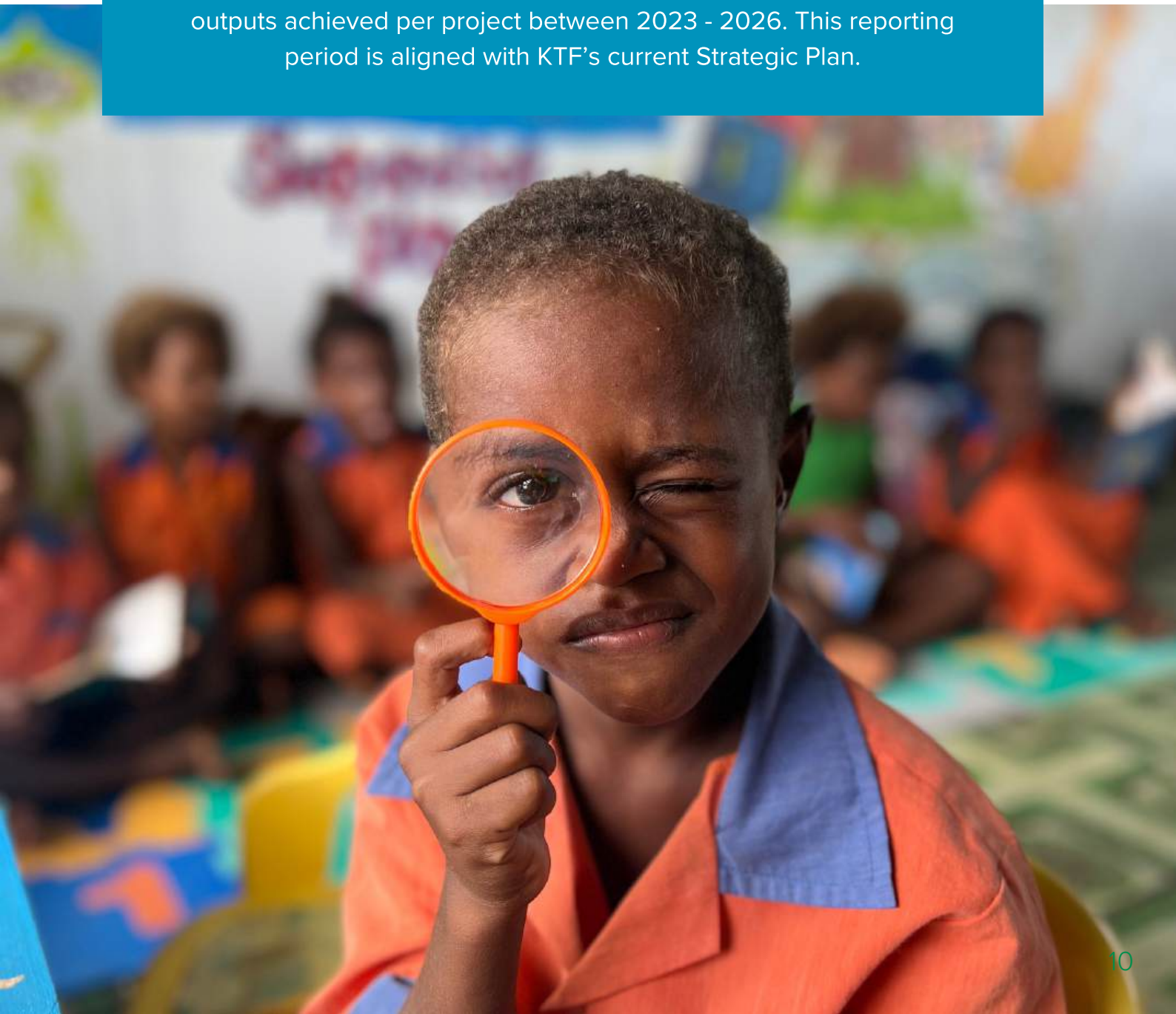
Program Logic Model

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



Tracking Outputs 2023-2026

Outputs are tangible, countable results of project activities such as infrastructure, service delivery, training and the number of people who participate in them or benefit from them. Outputs in each KTF project are developed during the project design phase and are tracked by project staff and project partners from quarter to quarter. Some of these Outputs are specific to a program area such as education, health or equality, or a particular target group such as children, women or teachers. Other Outputs are generic and might be found in any project, for example, training or awareness raising. This section outlines the outputs achieved per project between 2023 - 2026. This reporting period is aligned with KTF's current Strategic Plan.

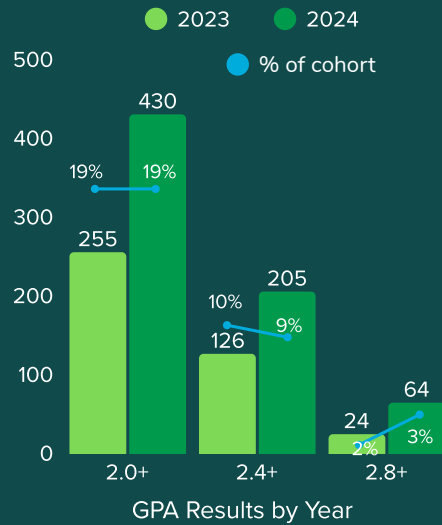
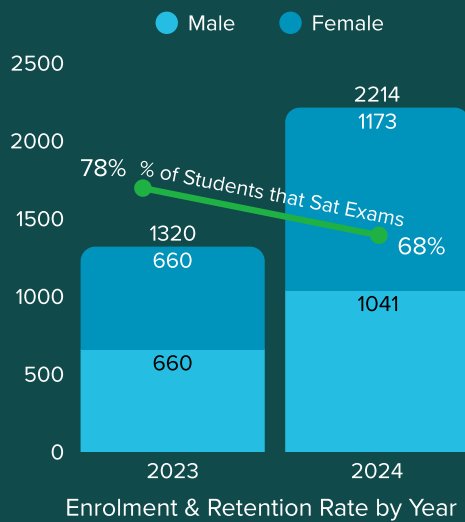




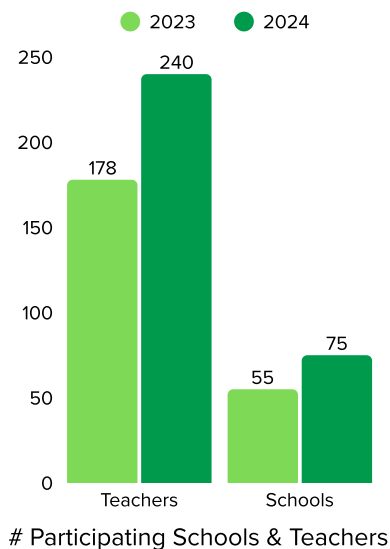
EDUCATION OUTPUTS

2023-2024 KEY OUTPUTS

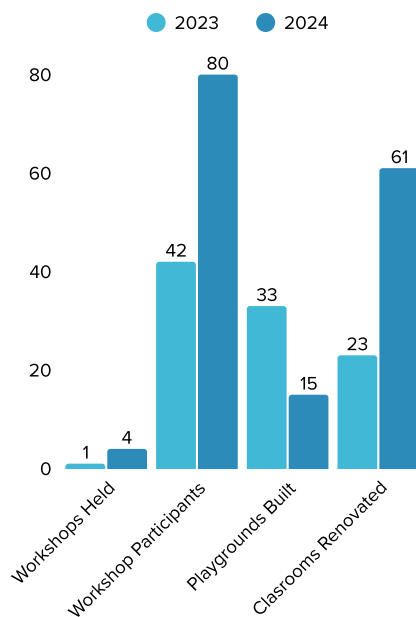
FODE



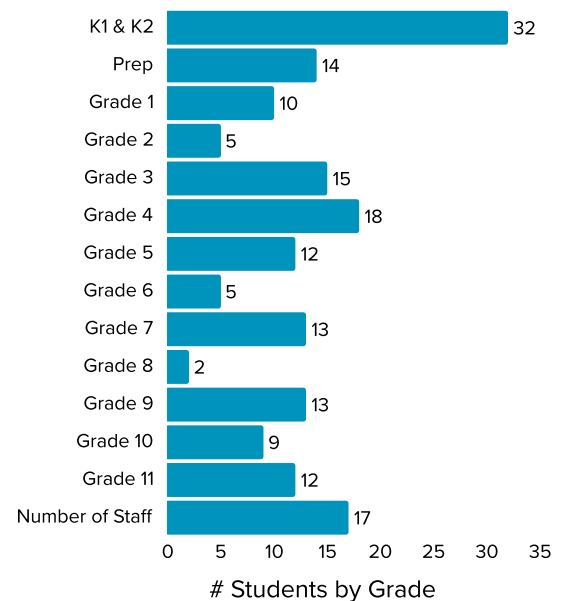
E-Learning & Teacher In-Service Program



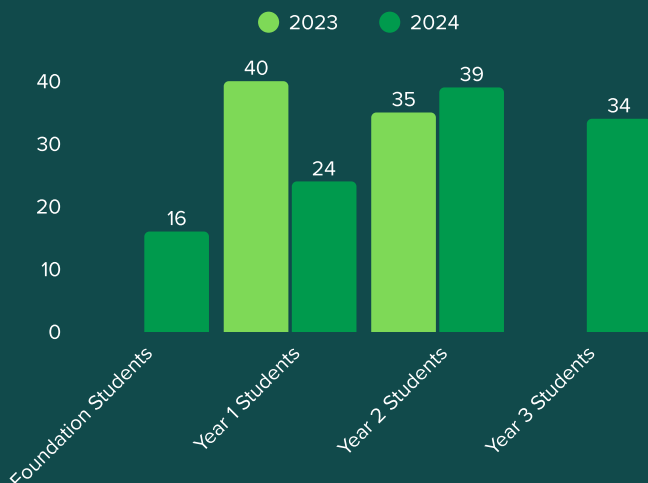
Early Years



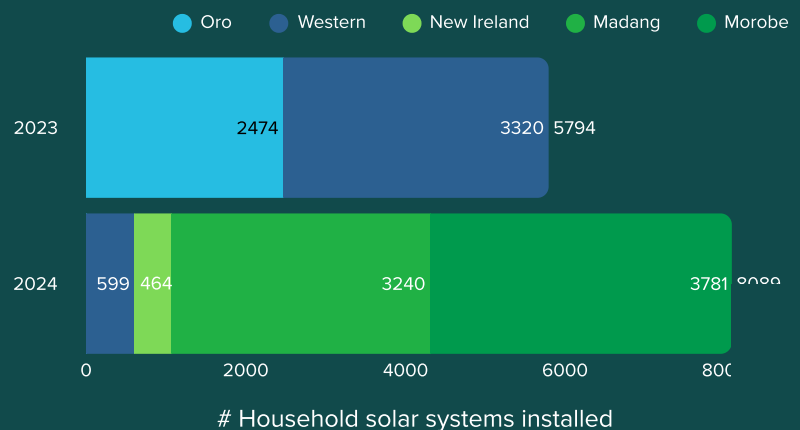
Honourable Roy Biyama Balimo Academy



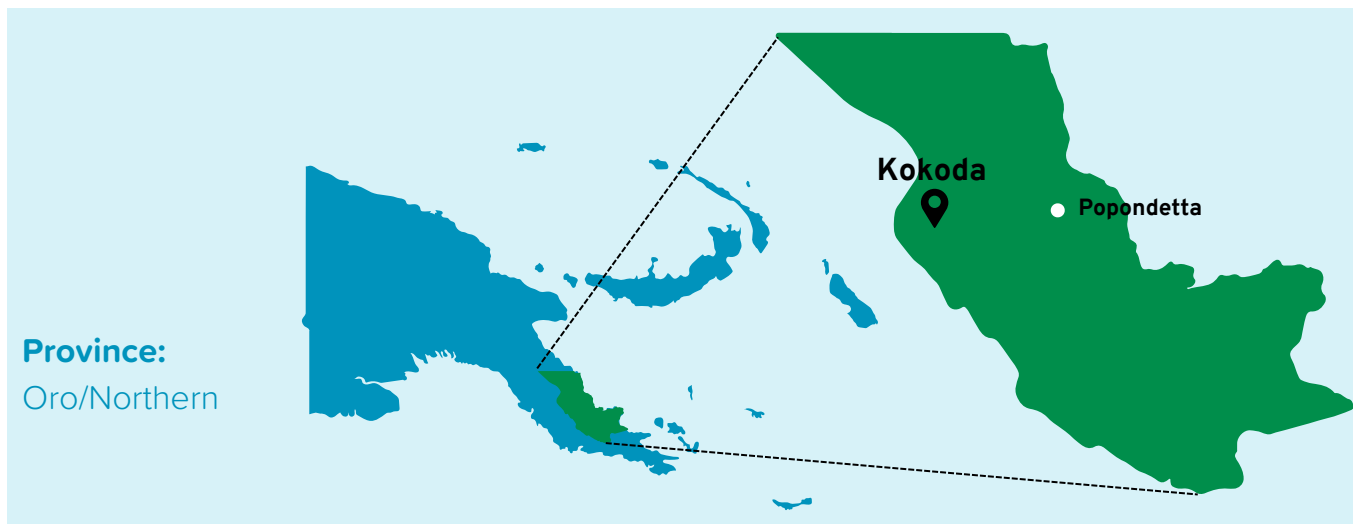
Balimo College School of Teaching



Solar Projects



KOKODA FODE COLLEGE



KTF has been working in the Kokoda Region for over 20 years, working closely with communities to foster sustainable development and growth. Kokoda (FODE) College is a holistic centre of excellence dedicated to creating pathways for the training and professional development of teachers and health workers. The primary focus of Kokoda College is the delivery of the Flexible and Open Distance Education (FODE) program. This program enables early school leavers to upgrade their qualifications to Grade 12, the new minimum entry requirement for all teachers and health workers across the country. We accept only those students into the Kokoda College FODE program who are committed to training as teachers and health workers. Upon graduation, these students are supported in their pursuit of tertiary studies in teaching or health work. In addition, Kokoda College offers a range of professional development opportunities. For teachers, these include training and up-skilling in areas such as pedagogy, behaviour management, early childhood education, and community engagement. For health workers, we offer training in areas including vision and eye health, child and maternal health, and HIV/STI testing. As a pivotal partner for KTF, Kokoda College serves as a collaboration point for all of our projects, partners, and initiatives.

Our long-standing relationship with the community and deep understanding of its needs have been instrumental in shaping our approach and ensuring the success of our programs.

Generously supported by Australian government through the Australian NGO Cooperation Program (ANCP) via Kokoda Initiative and Australian donors.



Project Outputs:

KOKODA FODE COLLEGE (2023-2026)

Key Output	2023	2024
Number of students PET tested and enrolled	248	218
Gender breakdown of students enrolled (f / m)	128 / 120 (52% f)	106/112 (48% f)
Students with disability	22 (9%)	29 (13%)
Number of students who completed full academic year including examinations	182	178
Number of students who sat Grade 9 exams	12	8
Number of students who sat Grade 10 exams	45	28
Number of students who sat Grade 11 exams	53	41
Number of students who sat Grade 12 exams	72	101
Number of students progressing to Grade 10 at end of academic year	12	9
Number of students progressing to Grade 11 at end of academic year	43	31
Number of students progressing to Grade 12 at end of academic year	51	41
Number of students matriculating at end of academic year	34	99
Number of students with GPA to gain entry to Teachers College (2.8+)	9	7
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4+)	15	16
Number of students with GPA to gain entry to CHW training college (2+)	27	56
Number of students committed to becoming teachers at completion of studies	125	86
Number of students committed to becoming health care workers at completion of studies	123	64

IMPACT STORY - KAINTE ELISON



‘FODE gives me a second chance to achieve my goals and dreams.’

Kainte lives in Barisari Sauga, a small village located where the Kokoda catchment stretches to meet the coastline. One of the many small villages dotted along the coastline that was the location of tide-turning victories during the Kokoda Campaign.

For Kainte, travelling to the Kokoda College campus is an 8 hour expedition, during good weather. This journey can stretch up to 10 hours in the rainy season. Currently in Grade 11, this long journey has not dissuaded Kainte for grasping his second chance at completing high school with both hands. His dream is to become a health care worker and give back to his community.

‘I chose health because my village and community needs a better health service. I want to be able to help them with the knowledge I get. My village is far from town and the main road and there is no proper health facility.’



IMPACT STORY - AGENA KELLY



'I would like to thank KTF for everything they are doing for us. I thank KTF because I left school a long time ago and this is a second chance opportunity for me to study again and reach my goals. Thank you.'

At 43 years of age, single father and Kokoda College student, Agena, made the bold but nerve-racking decision to return to study after being out of school for decades. Motivated by the impact of the COVID-19 pandemic, he set his sights on a career in health.

'I want to ensure my family and community are educated on the importance of health. I want to create good health for my family.'

While being a full correspondence student and completing his Grade 11, Agena also juggles his responsibilities as a single father. He relies on subsistence farming to support his only child and earn money for transport fees to attend Kokoda College to pick up assignments. On top of his already large list of responsibilities, he also found the time to volunteer at Saio Health Centre and the Meri Safe Haus.

Agena shared that the flexibility of the FODE model of study has been essential for helping him to balance his responsibilities.

'I took FODE because it is a flexible learning opportunity. I am a single father so the flexibility in learning gives me time to study and look after my family. I know this will benefit me and my family.'

With the support of his teachers and the holistic education resources available at Kokoda College, he has successfully completed his Grade 10 & 11, recently performing especially well in his Grade 11 biology exams.

Agena is now completing his Grade 12 at Kokoda College.

MT. KOIARI SATELLITE FODE



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

Generously supported by Australian government through the Australian NGO Cooperation Program (ANCP) via Kokoda Initiative and Australian donors.



Project Outputs:

MT. KOIARI SATELLITE FODE (2023-2026)

Key Output	2023	2024
Number of students PET tested and enrolled	50	50
Gender breakdown of students enrolled (f / m)	21 / 29 (42% f)	18 / 32 (36% f)
Students with disability	12 (24%)	24 (48%)
Number of students who completed full academic year including examinations	37	32
Number of students who sat Grade 9 exams	5	3
Number of students who sat Grade 10 exams	8	10
Number of students who sat Grade 11 exams	11	5
Number of students who sat Grade 12 exams	13	14
Number of students progressing to Grade 10 at end of academic year	5	1
Number of students progressing to Grade 11 at end of academic year	0	10
Number of students progressing to Grade 12 at end of academic year	11	3
Number of students matriculating at end of academic year	13	14
Number of students with GPA to gain entry to Teachers College (2.8+)	0	0
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4+)	0	1
Number of students with GPA to gain entry to CHW training college (2+)	2	2
Number of students committed to becoming teachers at completion of studies	25	22
Number of students committed to becoming health care workers at completion of studies	25	28

IMPACT STORY - OYAMI IDIA



Oyami wants to study health so that he can return to his own village to serve his people.

One of KTF's hardest-to-reach FODE locations, the Mt Koiari Satellite FODE Centre, is located high in the mountain ranges along the iconic Kokoda Track. A critical education initiative, this FODE program is bringing second chance high school pathways right to the doorstep of last-mile communities.

One of the students benefitting is Oyami, a Grade 12 student who is passionate about pursuing a health pathway. Oyami has always loved school. He likes that it is a place where you can meet new people and learn new ideas and knowledge but he has often struggled to pay tuition fees, a struggle shared by many in PNG. By offering fee-free tuition and supporting students with accommodation, food and educational resources - KTF's FODE program is alleviating some of the most urgent challenges stopping remote students from finishing their schooling.

Oyami shared that with basic needs like food and accommodation provided for by KTF, he is able to stay focused and work on assignments to achieve the best results that he can so that he can become somebody in the future.



BALIMO FODE CENTRE



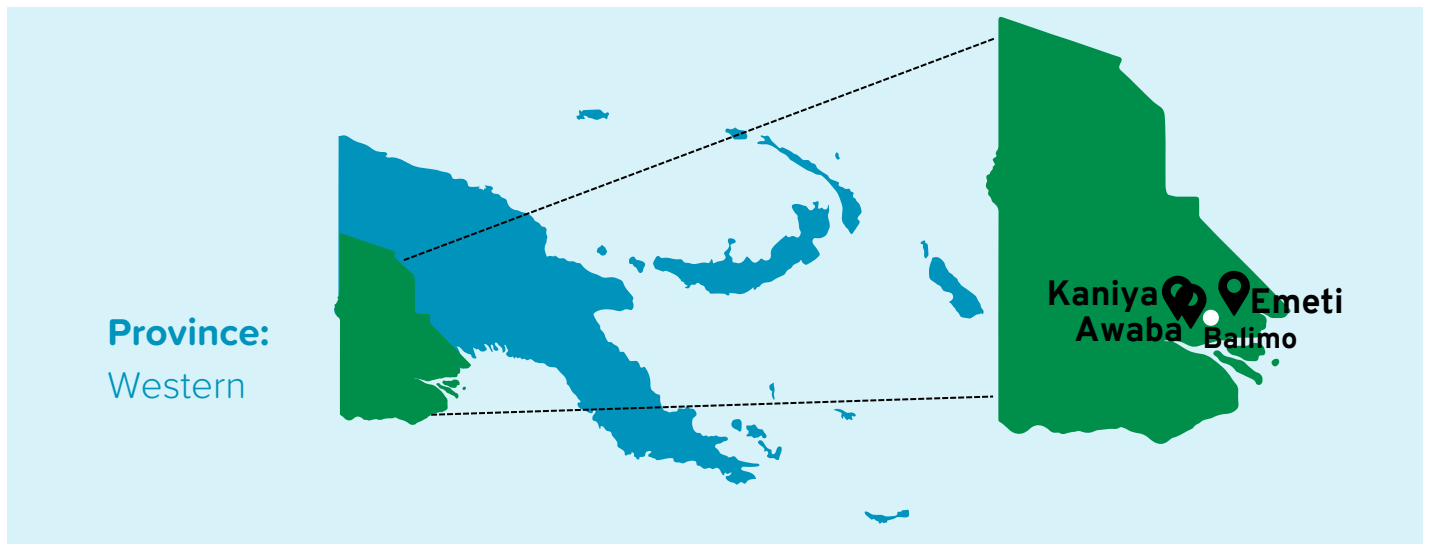
Now in its fourth year, Balimo FODE College is a hub of education and health initiatives located in the heart of Western Province. This SDP College provides remote communities across the Delta and Middle Fly districts, two of the least developed districts in the country, as well as students from South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

It is a critical component of our partnership with SDP as we work together to deliver a holistic approach to improving the education system and access to education in Western Province, with graduates of this college well-placed to continue their tertiary studies.

*Balimo FODE is an SDP
funded initiative
implemented in
partnership with KTF.*



BALIMO FODE CENTRE OUTREACH



In 2024, KTF supported the launch of the Patrols FODE initiative in Western Province, addressing the urgent need for second-chance education in some of the most remote parts of the province. Operating through an innovative outreach model, our patrols staff travel to communities each week, providing lectures and tutorials, delivering assignments, and distributing learning resources—ensuring that students who would otherwise have no access to FODE can continue their education. The project prioritises teachers, many of whom must upgrade their marks to remain registered with the NDoE. Currently servicing 18 locations, Outreach FODE operates out of three sub-centres—Awaba, Emeti, and Kaniya—alongside Balimo FODE. These four hub locations allow the team to concentrate resources and provide venues for tuition and exams, making education more accessible across vast and isolated areas. This expansion has been driven by strong community interest, with a focus on reaching the most remote regions disconnected from other education pathways.

Through this initiative, KTF is breaking barriers to education, ensuring that even the hardest-to-reach communities have the opportunity to learn and build a brighter future.

Western Patrols FODE is an SDP funded initiative implemented in partnership with KTF.



Project Outputs:

BALIMO FODE CENTRE & PATROLS (2023-2026)

Key Output	2023	2024
Number of students PET tested and enrolled	364	602
Gender breakdown of students enrolled (f / m)	169 / 195 (48% f)	169 / 179 (49% f)
Students with disability	25 (7%)	35 (10%)
Number of students who completed full academic year including examinations	270	464
Number of students who sat Grade 9 exams	6	14
Number of students who sat Grade 10 exams	62	124
Number of students who sat Grade 11 exams	44	45
Number of students who sat Grade 12 exams	158	281
Number of students progressing to Grade 10 at end of academic year	6	14
Number of students progressing to Grade 11 at end of academic year	46	98
Number of students progressing to Grade 12 at end of academic year	23	44
Number of students matriculating at end of academic year	159	246
Number of students with GPA to gain entry to Teachers College (2.8+)	11	46
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4+)	64	123
Number of students with GPA to gain entry to CHW training college (2+)	48	213
Number of students committed to becoming teachers at completion of studies	239	366
Number of students committed to becoming health care workers at completion of studies	119	141

IMPACT STORY - ESMIE KOLOPU



‘Education is
the key.’



As a new education institute located in a region with a limited supply of qualified teachers, it is necessary to recruit experienced teachers from outside Western Province that can help build a community of qualified and equipped home-grown graduates who can serve Western Province.

With her wealth of experience in leadership roles in large secondary schools in Port Moresby and 14 years of teaching experience - Esmie was one of these teachers scouted for a role at Balimo College.

Esmie and her family first moved to Balimo in 2023 when she joined the FODE College as the deputy principal. It was a big decision that her and husband had to sit down and talk about. They had been living in Port Moresby, just 40 minutes from Sogeri, so to leave the city and move to one of the remotest regions in PNG would change their lives completely.

‘We said why not go and give our best and help people from the remote areas, and maybe we will feel satisfied because we are giving our service to the remotest part of Papua New Guinea. So it was a big decision to make but we said okay let’s help others.’

When they first arrived she said it was difficult because people in the community were reserved and didn’t open up easily, this reservedness also extended to students in her classroom.

‘In the classrooms too, they don’t really talk so I always tell my staff we have to make sure they are expressing themselves.’

Over time, she has built strong relationships with her students and she sees the results.

'In little ways I can see that I'm really helping the students, when they understand a question or are achieving A's. We work as a team [teachers] to achieve success.'

Esmie has witnessed the immense barriers, including geographical and environmental, that her students overcome each year to receive a second chance at education.

'Mostly it's canoe and walking, they travel by canoe then start walking, they have to walk for some hours to get here. So mostly it is the geographical barriers that is really effecting them. Sometimes, when we have floods and the water level rises then it covers all their food gardens. At the Academy [Hon. Roy Biyama Balimo Academy] its small children and they don't worry about anything, but here we have the adults and they are parents, they are big brothers and big sisters looking after the smaller ones, so when they don't have food, they have to make sure the family in the house is okay before they can come to class.'

However, Esmie believes that education is the key. The best way to support students is to help them understand the importance of education. With a strong educational foundation, they are able to pursue further education or employment opportunities, enabling them to better support their families and communities.

Each year, Esmie is seeing the hard work of herself and her colleagues as well as the incredible dedication of her students come to fruition - with students sitting exams, achieving good grades and progressing in their studies.

'The number of students sitting for the exams just increases repeatedly compared to last year...the majority of Grade 12s are sitting exams and that is a big achievement that we have. We are super excited, we want to see them go through.'

When FODE first came to Balimo some of the local community didn't understand or see the value of FODE and how it would help them. Now each year, hundreds of prospective students turn up hoping to claim a coveted spot at Balimo FODE College.

'Most of them are starting to understand what FODE is and most of them are trying to enrol. We tell them that we don't have any restrictions. Come with your national certificate hardcopy and you can sit for your PET test. Those ones that get good marks we take them and when its full the rest can try again next year. They are still coming.'

IMPACT STORY - TULAMA NAGO



‘The first time I went to do awareness, teachers in that community were very happy, they were saying we are so grateful with SDP & KTF for bringing this program to the remote schools.’

Tulama is the first female patrol officer. In this role, she travels directly to remote communities, where education services have struggled to reach for decades. She grew up in Port Moresby and was inspired to become a teacher as she could see it was a service that was desperately needed.

Her family is originally from Balimo, with her mothers family hailing from up the river. It was a place she used to visit on holidays and after resigning from her teaching role in 2014 she decided she wanted to come home to teach.

When she first applied to Balimo College, she expected to be offered a position as a FODE teacher. After her initial interview, she anxiously waited for two days before receiving the call - but to her surprise, it was for the role of a patrol officer.

‘Patrol officer it’s a great job, you are communicating to get peoples attention to come and join the program. When I first go into the communities, I came to realise the importance of education. Where we are we have a lot of drop outs, those who are doing nothing after leaving high school, and even the teachers who need to upgrade their marks, especially those in remote areas. The first time I went to do awareness, teachers in that community were very happy, they were saying we are so grateful with SDP & KTF for bringing this program to the remote schools like this and help us move to the next level so that they can prosper in life.’

As Tulama travels to these extremely remote communities, she brings with her access to second chance high school pathways. Whether it is experienced teachers - the backbone of remote schools - who need to upgrade their marks to remain in the profession or early school leavers wishing to complete high school and pursue further education or employment opportunities, this initiative is transformative for people in under-served communities.

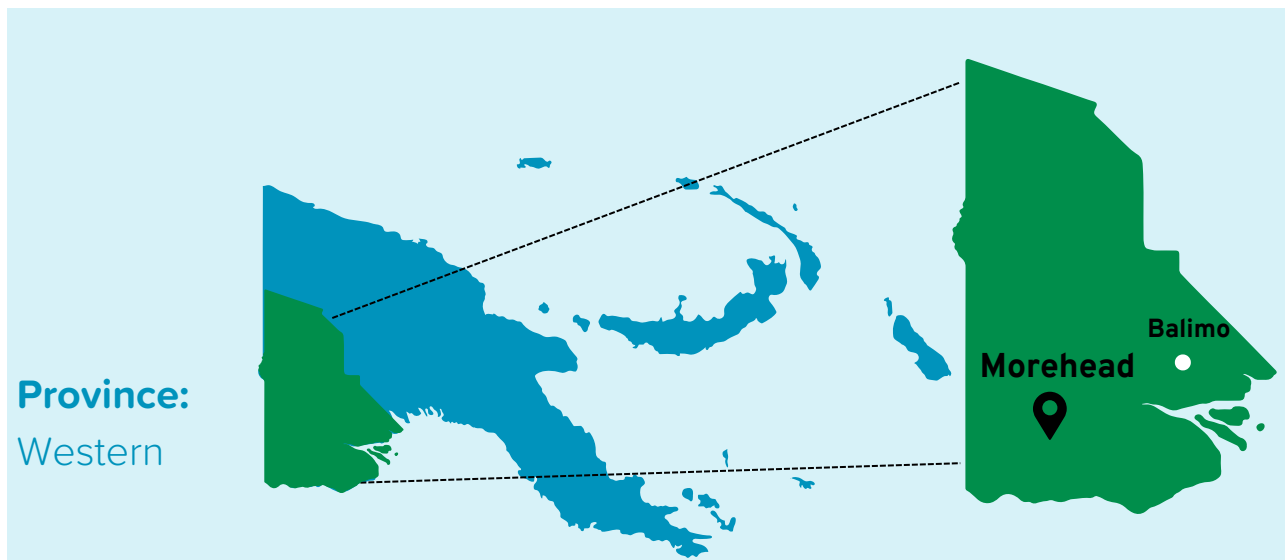
Tulama says that there is a lot of interest from communities. After prospective students complete a PET test, those interested in pursuing health or education careers are prioritised, however, this leaves some people out who feel dejected. *'We have to encourage them that they will have their turn. This program has just started, you can come again. Just get ready.'*

For those that are lucky enough to enrol in the program, Tulama sees the unwavering dedication in the way that they commit to completing assignments and she is thrilled when she sees their progress as she marks assignments.

'Communities started writing the names of interested students for next year - they are interested. It's a service that we are bringing right to their doorstep.'



MOREHEAD FODE CENTRE



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

This SDP funded initiative is a crucial part of our holistic approach to improving the education system and access to education in the Western Province, with high-achieving graduates eligible to continue their tertiary studies.

*Morehead FODE is an
SDP funded initiative
implemented in
partnership with KTF.*



Project Outputs:

Morehead FODE Centre (2023-2026)

Key Output	2023	2024
Number of students PET tested and enrolled	152	162
Gender breakdown of students enrolled (f / m)	78 / 74 (51% f)	86 / 76 (53% f)
Students with disability	1 (<1%)	1 (<1%)
Number of students who completed full academic year including examinations	98	106
Number of students who sat Grade 9 exams	20	14
Number of students who sat Grade 10 exams	29	43
Number of students who sat Grade 11 exams	13	14
Number of students who sat Grade 12 exams	36	35
Number of students progressing to Grade 10 at end of academic year	14	1
Number of students progressing to Grade 11 at end of academic year	10	25
Number of students progressing to Grade 12 at end of academic year	13	4
Number of students matriculating at end of academic year	36	31
Number of students with GPA to gain entry to Teachers College (2.8+)	0	0
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4+)	6	3
Number of students with GPA to gain entry to CHW training college (2+)	6	15
Number of students committed to becoming teachers at completion of studies	99	87
Number of students committed to becoming health care workers at completion of studies	53	74

IMPACT STORY - NELSON PUMBU



‘I am expecting positive results from my students and looking forward to more students entering Balimo School of Teaching.’

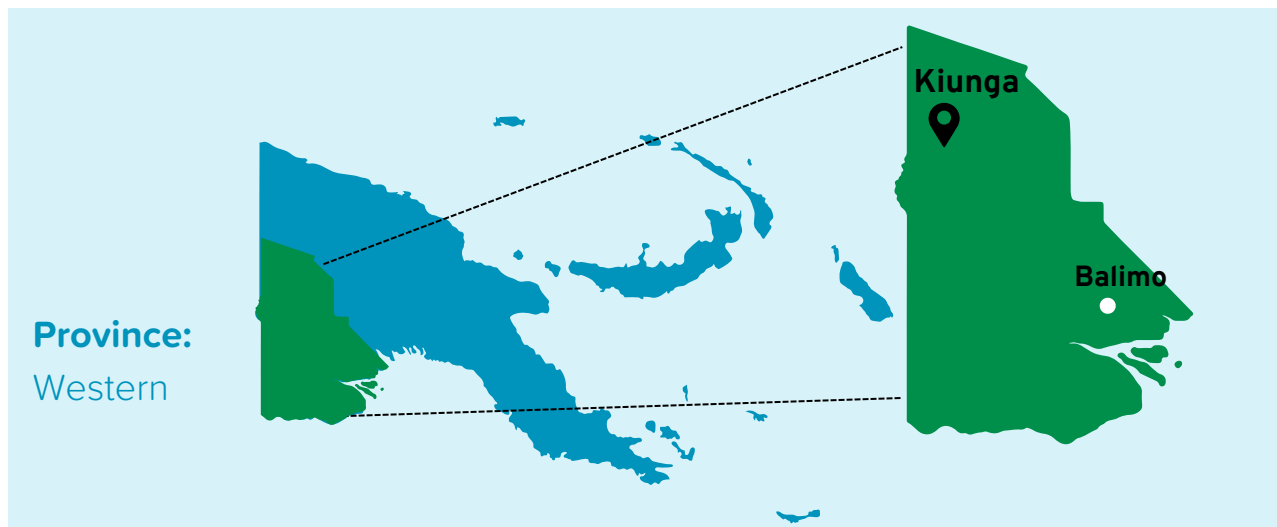
Nelson, one of our very talented and dedicated lecturers at Morehead FODE, holds a bachelor degree from the University of Goroka and has over 16 years of teaching experience.

Since starting at Morehead FODE he has had a front row seat to the complex set of challenges facing students today, including but not limited to, unsupportive spouses or families, forced marriages and unwanted pregnancies, limited educational resources, and food insecurity. However, he believes FODE is a critical initiative for this region.

‘FODE in this part of Western Province is a way forward in building human resource (health and education) and a step closer to localise education and health professions in the near future in this remote and rural part of PNG.’



ST. GABRIEL'S FODE COLLEGE



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

St Gabriel's FODE is an SDP funded initiative implemented in partnership with KTF.



Project Outputs:

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

Key Output	2023	2024
Number of students PET tested and enrolled	53	148
Gender breakdown of students enrolled (f / m)	34 / 19 (64% f)	81 / 67 (55% f)
Students with disability	4 (8%)	0 (0%)
Number of students who completed full academic year including examinations	42	102
Number of students who sat Grade 10 exams	15	29
Number of students who sat Grade 11 exams	9	26
Number of students who sat Grade 12 exams	18	47
Number of students progressing to Grade 11 at end of academic year	15	28
Number of students progressing to Grade 12 at end of academic year	9	18
Number of students matriculating at end of academic year	18	47
Number of students with GPA to gain entry to Teachers College (2.8+)	3	6
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4+)	1	21
Number of students with GPA to gain entry to CHW training college (2+)	8	40
Number of students committed to becoming teachers at completion of studies	29	61
Number of students committed to becoming health care workers at completion of studies	20	45

IMPACT STORY - INDUVA MOGI



Induva left school in Grade 9 after she didn't receive high enough marks to progress to Grade 10 - she reflects that a lot of students like her didn't get the opportunity to continue their schooling.

In her secondary school, they didn't have teachers, she finds the teachers at St Gabriels FODE very helpful in her studies.

She hopes to matriculate at a Grade 12 level with FODE and receive a high enough GPA to gain entry to Balimo School of Teaching to become a teacher.

IMPACT STORY - JACOB KMOM

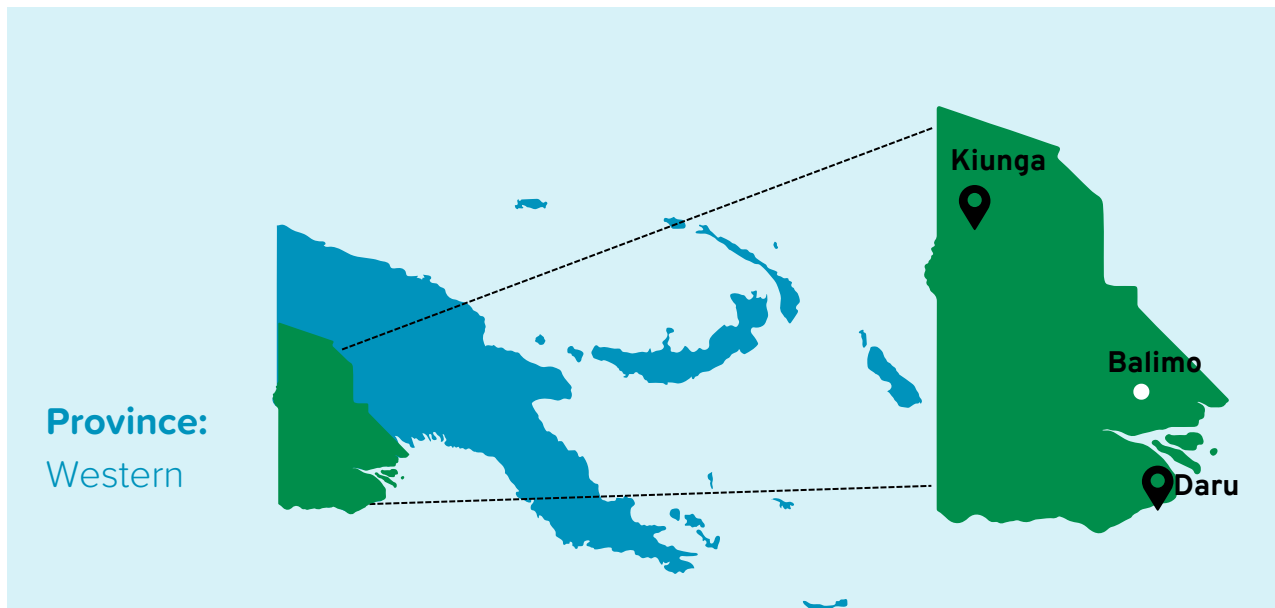
Jacob along with his wife - who is also attending FODE - sometimes walks three hours to reach St Gabriels FODE. Dropping their kids off on the way, they attend FODE to study and pick up assignments then pick their children back up after a long day of studying.

It's not just to FODE that they have a long walk, they also have to walk two hours into town - sometimes just to charge their tablets to continue studying.

Showing an incredible commitment to his FODE studies, he dreams of going to university to become a doctor - and is on his way after completing his Grade 11.



WESTERN OUTREACH FODE



Now in its second year, Western Outreach FODE operates out of two hubs in the Western Province, Kiunga and Daru. This innovative model takes FODE to extremely remote areas, bringing education to where it is needed most. Leveraging our existing knowledge of the province enabled us to ensure that students are able to access PET testing, receive their assignments, and interact with lecturers who rotate and roam across students' locations. This innovative approach to education delivery has been met with an extremely warm welcome and support from communities who are excited to have FODE offerings reach them.

Successful students will be able to take part in tertiary studies for health and teaching, aiming to bring these critical services to extremely remote areas. Through this SDP initiative, we are opening doors and creating pathways to a brighter future.

*Western Outreach FODE
is an SDP funded
initiative implemented in
partnership with KTF.*



Project Outputs:

WESTERN OUTREACH FODE (2023-2026)

Key Output	2023	2024
Number of students PET tested and enrolled	108	111
Gender breakdown of students enrolled (f / m)	69 / 39 (64% f)	72 / 39 (65% f)
Students with disability	44 (41%)	0 (0%)
Number of students who completed full academic year including examinations	48	46
Number of students progressing to Grade 12 at end of academic year	6	10
Number of students matriculating at end of academic year	44	28
Number of students with GPA to gain entry to Teachers College (2.8+)	0	0
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4+)	10	10
Number of students with GPA to gain entry to CHW training college (2+)	19	34
Number of students committed to becoming teachers at completion of studies	108	111



IMPACT STORY - MARILYN DUWABA



‘Being a women, there is a an expectation that you don’t need to continue studying, but I am grateful for this opportunity.’

Marilyn, a single mum of three children, is currently upgrading her marks at the Kiunga Hub of Western Outreach FODE. An extremely remote location, Kiunga is surrounded by swamp and low lying wetlands, situated along the winding length of fly river which stretches nearly to the northern-most tip of Western Province.

Marilyn completed Grade 12 over 25 years ago and completed one year of teacher training at Madang Teachers College in 2001. She had ambitions of continuing her studies but had to put it on hold to look after her children.

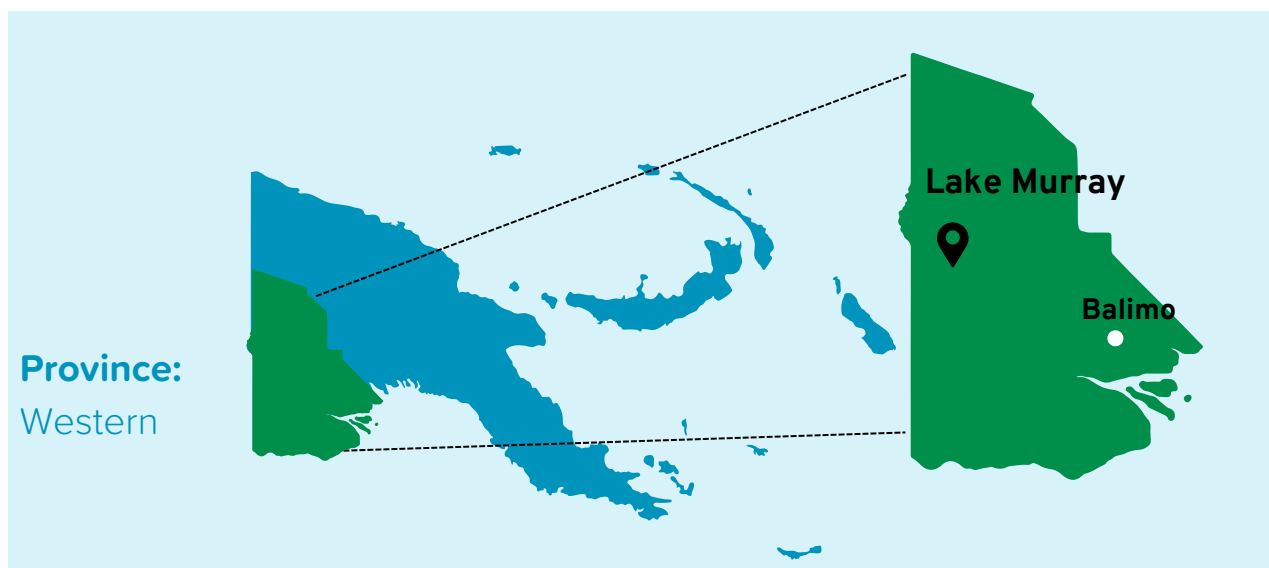
‘I enjoyed school very much as it was an avenue to boost my qualification and have a better way of life’.

The high cost of school fees was a major barrier to her education. Marilyn believes that even today, the heavy cultural and family responsibilities placed on women, along with the financial strain of school fees, continue to discourage women from pursuing their studies.

For Marilyn, who dreams of pursuing further education and attaining her Masters, *‘Upgrading is a way to stay connected to the current education system so that once I have an opportunity to go for further education it won’t be a difficult process for me.’*

Reconnecting with education has already shown immediate positive impacts in her life, *‘This study has boosted my work as a teacher and I can also be supportive of my children in high school who are taking the same course as I.’*

LAKE MURRAY FODE CENTRE



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

*Lake Murray FODE is an
SDP funded initiative
implemented in
partnership with KTF.*



Project Outputs:

Lake Murray FODE (2023-2026)

Key Output	2023	2024
Number of students PET tested and enrolled	122	201
Gender breakdown of students enrolled (f / m)	25 / 97 (20% f)	62 / 139 (31% f)
Students with disability	4 (3%)	6 (3%)
Number of students who completed full academic year including examinations	81	120
Number of students who sat Grade 9 exams	33	59
Number of students who sat Grade 10 exams	33	27
Number of students who sat Grade 11 exams	5	22
Number of students who sat Grade 12 exams	10	12
Number of students progressing to Grade 10 at end of academic year	10	45
Number of students progressing to Grade 11 at end of academic year	21	21
Number of students progressing to Grade 12 at end of academic year	5	15
Number of students matriculating at end of academic year	10	12
Number of students with GPA to gain entry to Teachers College (2.8+)	0	0
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4+)	2	7
Number of students with GPA to gain entry to CHW training college (2+)	6	14
Number of students committed to becoming teachers at completion of studies	75	125
Number of students committed to becoming health care workers at completion of studies	58	62

IMPACT STORY - MESAM YAB



**‘I enjoy school because I
want to learn and
become somebody in
the future.’**

Putting the distance into FODE, second chance education pathways have reached the extremely remote region of Lake Murray. In this area, where winding river systems serve as highways, Mesam travels just one hour by canoe - or, if he's lucky, 30 minutes by dinghy - to reach Lake Murray FODE from his home in Pangoa village.

After being forced to leave high school early because he wasn't able to pay the school fees, this father of six is currently completing his Grade 9 and is thrilled to seize his second chance at education.

‘FODE will help us complete our study, its free and I'm very thankful and happy.’

When he completes his studies he wants to pursue teaching, *‘I'm under education because back home not everyone completed school, when I complete my study I will use my knowledge to help my community. My dream is to become a teacher by profession.’*

When asked if he thinks FODE will help him achieve his dream, he replied,

‘Yes, definitely.’

IMPACT STORY - DANIEL DALIGI



‘I love teaching.’

Head teacher at Makapa Primary School, Daniel has been teaching for nearly a decade. While he holds a diploma in teaching, he is upgrading his Grade 12 to increase his GPA to align with new government requirements so that he can remain a teacher.

He faces many challenges as one of the only teachers in this remote school, *‘Because there are not many teachers, sometimes I’m teaching three classes with 120 students at a time. If we say max 20 students per class, well then what about the other students.’*

In the past, he has voiced an interest with the Department of Education about moving to another school, however, *‘They say, if you go out, there is nobody who is going to come to this school.’*

Despite the many challenges that he faces as a teacher, he loves his job and is committed to upgrading his Grade 12 GPA so that he can teach for another decade... at least.



MOTU KOITA FODE CENTRE



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

Generously supported by Kina Bank and the Motu Koita Assembly.



Project Outputs:

MOTU KOITA FODE (2023-2026)

Key Output	2023	2024
Number of students PET tested and enrolled	143	164
Gender breakdown of students enrolled (f / m)	91 / 52 (64% f)	110 / 54 (67% f)
Students with disability	12 (9%)	30 (18%)
Number of students who completed full academic year including examinations	95	93
Number of students who sat Grade 9 exams	32	17
Number of students who sat Grade 10 exams	33	34
Number of students who sat Grade 11 exams	10	24
Number of students who sat Grade 12 exams	20	18
Number of students progressing to Grade 10 at end of academic year	30	14
Number of students progressing to Grade 11 at end of academic year	26	26
Number of students progressing to Grade 12 at end of academic year	10	23
Number of students matriculating at end of academic year	20	21
Number of students with GPA to gain entry to Teachers College (2.8+)	1	0
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4+)	4	4
Number of students with GPA to gain entry to CHW training college (2+)	9	11
Number of students committed to becoming teachers at completion of studies	73	89
Number of students committed to becoming health care workers at completion of studies	39	36

IMPACT STORY - REYES MARU



‘I took education to be able to serve my people. As the eldest sibling, I also want to take care of my siblings and have a better future.’

Even students in PNG’s largest city and capital, Port Moresby, face numerous obstacles to education, including expensive high school fees, teacher shortages, inadequate resources, accommodation challenges, limited spots in high school, and social and cultural pressures. 23 year old, Reyes Maru, is no exception.

Originally from Rigo in Central Province, he travelled down to Waigani Primary school in Port Moresby to study. He liked school as he enjoyed reading and writing. However, due to accommodation issues he had to transfer, first to Abau to complete his Grade 8. Then, in Grade 9, he moved again to Hood Point. After circumstances forced him to jump from school to school, Reyes was unable to continue to Grade 10 after not receiving high enough exam marks.

For a couple of years, Reyes remained at home with on and off part time jobs. That was until he heard about the fee-free FODE program at Motu Koita. After learning about KTF’s FODE, his passion for education was reignited.

‘My parents want me to find a job and get an income but since my family background does not have an education background I would like to study first and complete my grade 10 and eventually go to grade 12. My dream is to be a teacher.’

‘This is my second chance to lead me to a better pathway so I took this opportunity to come and study.’

IMPACT STORY - EILEEN LOUIS



‘Studying at KTF gave me a second chance to do better by giving me the opportunity to upgrade my marks. In doing so, it helped me attain the required GPA to be eligible to apply for the career pathway I am so passionate about.’

KTF's Motu Koita (MK) FODE Centre helps to change the trajectory of students' lives by providing a second chance at education. Students like Eileen.

Eileen dreamed of university, however challenges at her high school - limited internet, facilities, teachers and resources - meant despite her best efforts, her GPA didn't gain her entry to further studies.

‘These barriers are still an issue for other people today, through my observation over the years, not many of the students from that school have made it to tertiary institutions, even though they are brilliant.’

Eileen's story is not uncommon. The barriers students often need to navigate to gain their secondary education can extinguish potential in even the brightest minds.

Undeterred, Eileen's drive led her to enrol in Grade 12 at KTF's MK FODE Centre to upgrade her marks and pursue her dream. At MK FODE she gained access to tablets loaded with learning resources, assignment packs, reliable internet, one-on-one teacher support and a flexible learning model combining class time and self-directed study.

Eileen is now completing her first year at Divine Word University studying communication Arts.

‘My dream job is to be a journalist, whether it may be working in mainstream media or working as an individual, all I want to do is be the voice of the people.’

PARI & TAURAMA FODE



In 2024, KTF took over operations of the Pari and Taurama FODE Centre after a 2022 report highlighted the dire education outcomes for students in these communities - with only 2% of Grade 8 students in Pari Village able to continue their schooling and secure placements in Grade 9. Implemented with support from community leader and one of PNG's strongest education advocates, Dame Carol Kidu AO, KTF's Pari & Taurama FODE is delivering critically-needed alternative secondary pathways for early school leavers and those wishing to upgrade their marks. In 2023, another milestone in education for the area was the opening of the Tutu Beach Community Learning & Development Centre, which includes the Sir Buri Kidu Library that serves as the home of KTF's Pari & Taurama FODE Centre. We have continued to adapt our FODE model to meet the unique needs of our student cohort, living in an urban environment on traditional lands, and the challenges that brings for young people. This education initiative is providing critical second chance education pathways to the underserved Motu Koitabu communities - opening doors to further education or employment opportunities.

Generously supported by the Sir Theo Foundation and the Canada Fund for Local Initiatives (CFLI). We are also grateful to Dame Carol Kidu AO.



Project Outputs:

Pari & Taurama FODE (2023-2026)

Key Output	2024
Number of students PET tested and enrolled	108
Gender breakdown of students enrolled (f / m)	63 / 45 (59% f)
Students with disability	19 (18%)
Number of students who completed full academic year including examinations	60
Number of students who sat Grade 9 exams	15
Number of students who sat Grade 10 exams	15
Number of students who sat Grade 11 exams	14
Number of students who sat Grade 12 exams	16
Number of students progressing to Grade 10 at end of academic year	17
Number of students progressing to Grade 11 at end of academic year	15
Number of students progressing to Grade 12 at end of academic year	15
Number of students matriculating at end of academic year	16
Number of students with GPA to gain entry to Teachers College (2.8+)	3
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4+)	5
Number of students with GPA to gain entry to CHW training college (2+)	9
Number of students committed to becoming teachers at completion of studies	5
Number of students committed to becoming health care workers at completion of studies	1

IMPACT STORY - LOUISA MODUDULA



'I chose to study here because it is different from the normal school system. I was unsure if I was ever going to go back to school until I heard of FODE and now I can study with a flexible schedule.'

Louisa was only in Grade 10 when she found out she was expecting her first child. Shortly thereafter, she left school.

'I enjoyed my studies but my choices did not allow me to continue but I really enjoyed school and had hopes to do better back then.'

She had dreamed of becoming a nurse and helping people like her grandmother. However, after she left school early, it was a hard realisation that she wouldn't be able to finish her formal schooling.

Not via traditional pathways anyway.

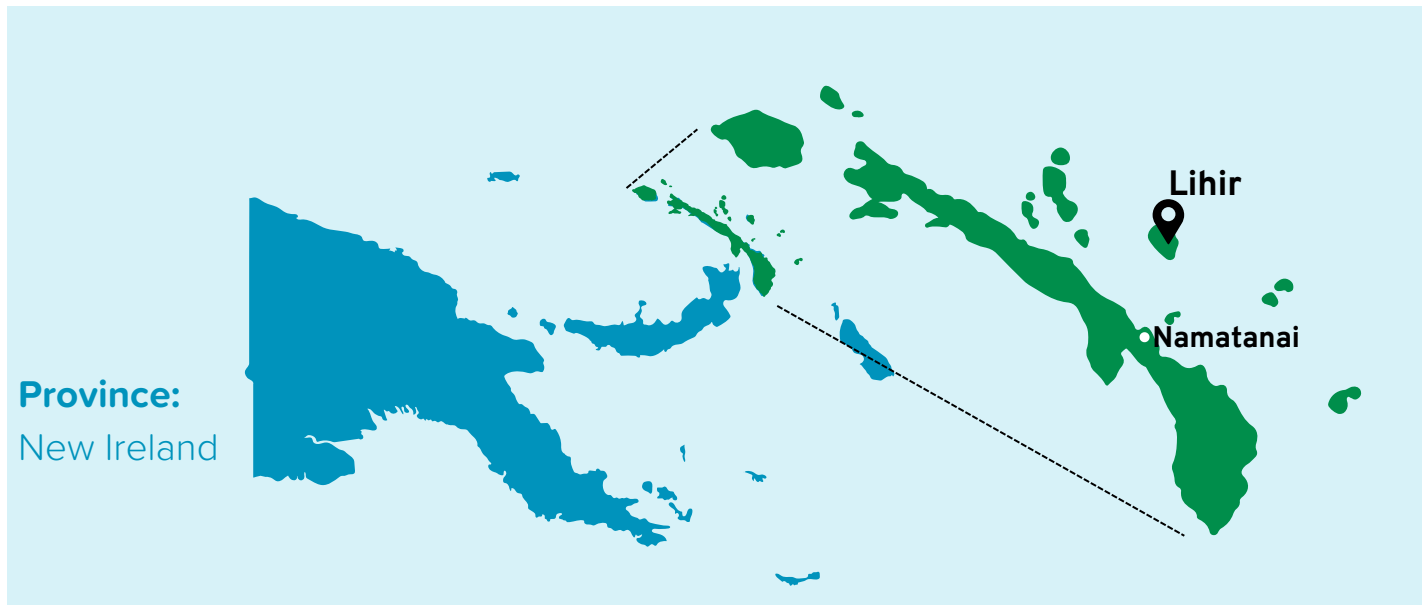
Now 27 years old, with two small children, she heard about the flexible and non-traditional education pathway that is KTF's Pari & Taurama FODE Centre. A critical educational hub offering second chance education to students who like Louisa have had to leave school early or wish to upgrade their marks.

A life-changing pathway to more opportunity and a brighter future.

It has been a difficult journey, balancing her studies with family responsibilities while also facing a stigma from some people because of her age and gender. However, through unfettered determination and with a strict study schedule she has undertaken the challenge.

'I look forward to my studies and potential nursing college when I finish my Grade 12. I want to become a nurse.'

LIHIR FODE



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

The Lihir FODE Centre is more than an educational institution; it's a catalyst for change, bringing new possibilities to the teachers and students of Lihir Island.

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Project Outputs:

Lhir FODE (2023-2026)

Key Output	2023	2024
Number of students PET tested and enrolled	80	131
Gender breakdown of students enrolled (f / m)	52 / 28 (65% f)	92 / 39 (72% f)
Students with disability	11 (14%)	11 (8%)
Number of students who completed full academic year including examinations	66	121
Number of students who sat Grade 9 exams	7	5
Number of students who sat Grade 10 exams	46	18
Number of students who sat Grade 11 exams	7	53
Number of students who sat Grade 12 exams	6	45
Number of students progressing to Grade 10 at end of academic year	7	4
Number of students progressing to Grade 11 at end of academic year	38	18
Number of students progressing to Grade 12 at end of academic year	7	53
Number of students matriculating at end of academic year	6	49
Number of students with GPA to gain entry to Teachers College (2.8+)	0	0
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4+)	0	3
Number of students with GPA to gain entry to CHW training college (2+)	4	15
Number of students committed to becoming teachers at completion of studies	80	121

IMPACT STORY - IGNATIUS MARUM



‘Taking FODE has been enriching so far. I am beginning to explore new things and also expanding on the existing knowledge. On a personal note, I feel so good about myself.’

Father of two, Ignatius’ educational journey ground to a halt in 1998, when his grade 10 results did not gain him a place in grade 11.

Currently an Elementary Teacher at Komat Elementary School, FODE has given Ignatius the chance to matriculate grade 12 with a GPA high enough to pursue his 5-year plan of completing a Diploma of Junior Primary Teaching to become a fully qualified educator working in Lihir.

Juggling the demands of his role, from marking assessments to preparing report cards, Ignatius finds the last quarter of the academic year challenging when also trying to complete his own assessments and exams. Constantly improving his time management has helped Ignatius to simultaneously be a student and a teacher. He has also found KTF lecturers reaching out to students to assist with assignments while in their schools helpful during this busy period.

‘I am looking forward towards completing my Grade 12 and graduating with flying colours at the end of the year. My dream job is to become a primary school teacher after completing my studies with Lihir FODE.’



IMPACT STORY - MILDRED BALUS



‘I am enjoying my time with KTF FODE because they are giving me a second chance to upgrade my educational qualification.’

A busy working mother and the sole provider for her four children after a recent separation, Mildred is a superwoman juggling many responsibilities. Not only is Mildred spending her afternoons and weekends gardening and fishing to support her family, she is also volunteering at her local church - all on top of also being a full time elementary school teacher and a full correspondence student at Lihir FODE.

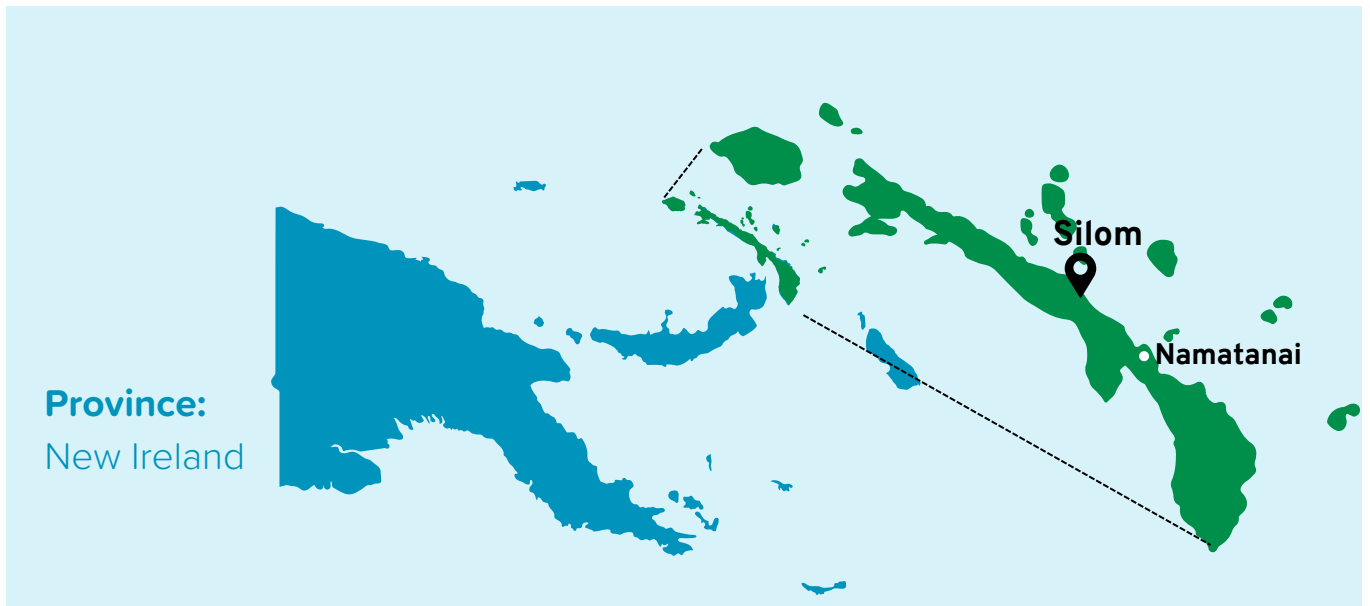
When she first found out she was accepted to Lihir FODE, Mildred was thrilled to have the opportunity to enhance her education qualifications, even if it added yet another responsibility to her ever growing list. It was an opportunity she couldn't turn down.

Lihir FODE is not only free but also employs an outreach model tailored for working teachers like her, eliminating the need to travel to a centre for resources or tutorials. Attending Lihir FODE is providing her the best chance to follow her dream to up skill and become a primary school teacher.

Through Lihir FODE she was able to upgrade her Grade 10 and Grade 11, attaining a distinction average. She is currently completing her Grade 12 - her dreams within sight.

‘On a personal note, this is a milestone achieved.’

SILOM FODE



In 2024, KTF established Silom FODE Centre, which provides the only opportunity for both teachers and school leavers in the Sentral Niu Ailan region to access high school education (Grades 9-12). Unlike our Lamasong Centre, which focuses solely on teachers, Silom provides a crucial pathway for school leavers who would otherwise have no access to secondary education. This year, 70 teachers and students from across New Ireland—some even travelling from as far as Kavieng—have enrolled, recognising the centre as a rare chance to upgrade their education and sit for exams with confidence. The community has embraced this initiative, with Silom Primary School proudly supporting us by providing a dedicated classroom at the heart of the school. Uniquely, Silom is also KTF's only FODE Centre operated solely by a woman, further demonstrating our commitment to leadership of women in education.

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Project Outputs:

Silom FODE (2023-2026)

Key Output	2024
Number of students PET tested and enrolled	70
Gender breakdown of students enrolled (f / m)	38 / 32 (54% f)
Students with disability	13 (19%)
Number of students who completed full academic year including examinations	34
Number of students who sat Grade 9 exams	6
Number of students who sat Grade 10 exams	5
Number of students who sat Grade 11 exams	12
Number of students who sat Grade 12 exams	11
Number of students progressing to Grade 10 at end of academic year	5
Number of students progressing to Grade 11 at end of academic year	4
Number of students progressing to Grade 12 at end of academic year	12
Number of students matriculating at end of academic year	11
Number of students with GPA to gain entry to Teachers College (2.8+)	1
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4+)	8
Number of students with GPA to gain entry to CHW training college (2+)	13
Number of students committed to becoming teachers at completion of studies	69

IMPACT STORY - DOREEN LAMA



'I am a mother. I couldn't go and get an education, it had to come closer to me. Now KTF has brought FODE to Silom, it is nearby so I can now receive an education.'

When we asked Doreen, mother of five, what else she does outside of studying FODE she replied, *'I am a full time elementary teacher and a church leader. I am a full time mother as well in the home, doing gardening. Sometimes I wish for sleep!'*

Despite her exhaustive list of responsibilities when the opportunity presented itself to enrol in KTF's FODE program she jumped at the chance. For Doreen, Silom FODE is only a 1 hour walk away - bringing a fee-free, second-chance education opportunity closer than she ever imagined.

Doreen left high school over thirty years ago, completing her Grade 10 in 1995. Over a decade ago, she was chosen by her community to become a teacher and despite no formal training she tried her best to teach the young children. A few years ago, she was selected by her community to complete teacher development training, an invaluable opportunity to gain some formal teacher training. Unfortunately, due to the NIP Department of Education losing funding she wasn't able to complete the training. That was until KTF funded the final year and also provided early childhood education instruction manuals and teacher training workshops.

'When we were taught how to be teachers we were not taught how to make education interesting, especially for little ones. So it has been good seeing KTF come in and not only upgrade our education but also teach us how to invest in education, and make it interesting for everyone, including the teacher.'

Bringing second-chance fee-free education pathways to the community of Silom has been life-changing for many students who have struggled to access and matriculate from the formal education system. In New Ireland Province, infamous for its abundance of gold deposits hidden below the surface, Doreen states, *'to get a better education now is like struggling to find gold in New Ireland.'*

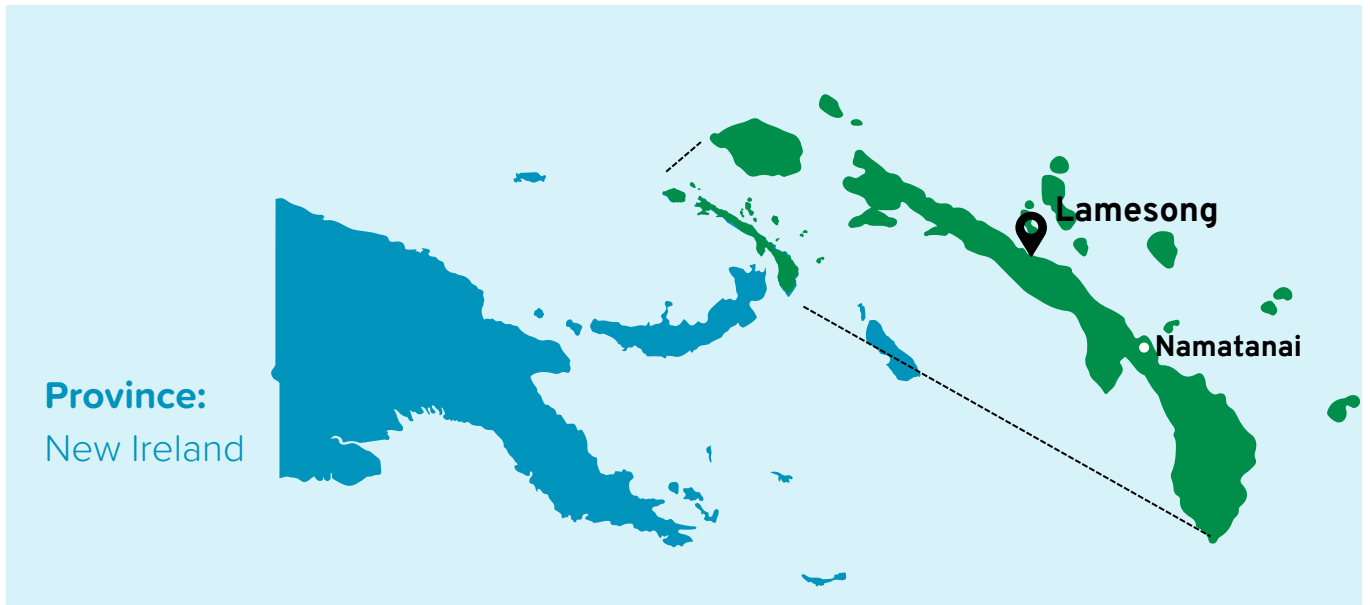
There are many students in New Ireland Province who want to go further but we can't because there are no options, there is no high school in Sentral New Ireland and not many PMV's [public transport vehicles] so there is no access. But with the support of Newmont, we have received the opportunity to get this extra education close to home for the first time in our lives. The community values education but they need someone to back them so that they can prosper.'

All those years ago, Doreen initially wasn't interested in becoming a teacher but after working in the space for over a decade, she has developed a true passion for education. Her dream now is to complete Grade 12 at Silom FODE and continue studying early childhood education at the PNG Education Institute in Port Moresby.

'I enjoy that I am furthering my education because it has been neglected. When FODE came to help us it has brought me back as a teacher, as well as a student. Some people, like my family and wantoks, they ask "where are you going?" and I say that I am going to study at Silom and they say that they will come and join me next year. So you see, the learning is spreading.'



LAMASONG FODE



In 2024, KTF further expanded our operations in New Ireland Province by establishing the first-ever FODE Centre in Lamasong, bringing high school-level education to Sentral Niu Ailan for the first time. This initiative is dedicated to upgrading the qualifications of 105 elementary and primary school teachers, ensuring they meet government requirements while continuing to educate their students. Historically, education access in this region has been extremely limited, with students having to travel to Kavieng or Namatanai—if they were fortunate enough to secure a spot - utilising the limited public transport options. The overwhelming community support for this project is evident, with local residents pooling funds to build a purpose-built FODE Centre. For the first time in Lamasong's history, education from Grades 1 to 12 is now available within the community, offering a transformative opportunity for teachers and future generations alike.

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Project Outputs:

Lamasong FODE (2023-2026)

Key Output	2024
Number of students PET tested and enrolled	105
Gender breakdown of students enrolled (f / m)	67 / 38 (64% f)
Students with disability	14 (13%)
Number of students who completed full academic year including examinations	84
Number of students who sat Grade 9 exams	6
Number of students who sat Grade 10 exams	27
Number of students who sat Grade 11 exams	47
Number of students who sat Grade 12 exams	4
Number of students progressing to Grade 10 at end of academic year	6
Number of students progressing to Grade 11 at end of academic year	26
Number of students progressing to Grade 12 at end of academic year	46
Number of students matriculating at end of academic year	4
Number of students with GPA to gain entry to Teachers College (2.8+)	1
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4+)	2
Number of students with GPA to gain entry to CHW training college (2+)	4
Number of students committed to becoming teachers at completion of studies	105

IMPACT STORY - NANCY KANDI



**‘I have confidence
now, I have been
empowered through
FODE.’**

When asked if she herself enjoyed school, Nancy reminisces on warm memories of her time at school, *‘I enjoyed it because I was in my teenage years, I was a kid so I was very carefree.’* She recalls that there were subjects that she really enjoyed but other subjects like business that she wasn’t that good at, *‘The business teacher didn’t teach business studies he taught about UFO’s and other things, he was very focused on this so I used to sneak out.’*

Nancy believes the role of a teacher is integral, either an aid or a hinderance. In her experience, teachers would sometimes focus on their own interests and wouldn’t follow the curriculum, which can cause students to lose interest in their education.

‘When I was young I didn’t see that education was important but now as a mother I see that it is important. This was because I wanted to hang out with my friends and I wasn’t told by adults that my education was important.’

Nancy is passionate about up skilling as a teacher through her FODE studies, *‘It was a privilege to be able to upgrade my studies, I’ve never had this opportunity before. I don’t need to stress about choosing between my books or medical expenses. Because KTF’s FODE is free, there is no burden.’*

She is grasping this opportunity for second chance education with both hands and has big goals that she wants to achieve.

'I left school twenty years ago now I'm re-entering these subjects again, it's been really good. I've enjoyed upgrading my education. The aim for my studies is to go to Early Childhood Education training. This training is at the University of Goroka or PNGEI, so I have applied and I'm waiting to hear if i get in. This would've been impossible without FODE.'

Before this opportunity, she felt that there was a stigma against elementary teachers, *'Most people have been regarding us as just elementary teachers, the bottom of the teachers, but when KTF FODE came in and picked out elementary teachers and gave us a chance, this make us feel like we are valuable like other people, we see more value in ourselves. We don't feel down or depressed anymore, because we see what we can give and that we are important.'*

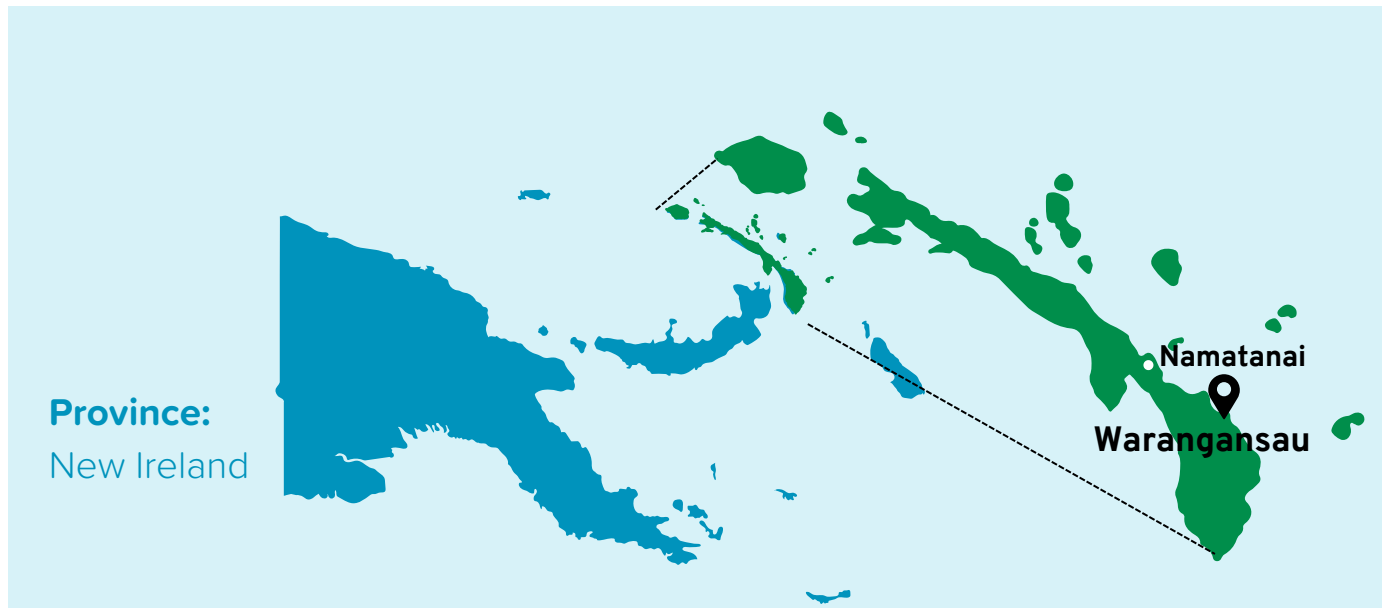
Despite some people looking down on elementary school teachers, Nancy is passionate in her role as a teacher - she hopes to spark a passion for learning in her young students.

Studying FODE has opened up a pathway to further education that she never imagined was possible, *'Through upgrading my education with FODE, I want to get into early childhood training. This is what I really want to do because I love working with children.'*

Nancy achieved the Grade 12 Dux award at her recent graduation ceremony.



WARANGANSAU FODE



In 2024, KTF demonstrated its commitment to education in rural and remote communities by expanding the FODE program to Warangansau, which is approximately an 8-10 hour drive from Namatanai. Targeting 70 teachers in the catchment, the centre operates on a hybrid model, ensuring accessibility for students who often travel for days—by dinghy, PMV, and on foot—to sit exams and submit assignments. To ease this burden, our dedicated local coordinator arranges lectures and tutorials at central locations, traveling by PMV to reach student clusters. As a result of this unique approach, Warangansau’s FODE Centre has delivered exceptional results, with students and the community showing remarkable dedication. In its first year, it was the only FODE centre in the entire LLG able to facilitate exams, a testament to the program’s success and reliability. The community deeply values the opportunity for free, accessible education that integrates into their lives, rather than forcing them to sacrifice their livelihoods to access it. With Warangansau’s challenging terrain and limited resources, utilising local knowledge and staff has been invaluable for ensuring that education is delivered in a way that truly works for the students, allowing them to further their education while maintaining their teaching roles.

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Project Outputs:

Warangansau FODE (2023-2026)

Key Output	2024
Number of students PET tested and enrolled	70
Gender breakdown of students enrolled (f / m)	41 / 29 (59%)
Students with disability	12 (17%)
Number of students who completed full academic year including examinations	56
Number of students who sat Grade 9 exams	3
Number of students who sat Grade 10 exams	19
Number of students who sat Grade 11 exams	28
Number of students who sat Grade 12 exams	6
Number of students progressing to Grade 10 at end of academic year	3
Number of students progressing to Grade 11 at end of academic year	10
Number of students progressing to Grade 12 at end of academic year	19
Number of students matriculating at end of academic year	6
Number of students with GPA to gain entry to Teachers College (2.8+)	0
Number of students needing to upgrade 1 subject to gain entry to Teachers College (2.4+)	2
Number of students with GPA to gain entry to CHW training college (2+)	4
Number of students committed to becoming teachers at completion of studies	70

IMPACT STORY - JOHN MUTNAM



‘It was always my dream to become a teacher since childhood. I used to admire teachers from the schools I attended growing up.’

At just 25 years old, Mark stands out in his community as one of the few with an early childhood qualification. He shoulders the significant responsibility of serving as the head teacher for Sena Adventist Elementary School while teaching two grades, combined into one class. He is supported by three teacher assistants - who are also enrolled in KTF’s FODE.

Thinking on his own days at school evokes happy memories for John, *‘I enjoyed school a lot. I was a wayward child and schooling gave me a real sense of purpose.’*

As with most students, expensive school fees are one of the biggest burdens faced to finishing school. John had to raise most of his own school funds during the school holidays. He worked as a driver for a car hir business from Grade 9 to college. *‘I drove the route from Lae to Madang and Goroka and back again. It was very tiring because I drove long hours, 9-12 hours.’* Going above and beyond, John has personally helped eight students to meet their school fee obligations - the cost of living has made life more challenging for everyone, including students and families.

For years John has diligently worked towards his dream, *‘I dreamt of becoming a secondary school teacher growing up. When I could not achieve the required GPA, I made the choice to work my way up by being an early childhood teacher. This KTF FODE program gives me an opportunity to upgrade my Grade 12 marks and apply for a Bachelor*

of Education - Secondary teaching at the University of Goroka to become a secondary teacher. PNG needs more teachers at all levels.'

Studying is challenging even in the best of circumstances - for John who manages competing responsibilities including being a full time head teacher, working in his gardening plot to support himself and volunteering to maintain the grounds by helping to construct pit toilets, staff houses and classroom buildings - finding the time to study is a lesson in itself on time management. However, despite the challenges that it brings, John enjoys studying, especially with the outreach model.

'The outreach model is the most effective way to reach teachers upgrading with FODE. We would have hardly found the time to visit a central location. Teachers are reached at their various schools and do not have to spend the little they earn to pay for transport. Moreover, with these school visits, we have much better individual interactions with our FODE teacher.'

He didn't have to wait until he was accepted to university to see the benefits of his FODE studies, he is seeing the benefits even now in his own classroom.

'I have been able to update myself and revisit most of the concepts which I left back in secondary school. Importantly, I use concepts learned from my FODE studies to teach my students better.'



FODE Outputs - Qualitative Discussion

In 2024, KTF continued to expand and deepen the reach of our Flexible Open and Distance Education (FODE) program, recognising its critical role in providing second-chance education pathways for early school leavers across Papua New Guinea. This year, we supported 2,200+ students and established new FODE centres in three provinces: Lihir (New Ireland Province), Kavieng, Daru (Western Province), Lake Murray (Western Province), and Mt. Koiari (Central Province). These new centres are filling significant gaps in the formal education system and delivering access to students in some of PNG's most remote and underserved communities.

FODE is increasingly vital as the government continues to introduce policies that require a Grade 12 certificate for entry into a wide range of careers, particularly in health and education. In many of the regions where we work, students would simply have no alternative pathway to complete Grade 12 without our FODE program. The implications are far-reaching: without these qualifications, communities would continue to face acute shortages of local teachers, nurses, and other essential workers.

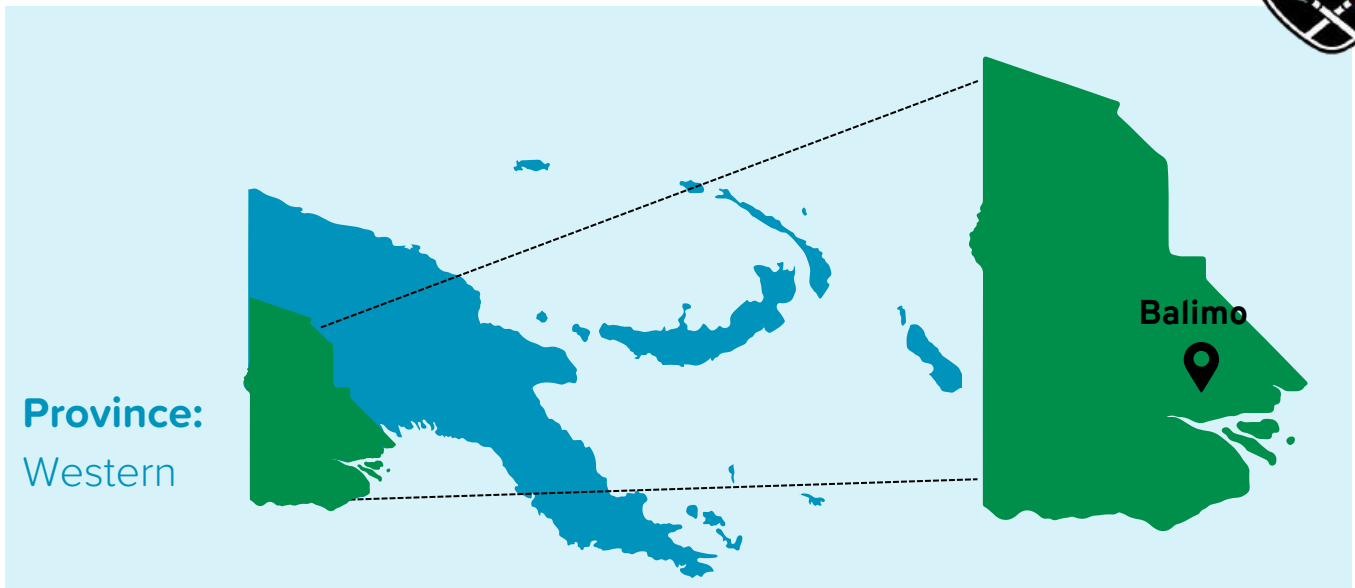
Despite the progress, we continue to face a significant challenge: the government's recent requirement for a minimum GPA of 2.8 to gain entry into tertiary teaching and nursing programs. For many of our students—particularly those from rural areas or adult learners re-entering education—this remains a high hurdle. However, we are starting to see meaningful improvement.

This year, the number of students achieving a GPA above 2.8 increased, particularly in Western Province. These results reflect the success of our model, which combines case management, academic tutoring, dedicated teaching staff, provision of room and board, and access to digital technology and resources.

KTF continues to play a key role in supporting the National FODE system, which lacks the capacity to scale and deliver consistently. Our efforts ensure students receive printed assignments, sit for national exams, and have their results processed in a timely manner.

Inclusion and flexibility remain core to our approach. In 2024, we reached gender parity in student enrolments, and 14% of our students identified as having a disability. These students received tailored support to ensure they could fully participate. Many of our students—especially women and current teachers—juggle study with significant responsibilities at home, in the community, and in the workforce. Our flexible, student-centred approach remains essential to enabling their success.

As we look ahead, we are increasingly confident in the effectiveness of our model and remain committed to scaling it to reach even more learners, in more locations, with even stronger outcomes



Balimo School of Teaching, an SDP project implemented in partnership with KTF, is a critical establishment providing educational excellence in Western Province. Now in its third year, the institution has seen its first full cycle of Diploma students, with most continuing on to their fourth year to complete a Bachelor of Education. The majority of our students have previously upgraded their entry qualifications through SDP's Western FODE programs, demonstrating a successful pipeline that will, over time, significantly increase the number of dedicated and qualified teachers in the province. Notably, in 2024, the college officially obtained accreditation with the DHERST, making the institute nationally recognised which is a significant accomplishment. Additionally, in response to changes in National policies which require a GPA of 2.8 to obtain entry into a Teachers College, this year saw the introduction of the Foundation Program, which provides students on the cusp of the GPA requirements to begin their studies whilst upgrading through FODE, all whilst receiving extra support to ensure they remain on the pipeline into the teachers college. Balimo School of Teaching is more than just an educational institution; it's a comprehensive support system for our students. We offer a top-notch curriculum developed by Western Sydney University, highly qualified and trained staff, and a range of student support services including transportation to the college, and room and board. This college plays a critical role in increasing the number of qualified teachers in Western Province and improving the education system.



Balimo School of Teaching is an SDP funded initiative implemented in partnership with KTF, with technical assistance from Western Sydney University (WSU) and Divine Word University.



Project Outputs:

Balimo School of Teaching (2023-2026)

Key Output	2023	2024
Number of Year 1 Students Enrolled	40	24
Number of Year 2 Students Enrolled	35	39
Number of Year 3 Students Enrolled	-	34
Number of Foundation Students Enrolled	-	16
Gender breakdown of students enrolled (f / m)		
Year 1 Cohort	16 / 24	5 / 19
Year 2 Cohort	11 / 24	16 / 23
Year 3 Cohort	- / -	11 / 24
Foundation Cohort	- / -	8 / 8
Female Students	36%	35%
Number of boarding students	66	105
Number of Year 1 Students enrolled that were previously students in a KTF FODE Programs	14 (35%)	6 (25%)
Number of students who completed full academic year including examinations	74	113

I chose education because education brings change. Education is the key to open up someone’s mind to become someone.

Tisam Tisam - foundation student at Balimo School of Teaching



IMPACT STORY - BARND BARIGA



‘By going to college, I am seeing my value and potential, to become someone in my village.’

As a child, Barnd Bariga always dreamt of becoming a doctor or a nurse, just like his older brother who he watched treat patients in his home village nestled on the shores of Lake Murray.

Even by Western Province standards, Lake Murray is considered remote. The serpentine length of the lake spans 650 kilometres, an area nearly three times the size of the country’s capital, Port Moresby. In the middle of the lake lies Barnd Bariga’s hometown of Boboa Station.



Accessible mainly by canoe or dinghy, Boboa’s central location makes it a hub for the lake and home to almost 2,000 people.

Barnd’s first introduction to education was at Boboa Primary School, which he didn’t have to travel far to attend, less than a 10-minute paddle across the lake in his canoe. Boboa Primary struggled with a lack of teachers and resources to deliver quality education to students from grades six to eight. However, Barnd was a keen learner and it was here that he discovered a passion for education.

As Barnd moved from primary school to high school, the impacts of their remote geography including limited teachers, lack of resources and scarcity of spots available in high school and university were keenly felt by himself and his peers.

'Everyone, students and friends, we wanted to continue to secondary school and go on to university but in our remote area it is very expensive to leave the province, so there was no accessibility to get to better schools or institutions.'

Two high schools later and his steely determination unbroken - Barnd succeeded in graduating high school. He immediately started applying to universities, an extremely competitive process. However, despite Barnd's dedication to his studies, his matriculating GPA was not enough to secure a coveted spot at one of the eight universities in PNG.

In the following years, he made the bold decision to leave Lake Murray to pursue further education opportunities.

'There's nothing there, such a remote place, the world is big so I couldn't just stay in the village, my dream was not fulfilled, I had to strive for that and take that risk to go away.'

Barnd was one of the first students to enrol at KTF's Kokoda College in 2018. A year later, Balimo FODE started operating and he came home to complete his high school studies. When Balimo College, the first-ever Teachers College, opened in his home of Western Province. Barnd continued his trend of being a pioneer student and was one of the first to apply.

'I was really excited when I learned I was accepted into Balimo School of Teaching because I know even two-three years ago this program did not exist.'

Barnd has been one of Balimo Teachers College's top students, attaining an average distinction mark. In 2025, Barnd is part of the inaugural cohort at Balimo School of Teaching graduating with a Diploma of Primary Education. He joins many students who will complete another year to graduate with a Bachelors Degree.

Upon graduation, Barnd hopes not just to return to his home village of Boboa, but to become a teacher at the same primary school that he attended to give back to his community.



'I love this job now and I will do my best to serve my community in education. Not just in the classroom, but I have wishes and dreams to improve Lake Murray, my District and my Province.'

EARLY YEARS



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

Early years in Western Province is an SDP initiative implemented by KTF. Early years in New Ireland Province is generously supported by Newmont.



Project Outputs: Early Years (2023-2026)

Key Output	2023	2024
Number of Provinces Early Years programs delivered to	2	3
Number of Early Years workshops delivered	1	4
Number of classrooms modified for best-practice Early Years indoor learning environments	23	61
Number of Early Years playgrounds built	33	15
Number of Early Years resource kits distributed to trainers and teachers	40	79
Number of elementary teachers & community members participating in workshops	42	80
Number of district education officials trained	4	2

“ I want real change. The community wants to help be part of the change. I believe that children in play, they learn. A child can be playing and you are teaching them life lessons. ”

**Aidah Mwagwaya - Teacher at
Ngavalus Elementary**



IMPACT STORY - IGNATIUS MARUM



‘We are so proud of what we have learned. KTF has taught us and uplifted us at the same time because now we have the materials to implement.’

A critical component of the Early Years project is the intensive teacher workshops for elementary teachers, covering topics such as early childhood pedagogy, play-based learning, benchmarking, and engagement. Ignatius, a teacher at Komat Elementary in Lihir, New Ireland Province, found this training critical to improve his knowledge and skills, allowing him to begin accepting ECE students in line with new government requirements.

‘I had never had Early Childhood training before the workshops this year. Before the training, I was rejecting students who were young because I didn’t know how to teach them. Now I am accepting them in the next year. The workshop taught us that it’s different from the elementary approach that we were taught in the past. This is my last year taking Grade 2 students and next year I will be taking Prep students.’

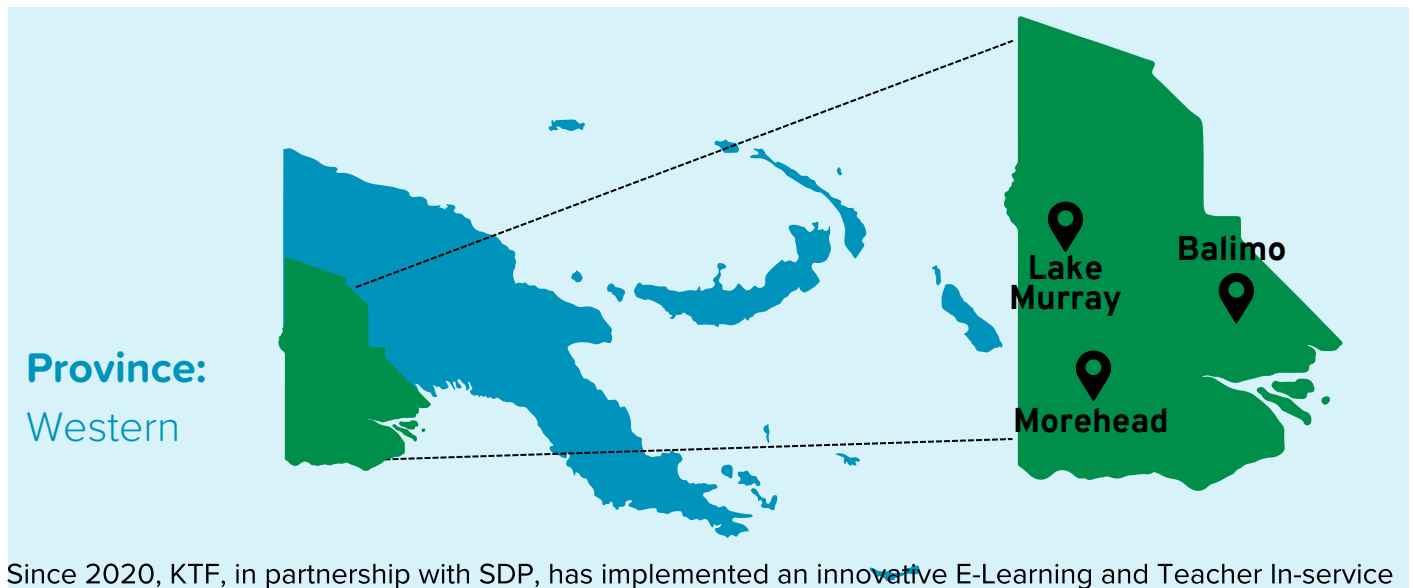
Through KTF’s support, Ignatius is also enrolled in FODE, allowing him to complete his Grade 12 qualifications and remain on government payroll as a teacher.

‘I am in Grade 12 and I am doing my final examinations in 2 weeks. I am so excited. I was really happy about being able to upgrade myself with FODE because I really need to get my qualifications to upgrade myself as a teacher, so through this program, I am so happy that after my exams I will have the higher qualifications.’

Ignatius has been hard at work since the workshops to ensure his community is prepared for their children to begin school at an earlier age. He has advised parents that their children will need to come prepared not just to learn, but with food, pillows and other critical supplies, giving parents time to prepare.

‘They’re very excited that kids start to learn at an early age so it will be good to get them into school early. From their experience, they know that if a child goes to school when at a later age, it is hard to learn, so they’re very excited about their kids learning earlier and that this change is coming to the community.’

THE WESTERN E-LEARNING AND TEACHER IN-SERVICE PROJECT



Since 2020, KTF, in partnership with SDP, has implemented an innovative E-Learning and Teacher In-service project in the Western Province. Initially launched in Balimo, the project has successfully expanded its reach to the more remote Morehead and Lake Murray regions, impacting an expansive area across the Province. The approach in Lake Murray is particularly innovative, employing an incentivisation program called 'Qhatapa' which encourages community support for the school and their children's education - in conjunction with a teacher assistants initiative which identifies and supports community members by enrolling them in FODE and providing teacher training so that they can begin immediately supporting existing teachers in classrooms. This project is a collaborative effort, involving the Western Province Department of Education and Western Sydney University, who plays a crucial role in customising the learning material to cater to the distinct needs of the teachers in these regions. The project's approach is three-pronged, focusing on teacher training, targeted coaching, and comprehensive resourcing. There is a targeted focus to utilise electronic resources, providing teachers with the necessary skills to deliver engaging and effective curriculum. This holistic strategy is designed to elevate the standard of teaching and learning in these remote classrooms and plays a critical role supporting the primary and elementary teachers.

The Western E-learning and Teacher in-service project is an SDP funded initiative implemented in partnership with KTF.



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

Key Output	2023	2024
Number of elementary and primary teachers participating in in-service workshops	129	129
Number of elementary schools receiving resources (books, curriculum materials, electronic resources)	20	20
Number of primary schools receiving resources (books, curriculum materials, electronic resources)	16	16
Number of elementary students receiving support	2,189	2,027
Number of primary students receiving support	3,880	3,009
Number of in-service workshops delivered	2	2
Number of Coaches engaged and delivering training and support to teachers	8	8
Number of Coaching Sessions delivered to schools	320	489

“ I see a change in students learning. Students are more interested. [They are] more interested to learn in the way SDP & KTF is applying the teaching and learning methods to us as teachers in the classrooms. ”

Michael Suliki - Deputy Head Teacher at Pisi Primary School



IMPACT STORY - LYDIA SAENIYA



‘Children are getting more excited to learn. They want more of those things to come.’

Lydia - a mother of six and a elementary teacher for over 20 years - is an expert in fostering the potential of children. Currently, working at Pikiwa Elementary School, which is supported by the E-learning and Teacher In-service project, she has noticed a shift in students excitement towards learning since the program started.

When asked if she thought it will have an impact on her students she enthusiastically said, *‘They will help my students very well. They were singing with their mouths, when the music things went, they were really excited. Reading books too - we never had reading books. They are most interested in Bilum Books.’*

Lydia left school with a Grade 10 and is currently re-enrolled with Balimo FODE to matriculate at a Grade 12 level and upgrade her GPA to remain as a teacher.



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

Key Output	2023	2024
Number of elementary and primary teachers participating in in-service workshops	49	52
Number of elementary schools receiving resources (books, curriculum materials, electronic resources)	15	15
Number of primary schools receiving resources (books, curriculum materials, electronic resources)	4	6
Number of elementary students receiving support	420	551
Number of primary students receiving support	772	738
Number of in-service workshops delivered	2	2
Number of Coaches engaged and delivering training and support to teachers	6	5
Number of Coaching Sessions delivered to schools	80	86



IMPACT STORY - MONA HITOLO WULU



**‘I think students
learning standards
will go up in literacy
and numeracy skills.’**

Mona, has lived in Garaita village - a remote village near Morehead - her entire life. She left school in Grade 10 and gained a certificate for elementary teaching, she has now been teaching for nearly three decades at the local elementary school.

When asked what she hopes to learn by taking part in the program she shared, *‘It is a privilege and I wish to learn more on planning and programming, teaching programs and lesson plans.’*



Project Outputs:

Lake Murray E-Learning (2023-2026)

Key Output	2024
Number of elementary and primary teachers participating in in-service workshops	59
Number of elementary schools receiving resources (books, curriculum materials, electronic resources)	12
Number of primary schools receiving resources (books, curriculum materials, electronic resources)	3
Number of community schools receiving resources (books, curriculum materials, electronic resources)	5
Number of elementary students receiving support	1,340
Number of primary students receiving support	896
Number of in-service workshops delivered	2
Number of Coaches engaged and delivering training and support to teachers	4
Number of Coaching Sessions delivered to teachers	59

“The teachers were at school even when it was suspended, they are excited and happy - the Qhatapa program has motivated them and they feel that they now are teachers and the community sees them as important people in their community.”

Daniel Aselai - E-learning and Teacher In-service coach at Lake Murray



IMPACT STORY - DANIEL ASELA



‘I have seen that they are eager to attend school. When we go to villages, the first people we see are the kids. They want to go to school’

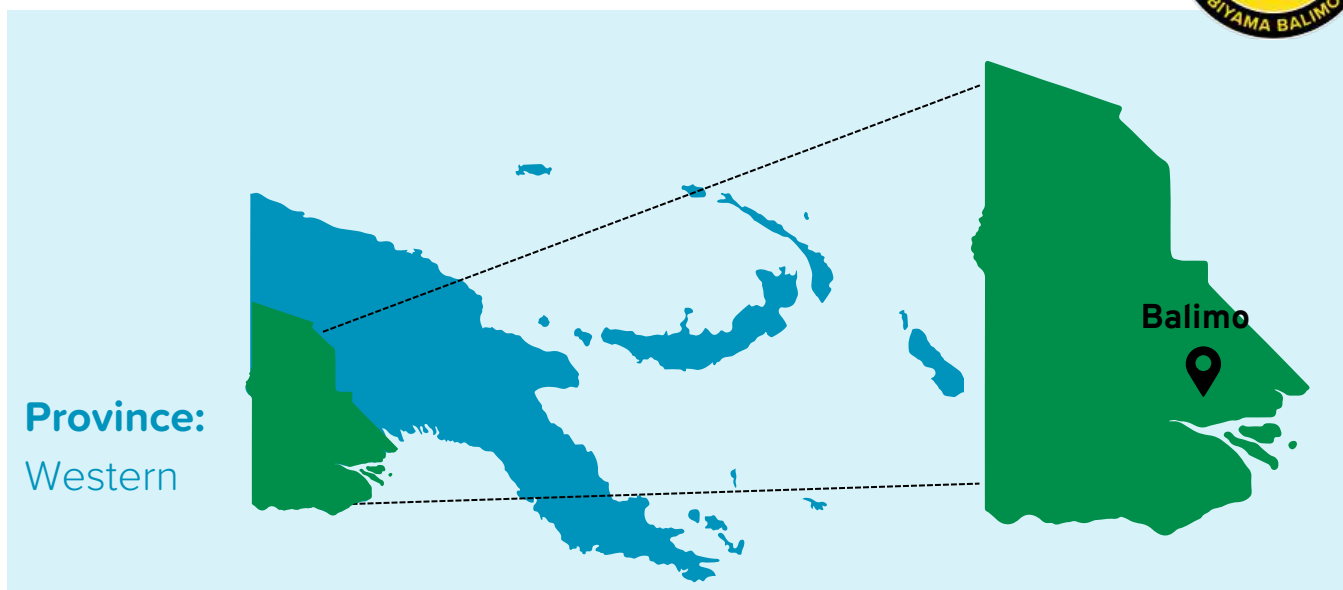
As a coach for the E-learning and Teacher In-service project in the remote Lake Murray region, Daniel brings a wealth of experience. With nearly three decades of teaching in schools around Lake Murray, he has also completed an elementary training course, worked as an elementary teacher, trained other educators, served as a school inspector, and earned a bachelor degree in Education. Now as a coach, he provides one on one coaching to teachers - helping to introduce new ideas and resources into classrooms.

Lake Murray has experienced an extended education crisis - with a number of school closures due to teacher shortages. Additionally, the existing teachers struggle with limited resources and professional development. The communities of Lake Murray have embraced the education initiatives: The E-learning and Teacher In-service, Qhatapa, and teacher assistants - which work together to strengthen the local education system.

‘I have been teaching here for a number of years - when SDP & KTF came we noticed changes in the communities. I see that when we go out they accept us in their communities. Large crowds come to our meetings. When other people come to communities like disaster relief or politicians - not so many people come out; with coaches we meet with big crowds of men, women and children because they see it is very important.

They [teachers] are motivated and attending school and workshops because they want to know more. They are wanting assistance.’

HONOURABLE ROY BIYAMA BALIMO ACADEMY



The Honourable Roy Biyama Balimo Academy (HRBBA) is an innovative educational initiative established in 2024 with the aim of providing an exceptional learning environment from Kindergarten to Grade 12. Currently undergoing accreditation to become a School of Excellence in PNG, the Academy delivers a high-quality educational experience, attracting experienced educators from across the country and fostering a best-practice teaching environment. Significant investments have been made in developing state-of-the-art classrooms and infrastructure, ensuring that students receive the best possible resources for their academic journey. The Academy is supported by a dedicated team, including five teaching assistants, a library assistant, and administrative personnel, alongside the KTF program team based in Port Moresby and Australia, all working diligently to create an engaging and supportive educational experience. To further enhance student well-being, the Academy has also implemented a breakfast program to ensure students start their day with the nutrition they need to thrive. With plans for substantial growth in the coming years, the Academy is focused on strengthening staff capacity and refining operational processes to maintain its commitment to excellence in education.



The Honourable Roy Biyama Balimo Academy is an SDP funded initiative implemented in partnership with KTF.



Project Outputs:

Honourable Roy Biyama Balimo Academy (2023-2026)

Key Output	2024
Number of Prep students enrolled	32
Number of K1 & K2 students enrolled	14
Number of Grade 1 students enrolled	10
Number of Grade 2 students enrolled	5
Number of Grade 3 students enrolled	15
Number of Grade 4 students enrolled	18
Number of Grade 5 students enrolled	12
Number of Grade 6 students enrolled	5
Number of Grade 7 students enrolled	13
Number of Grade 8 students enrolled	2
Number of Grade 9 students enrolled	13
Number of Grade 10 students enrolled	9
Number of Grade 11 students enrolled	12
Number of staff employed	17
Number of students sitting Grade 8 exams	2
Number of students sitting Grade 10 exams	8
Number of classrooms built and in use	11
Number of specialised learning spaces built and in use	2

IMPACT STORY - MAXINE DABEMA



‘When they moved up here the things that were hidden inside came out. I knew they were smart but when they came up here [to the academy] the marks were good. The teacher has time for all of them. The children are more confident.’

Maxine is a mother of six children, their ages ranging from her oldest at 21 years old all the way down to her youngest, who is just four - three of her children are attending HRBBA. Since they started attending HRBBA Maxine has noticed a remarkable shift in their attitudes and learning.

At their last school, Maxine said that her kids would make excuses to avoid going to school and would run away. The classrooms were overcrowded and her kids struggled with understanding subject content, often receiving bad marks.

Now they don’t want to miss any school because they’re so excited to learn, ‘I had to force them in the morning to go to school. Now they wake up early for school, they get ready themselves. Sometimes I don’t get to say goodbye to them because they have already left for school!’

Her kids are coming home excited to share what they learned that day, ‘My daughter (7) was telling me about the plant cycle and when the seed germinates and explained everything to me. As a class they did a presentation where the children role played the plant cycle and she was really excited’. Maxine was impressed by the depth of knowledge her daughter was able to recall to her after class.

Maxine has seen big changes in her kids personal and academic development since they moved to HRBBA, *'The teacher has time for all of them. The children are more confident, they now talk confidently and ask questions and correct me. They have started asking questions like who invented gravity? They never asked questions like this before but since reading the books [at the Academy] they can confidently ask these questions. The kids are more curious.'*

'I have seen a lot of changes [in the children], a lot of improvement with their academic marks. I was shocked when they brought their test papers home. Most of them used to get C and Ds and I was shocked to see all As, maybe one or two Bs. A lot of improvement.'

Maxine believes that changing schools to HRBBA has changed the trajectory of her children's education.



SOLAR PROJECTS



The solar projects demonstrates KTF's commitment to enhancing education and quality of life in remote parts of PNG. This initiative involves the installation of solar units in households and shared village facilities, such as schools, aid posts, and churches. Households receive a home solar unit which has three lights and USB charging capability for phones, radios and other small devices. Community facilities receive a larger unit capable of lighting and powering larger items. We strategically identify villages for installations in partnership with our education and health projects or with governments. The primary objective of these solar installations is to enhance overall quality of life as well as student's ability to read and study at night, thereby extending their learning hours. The benefits of this project extend far and wide and has been found to improve safety and security, stimulate livelihood generation, and enhance health and overall quality of life. Additionally, by utilising renewable solar energy, this project also contributes positively to environmental sustainability.

Light for Learning Morobe and the Distribution and Installation of solar systems and Streetlights in Rai Coast and New Ireland Province is generously supported by the Australian Governments' Pawarim Komuniti Partnerships (PKP) Program. An expansion of the Light for Learning project in Western Province is an SDP initiative delivered in partnership with KTF.



Project Outputs: Solar Projects (2023-2026)

Key Output - Oro Province	2023	2024
Number of Household Units installed	2,430	3
Number of Facility Units installed	44	2*
Number of Villages with reached	13	2
Number of Solar Champions trained (f / m)	52 / 52	1 / 1
Number of Solar Champions with disability (f / m)	2 / 2	0 / 0
Number of People Connected to Solar Energy	12,879	15

*Solar units were installed in Emo River Health Centre and Igora Aid Post as part of our health project that consisted of outreach patrols to remote, zero-dose communities.

Key Output - Western Province (incl. Lake Murray)	2023	2024
Number of Household Units installed	3,263	599
Number of Facility Units installed	57	0
Number of Villages reached	49	32
Number of Solar Champions trained (f / m)	160 / 160	0
Number of People Connected to Solar Energy	20,802	3,796

Project Outputs: Solar Projects (2023-2026)

Key Output - Morobe Province	2024
Number of Household Units installed	3,185
Number of Facility Units installed	55
Number of Villages with reached	10
Number of Solar Champions trained (f / m)	40 / 40
Number of Solar Champions with disability (f / m)	0
Number of People Connected to Solar Energy	11,470

“The solar lights installed in our village is a blessing for all of us. Some of us in our village can’t afford to buy big expensive solar lights. These lights will now help our children to do their homework and study at night. Their parents also do gardening and fishing during the day so now at night time they will use the lights for markets or weaving bilums for money. Thank you KTF!”

Theo Gao - Community Leader in Salus, Morobe Province



Key Output - Madang Province	2024
Number of Household Units installed	3,763
Number of Facility Units installed	18
Number of Villages with reached	44
Number of Solar Champions trained (f / m)	168 / 168
Number of Solar Champions with disability (f / m)	0
Number of People Connected to Solar Energy	14,294

Key Output - New Ireland Province	2024
Number of Household Units installed	460
Number of Facility Units installed	4
Number of Villages with reached	3
Number of Solar Champions trained (f / m)	12 / 12
Number of Solar Champions with disability (f / m)	0
Number of People Connected to Solar Energy	1,921



IMPACT STORY - DOUGLAS KWANDING



‘My hope is that everything in a few years time will be bright, light, and look good. I hope in the future our students will score good marks.’

Douglas is the supervisor of one of the installation teams in Morobe Province. This role includes many of the day-to-day logistics, administrative and human resource tasks. For example, liaising with villages and community leaders, overseeing the installation schedule and ensuring teams and equipment are in alignment, adequate rations are available, submitting project documentation as well as, of course, hands-on installations. Douglas grew up in Buakap and has seven children between the ages of 5-23. He went to Goroka Technical College and studied electrical studies and carpentry.

‘People here don’t have electricity. Some spent lots of money on solar for their house but it doesn’t work well. They are bad systems.’

When asked how he felt about being asked to be a part of the installation team, Douglas said, *‘I was very happy. First thing, I called my wife and she is happy too. I am very thankful. I’m used to acting in a supervisor role so I am comfortable and also happy to be doing electrical work again. It’s a big job and I’m excited to face the challenges. The biggest impact of this project will be for women and children. We desperately need improved security for women and girls and light for children to study.’*

IMPACT STORY - DANNY KUMBONG



‘[Before solar] we cook our dinner before the dark come, we eat quickly then go to bed but this time no, when solar comes we stay out overnight, friends visit, other friends other houses come here and we tell stories, we enjoy it.’

Danny Kumbong, has lived in Dumbal village since 2011 after he was appointed as Ward Councillor. Initially, he was a bit dubious when he heard that solar was coming to Rai Coast,

‘At first I was a bit confused, maybe these solar lights be okay for us or not, but when we used them, we enjoyed it. Okay this is the reason. It’s a good system. Very nice.’

The installation of the solar lights has transformed the nights for Danny and his family.

‘Before it was a bit difficult, we used fuel and kerosene lamps. When solar comes we are very very happy, because our member minister, Kessy, partner with the Australian Government, they brought this program and we are very happy, the families in the village, these people, we are very happy, it’s a nice project she brought for us. It makes it easier for us, sitting with friends in the night, mothers washing in the night, making bilums, all this, very nice, we enjoy.’



The introduction of solar also has also had additional benefits for women and girls. For his daughter, he chose to put one of the lights in her room so she could study past dark. It has also allowed for his wife and daughter to feel safer at night, *‘Some mothers and girls feel scared but now we have the lights, so outside here in the night they can come out and stay outside, it’s nice.’*

The installations of safe, cheap and reliable solar is lighting up the lives and homes of families like Danny’s, transforming their way of life with the flick of a switch.

Light for Learning Evaluation - Outcomes Discussion

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

Key Findings

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

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

In response to our findings and evaluation recommendations, KTF has continued and expanded the Light for Learning project, reaching more remote communities. We've established Solar Hubs in Oro and Western Province, providing maintenance support and access to solar accessories, with plans for additional hubs in the future. Additionally, we've enhanced our M&E procedures for improved data quality and better inclusion of women and people with disabilities, enabling us to understand the project's impact on these groups more effectively.

Education Outcomes

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

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

Progress towards desired outcomes

- **ED.1 Sufficient number of qualified and committed teachers engaged in rural schools on secure payroll.**
 - **Balimo School of Teaching** has enrolled a total of 113 students who are on a pathway to obtain their diploma of teaching.
 - Support for 3 teachers with enrolment in tertiary programs, including tuition fees and transportation.
- **ED.2 Readiness and preparedness for formal schooling for early childhood-aged children, with local communities engaged and leading efforts to deliver early childhood education.**
 - Up-skilling of 80 teachers and 2 Provincial education authorities via direct training in Early Childhood Education theory and practice.
 - 61 classrooms modified to best-practice indoor learning environments, and 15 age-appropriate playgrounds constructed.
 - Developed a new manual to accompany the existing two manuals on Early Childhood Education. 79 manuals distributed to teachers.
- **ED.3 All school-aged children have reliable access to high-quality education, year-round.**
 - Supported 77 schools with teaching and learning materials, student resources, technology and stationery.
 - Supported 237 teachers with in-classroom coaching and teacher training to improve pedagogy, assessment and teaching and learning approaches.
 - Pilot Model School established in Balimo, providing teaching and learning to more than 100 students.
 - 2 Intensive workshops held for teachers to deliver tailored training to improve knowledge and skills, use of accompanying resources, and planning and programming.
- **ED.4 Access to formal and alternative schooling pathways across rural areas to maximise opportunities for all people to complete Grade 12.**
 - 218 students enrolled at Kokoda College (2023-2026); 178 students sat national examinations (82% retention rate).
 - 164 students enrolled at Motu Koita FODE College (2023-2026); 93 students sat national examinations (57% retention rate).

- 50 students enrolled at Mt. Koiari Satellite FODE Centre (2023-2026); 32 students sat national examinations (64% retention rate).
- 602 students enrolled at Balimo FODE College & Patrols Outreach (2023-2026); 472 students sat national examinations (78% retention rate).
- 150 students enrolled at Morehead College (2023-2026); 106 students sat national examinations (71% retention rate).
- 148 students enrolled at St Gabriel's College (2023-2026); 102 students sat national examinations (69% retention rate).
- 111 students enrolled Western Outreach FODE (2023-2026); 46 students sat national examinations (41% retention rate).
- 201 students enrolled at Lake Murray FODE (2023-2026); 120 students sat national examinations (60% retention rate).
- 376 students enrolled at Lihir & New Ireland FODE Centres (2023-2026); 295 students sat national examinations (78% retention rate).
- 108 students enrolled at Pari-Taurama FODE (2023-2026); 60 students sat national examinations (56% retention rate).
- **ED.5 Grade 12 school leavers are engaged in teacher training pathways across rural areas, providing a pipeline of teachers into the profession.**
 - 65% of students enrolled across KTF's FODE Colleges are on pathways to becoming teachers. Upon graduation from FODE, pending minimum GPA of 2.8 and minimum grades in English and Mathematics, these students will be eligible to enrol in Teachers Colleges across the country. KTF will offer scholarships to further support these pathways.
 - 473 existing elementary and primary teachers enrolled across KTF's FODE Colleges in order to upgrade their Grade 12 and GPA requirements to meet new, government-imposed, minimum standards to remain in the profession.
- **ED.6 All learners have access to inclusive and equitable education that promotes gender equality, human rights, and social inclusion, and meets the diverse needs of learners, including those with disabilities.**
 - Provided targeted training on learning disabilities to 178 primary and elementary teachers.
 - Provided logistical and targeted disability support for 13 students with disabilities at Kokoda College to complete PET testing and be considered for enrolment.
 - All of our education partners, including FODE principals and lecturers, Balimo School of Teaching staff, and teachers involved in E-learning, receive regular, comprehensive training on child protection, gender equality, social inclusion, and the prevention of sexual exploitation, abuse, and harassment.



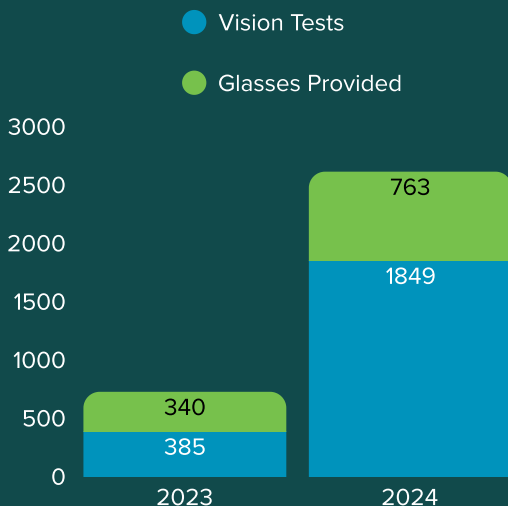
HEALTH OUTPUTS

2023-2024 KEY OUTPUTS

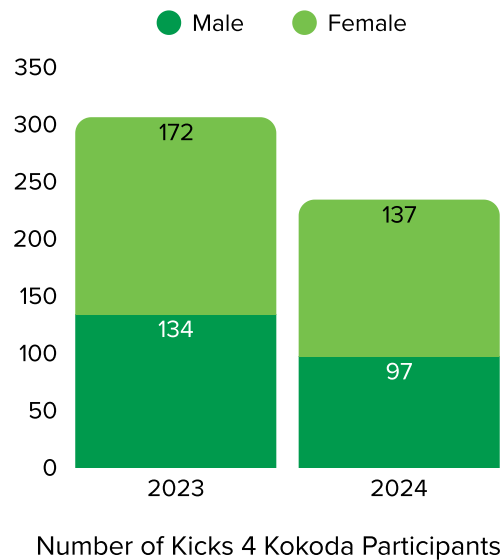
Healthy Communities



Eye See PNG



Kicks 4 Kokoda



HEALTHY COMMUNITIES

Province:
Oro/Northern



Health Facilities Supported:

Kokoda Aid Post
Kokoda Memorial Hospital
Abuari
Alola
Beuru
Hariko
Kinjaki
Igora
Manari
Sanananda
Taututu
Waju
Siorata
Sinifara

The Healthy Communities project is a vital initiative that brings primary healthcare to remote, rural communities in Central and Oro Provinces. By supporting the salaries of Community Health Workers (CHWs), providing essential medical supplies, and facilitating infrastructure support, we ensure the smooth operation of aid posts in these regions. Without KTF's intervention, these communities would face significant challenges in accessing healthcare, with many along the Kokoda Track having no access to health services whatsoever. A key focus of the project is capacity building among healthcare workers. We collaborate with the National and Provincial Health Authorities to ensure the delivery of their training, and facilitate additional training tailored to the unique needs and requests of the region's healthcare workers. The project also prioritises family planning and maternal and neonatal health. Aid posts are supplied with hygienic birthing kits, and 'Pikinini Packs' which are provided to mothers as incentives for giving birth in an aid post with a health worker's assistance.

Through the Healthy Communities project, we are not only improving access to healthcare but also promoting healthier, safer, and more sustainable communities.

Healthy Communities is supported by the Australian Government through the Australian NGO Cooperation Program (ANCP) and the Australian public.



Project Outputs: Healthy Communities (2023-2026)

Key Output	2023	2024
Number of aid posts supported with healthcare workers, operations, logistics, and resources	14	14
Number of aid posts built or maintained	2	7
Number of CHW/VHA postings supported with wages	16	16
Number of CHWs supported with tuition fees	7 (f)	5 (f)
Number of Patients provided with health care	49,342	63,564
Percent of Patients < 18 years old	73%	46%
Number of women accessing pre- and postnatal clinics	2,268	1,334
Number of births supervised in a healthcare facility	194 (76%)	203 (75%)
Number of births with complications requiring intervention	49 (19%)	75 (37%)
Number of birthing kits distributed	1,000	2,000
Number of Pikinini Packs (incentives) distributed	100	100
Number of people accessing family planning services	1,905	1,685
Number of packs of condoms distributed	2,537	11,931
Number of immunisation and outreach patrols supported	48	64
Number of children immunised	29,540	8,626
Number of people with improved access to general health care	108,590	110,500

IMPACT STORY - RONALD AMEME



‘I wanted to become a health care worker because when my father left my mother she began having health issues. I then decided that I needed to become a health worker because I wanted to support and care for my mother.’

Ronald is from Saiho Village, which is approximately 30km from Popondetta in Oro Province. He didn't have the best marks during school, but still completed secondary school in 2008, and then worked various roles until he focused on becoming a health worker.

‘In 2016 I applied at the School of Nursing at St Margaret's and I was accepted, I completed 2 years and in 2018 I graduated with a community health workers certificate.’

Ronald then worked as a volunteer CHW at Saiho Health Centre for 4 years until KTF was able to support his salary and placement at Sanananda. Ronald has been a KTF-supported Community Health Worker at Sanananda Aid Post for 4 years and is now married with three children between 8 and 2 years of age. His typical day entails providing primary health care to vulnerable people and also distributing health messages to the catchment.

‘I educate the community about receiving immunisations, especially at-risk children who are between 1 – 5 years old. I also deliver babies at the aid post with the assistance from the other health workers. The most common reasons why people come to the aid post is to get treatment for diseases, viruses and injuries. Mothers also engage with the aid post for the antenatal clinic and family planning. On Tuesday and Thursday I normally provide awareness to the community of the health trends and issues that I am observing at the aid post. For example, if there is an outbreak of whooping cough, I will raise awareness and inform the



community of this to try and minimise the spread and increase awareness of the signs and symptoms.'

Ronald says that his favourite part of being a CHW is providing care and support to patients, especially mothers and babies. Sanananda is one of the Aid Posts targeted in KTF's maternal health initiative, receiving Pikinini Packs, an incentive for mothers to deliver their babies in the aid post, and birthing kits, to provide to mothers who live too far away to deliver their babies there.

'I had a woman who came to the aid post who was in a critical condition. She was experiencing abdominal pain, vomiting, fainting and internal bleeding. I assessed her by doing an abdominal examination and providing fluid and immediate medication. I then referred her to Popondetta General Hospital for further investigation. She was transferred and treated and now she is living back in her community, happy and healthy.'

Sanananda Aid Post services a particularly large catchment area, and Ronald says that he works to ensure that the aid post is a supportive environment and that the team aims for the centre to be inclusive to everyone, including people with disabilities or those who come from far away.

'Though our capacity is strained most of the time, the team treat everyone equally and we are open to all patients from other catchment areas. I also provide an at-home health service to people with disability who are unable to access the health facility. This includes elderly individuals also who are now unable to walk to the facility.'

Ronald attended the Emergency Obstetrics Training that KTF delivered in partnership with the NPHA and spoke about the training saying, *'The training was very important to me as I deliver a lot of babies. Though I use most of the skills and knowledge they are teaching already, what the training has done is reinforced these skills and has given me more confidence in my practice moving forward to safely deliver babies and care for mothers during and after labour.'*



Hoping to further his education in the nursing and health field, Ronald is passionate about improving the health system in Oro Province.

'The services that we provide are very effective, however we need facilities to cater for the large northern beach's catchment. For example, a maternity room and a staff house.'

KICKS 4 KOKODA



The Kicks 4 Kokoda project leverages Sports for Development to deliver the 'SKILLZ' intervention in remote and rural areas of Oro Province. Through mixed-gender soccer teams, this 9-week program targets adolescents, providing education on sexual and reproductive health and rights, preventing unwanted pregnancies, STIs, and HIV, and promoting equality by challenging gender norms. Community members are trained as coaches to run these sessions, fostering a sense of ownership and engagement within the community. The project culminates in tournaments hosted at the end of the interventions, featuring PNG Olympic Committee Hero Athletes, including para-athletes, who help run the tournaments. The wider community is also actively involved, with service providers offering medical testing for HIV, malaria, and other diseases. Various organisations participate, promoting child safety, reducing gender-based violence, and advocating for the inclusion of people with disabilities.

Kicks 4 Kokoda is supported by the Australian Government via Team Up and implemented in partnership with the PNG Olympic Committee and Grassroot Soccer.



Project Outputs:

Kicks 4 Kokoda (2023-2026)

Key Output	2023	2024
Number of Female Coaches Trained	11	9
Number of Male Coaches Trained	5	6
Number of Youth Participants	306	234
Females	172	137
Males	134	97
Female Participants Percentage	56%	59%
Number of Youth Participants with a disability	1	1
Number of Schools Engaged	4	3
Number of SKILLZ Sessions Delivered	10	9
Percent of Participants that Graduated	81%	51%
Number of Tournaments Held	3	7
Number of HIV tests Conducted at Tournaments	53	23
Number of STI tests Conducted at Tournaments	53	23
Number of packs of condoms distributed	1,181	20
Number of PNG Olympic Committee Hero Athletes hosting tournaments (f / m)	7 / 2	6 / 3
Number of PNG Olympic Committee Hero Athletes with disability hosting tournaments	1 (f)	2 (50% f)

IMPACT STORY - ELEINA KEPA



‘I want to study at a university to become a nurse. My other dream is to become a sports girl especially in rugby 7’s.’

A grade 9 student, Eleina was drawn to the Kicks 4 Kokoda (K4K) SKILLZ program because of her love of sports.

‘I just wanted to play sports and I thought K4K was a great way to play sports and enjoy myself. My favourite part has actually been the rugby touch.’

Playing on a mixed-gender sports team and playing soccer was a new experience for Eleina.

‘Before the Kicks 4 Kokoda it was boys and girls on separate teams. We now play on boy/girl teams for all sports. I like playing soccer, however I did not play before K4K but now I really want to keep playing because I can develop more skills and keep learning.’

Eleina says she learned a lot throughout the SKILLZ session including, ‘how to respect my friends, teachers, parents, and my community’ and said that her coach was a great communicator when teaching the lessons. She says that since her and her peers took part in the program, she has seen ‘many positive differences.’

‘I find the students are more respectful, to the teachers, and other students. I will be a game changer by becoming a leader to younger people in my community.’

IMPACT STORY - DAVIS UMBO



‘After I go through the K4K sessions, I started to respect my family and friends and encouraged the smaller ones not to stay in the life I have been through. I have taught them a lot of what I have learnt in the K4K lessons.’

Davis, a Grade 9 student, said the sports aspect of the Kicks 4 Kokoda appealed to him, saying *‘I just wanted to play sport, and I thought Kicks 4 Kokoda was a great way to develop my skills and have fun with my friends’*, however he also found the content of SKILLZ sessions really interesting.

‘I enjoy the energizers and some little things like being taught about manners and respecting others. I learned about respecting others and myself, such as respecting others’ rights, opinions and perspectives. For me, I have learned to respect my belongings, my body and respecting my title as a student. I like doing my homework and giving myself the best opportunity in school to learn.’

Davis is an avid soccer player on his high school team and plays against other schools in the catchment. Since taking part in the program, he has also found that he likes playing on a mixed-team with both boys and girls.

‘Before the SKILLZ I only played with boys. Before K4K the girls and boys were separated when playing in teams. Last time we played with the PNG Olympic Heroes, they taught us to be inclusive of the girls. From then on, I have always wanted to play with the girls on my team.’

With big dreams of studying at Lae University of Technology to become an electrical engineer, Davis recognises the importance of what he has learned and sees the impact on himself and his peers.

‘We have learned gender equality and how to be inclusive of everyone, either boys or girls, and people with disability.’

Kicks 4 Kokoda Evaluation - Outcomes Discussion

KTF leveraged its internal capabilities in 2023 to conduct a mid-term evaluation of the Kicks 4 Kokoda project, seeking to review and evaluate the substantial data collected over the first three years of the project (2021-2023) and to appraise its impact and effectiveness in enhancing adolescents' knowledge of sexual and reproductive health and rights, improving decision-making, fostering self-efficacy, and instigating shifts in gender norms and disability inclusiveness.

Key Findings

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

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

KTF has implemented recommendations made in the evaluation, particularly through increased training and support for coaches. The project has been extended through 2026 and will be moving to additional locations. We intend to apply lessons learned to date to these new locations, ensuring smooth operations from the start. In line with our past experiences, we predict high levels of interest in participating and high graduation rates in these new locations. Additionally, to address sustainability considerations, KTF has begun exploring options for the curriculum to be imbedded within schools at the locations where the project has been operating for several years.

EYE SEE PNG

Provinces:

Oro, National
Capital
District



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

Eye See PNG is generously supported by the James Family Foundation.



Project Outputs:

Eye See PNG (2023-2026)

Key Output	2023	2024
Number of People Screened for Visual Acuity - Distance Vision	385	1,849
Number of Referrals to ophthalmic clinic	0	78
Number of Glasses Provided	340	763

Eslyna is a Grade 4 student. When asked if she likes school, she said ‘Yes I like to clean up in the morning, writing in class, and meeting my friends. When I grow up my dream is to work in the bank when I finish school.’

After having her vision tested as part of KTF’s Eye See PNG project, Eslyna said the process was easy and she feels very good.

‘I’m very happy that I have glasses, I can see better. It helps me to see clearly, helps me to read on the blackboard.’



VHA PATROLS



The VHA Patrols Project, delivered in partnership with Australian Doctors International, is a one-year initiative aimed at strengthening the capacity of the Northern Provincial Health Authorities. This project mobilised teams of healthcare workers, providing capacity building and logistical support, to reach some of the most remote regions in the province, where access to general health services is scarce or nonexistent. A key focus was on ‘no-dose’ villages—communities where children had never received routine immunisations. Teams navigated challenging terrain by small plane, helicopter, 4WD, horseback, and on foot, crossing rivers and mountains to deliver critical healthcare services. In addition to immunisations, the patrols provided essential medical care, health education and awareness raising, and support to local health workers, ensuring a sustainable impact long after the teams had departed.

*VHA Program is generously supported
by the Australian Government and
implemented in partnership with
Australians Doctors International (ADI).*



Project Outputs: VHA Patrols (2023-2026)

Key Output	2024
Number of Patrols complete	14
Number of Villages Visited	184
Number of Patients Seen	14,809
Male	8,392 (57%)
Female	6,417 (43%)
Child Patients Percentage	72%
Number of Childhood Immunisations Administered	8,641
Number of Contraceptives Administered/Distributed	447
Number of Condoms Distributed	2,253
Number of STI/HIV Tests	1,282
Number of Malaria Cases	1,518
Number of Attendees at GBV Awareness-raising	3,069
Number of Attendees at Antenatal/Family Planning Awareness-raising	3,425
Number of Attendees at HIV Awareness-raising	3,794
Number of Attendees at Nutrition Awareness-raising	1,992
Number of Attendees at WASH/Hygiene Awareness-raising	1,503
Number of Awareness Raising Materials Distributed	416

IMPACT STORY - HILDA AVOSA



**‘Everyone in Oro
[province] should have
equal access to health
care services.’**

Meet our incredible KTF VHA Health Coordinator, Hilda Avosa. Committed to delivering KTF’s health programs, Hilda has crossed raging rivers, scaled mountain ranges, and trekked through humid jungles to help bring essential healthcare services to some of the most remote communities in Oro Province.

When Hilda first heard about an opportunity with KTF, her interest was sparked instantly because she had heard about the positive impact that KTF has had in the region. The position also aligned with her previous experience, working in NGOs to support project delivery. Though primarily experienced in education projects, she had always been passionate about health, ‘when I was younger, I always wanted to become a doctor or work in the health field. I just felt this role was a natural step for me to take.’

Since joining KTF, Hilda has become an integral part of the team, supporting the delivery of Healthy Communities and playing a key role in delivering vital outcomes on a mammoth scale with the VHA project, over the course of just one year.

Hilda approached this immensely challenging role with unwavering determination and a smile. She navigated paths where nature had reclaimed the land entirely, reaching some of the most remote pockets of Oro Province, ensuring the seamless implementation of program activities and strengthening collaboration with the National Provincial Health Authority (NPHA) to deliver integrated health patrols.



'The patrols were challenging but very fulfilling. The activities that we conducted on the patrols were immunisations, family planning, general outpatient clinics and providing other health services such as TB, HIV and dental checkups.

What I enjoyed most about the patrols was really getting to know the communities. We would share stories and build relationships. The impact these patrols had on the communities was immense and the communities were really happy when we turned up as most communities had not had access to health services for many years. When we did the patrols, it was an opportunity for them to have access to primary health care services.'

One remarkable story Hilda encountered was that of a mother of seven who undertook an extraordinary journey to access basic healthcare for herself and her children. Beginning at the border of Morobe and Oro, this mother and her four young children woke at 1am to paddle down the river. At 4am she left the canoe at the river's edge and walked seven hours to reached Kira Health Centre, location of her nearest health patrol clinic. When they arrived she received family planning services, and her children were immunised.

Hilda reflects that, *'this really touched me...This mother travelled over mountains, across rivers, with her family for 10 hours to allow her children to receive immunisations. I hear these stories all the time when on patrols and am amazed by the courage and resilience of the people living in very remote parts of PNG.'*

Although the VHA program was only a year-long initiative, Hilda believes it has laid a strong foundation for the future. She hopes that NPHA officers will take a proactive approach in collaborating with health centres to ensure patrols continue reaching Oro's most remote areas. Additionally, some of KTF's community health workers, stationed across 15 aid posts, also conduct outreach patrols to extend healthcare services further.

Health Outcomes

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

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

Progress towards desired outcomes

- **HL.1 Improved access to primary healthcare for people in remote and rural communities**
 - Ensured 110,000+ people have access to quality health care in remote and rural communities.
 - 15 remote and rural aid posts supported to operate via supporting 16 staff postings, CHW training and professional development opportunities, drugs and medicines, health resources and logistics and operational support.
 - 126 outreach patrols conducted by KTF-supported healthcare workers.
- **HL.2 Sufficient pipeline of qualified and committed community health workers engaged in rural health facilities on secure payroll**
 - 33% of students enrolled across KTF's FODE Colleges on pathways to becoming health workers. Upon graduation from FODE, pending minimum GPA of 2.2-2.8+ 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.
 - 36 existing healthcare workers enrolled across FODE Colleges, upgrading qualifications in order to gain entry into the next level up of health worker training (e.g. CHWs upgrading to Nursing, VHVs upgrading to CHW).
 - 2 CHW students supported through to graduation, and another 5 CHW students currently supported with scholarships including practicums and placements (100% females).
- **HL.3 Decrease in preventable diseases, including tuberculosis, malaria, STIs / HIV, diarrhoea, measles and infant malnutrition**
 - Continuity of primary health care services including providing regular childhood immunisations for 46,857 children, treatment of infectious diseases, and public health and nutrition.
 - Provided direct primary healthcare to 127,715 patients.
 - Nutrition Training provided to 27 Healthcare workers.

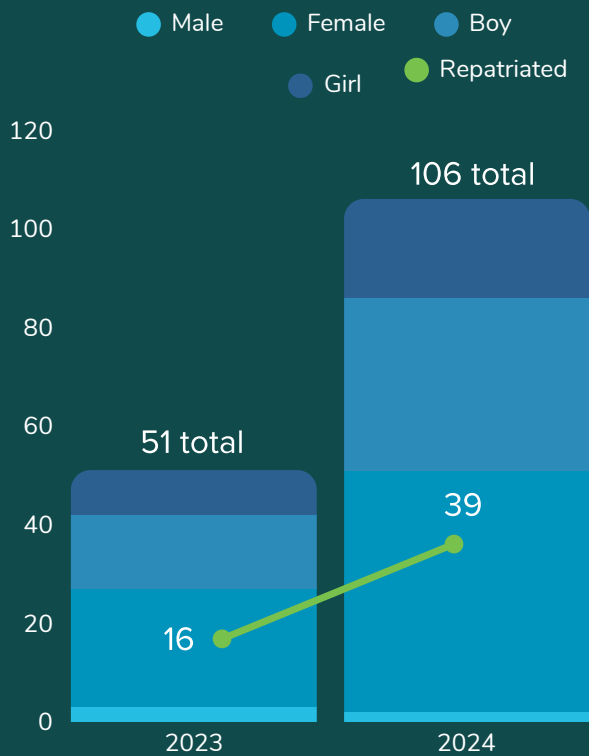
- **HL.4 Improved health outcomes for women and girls, including increased access to sexual and reproductive health services and reduction in maternal and infant mortality rates**
 - Provided family planning services to 4,037 people, and pre-and postnatal care for 3,602 women.
 - 309 female adolescents have improved knowledge of preventing unwanted pregnancies and STIs/HIV, SRHR and services.
 - 397 out of 568 (70%) births attended by healthcare workers were in KTF-supported healthcare facilities, with 22% of births having complications that required medical intervention. Qualitative reports from healthcare workers have indicated that the birthing kits are helpful to ensure births are sanitary and that the incentives, Pikini Packs, are having a positive impact on the number of mothers choosing to give birth in aid posts as opposed to their homes.
 - Focus on support for combatting and treating HIV, with training provided on HIV for 38 healthcare workers. 1,358 HIV/STI tests conducted at Kicks 4 Kokoda tournaments and VHA Patrols. Additional training provided on Emergency Obstetrics and Newborn Care for 26 Healthcare workers.
- **HL.5 Improved engagement with health services for people with disabilities including regularity of access and quality of healthcare**
 - 1,079 people with disabilities provided with healthcare.
 - 2 adolescents with disabilities participated in Kicks 4 Kokoda.
 - 10 Kicks 4 Kokoda tournaments held which championed equality and inclusion via 18 PNG Olympic Committee athletes including 3 with a disability.
 - On-going engagement with a disabled persons organisation.
 - Targeted training delivered for healthcare workers with corresponding tools to improve engagement with people with disabilities. This has resulted in 16 community consultations and awareness-raising efforts to improve inclusion, break down norms, and provide enhanced healthcare for people with disabilities.



EQUALITY OUTPUTS

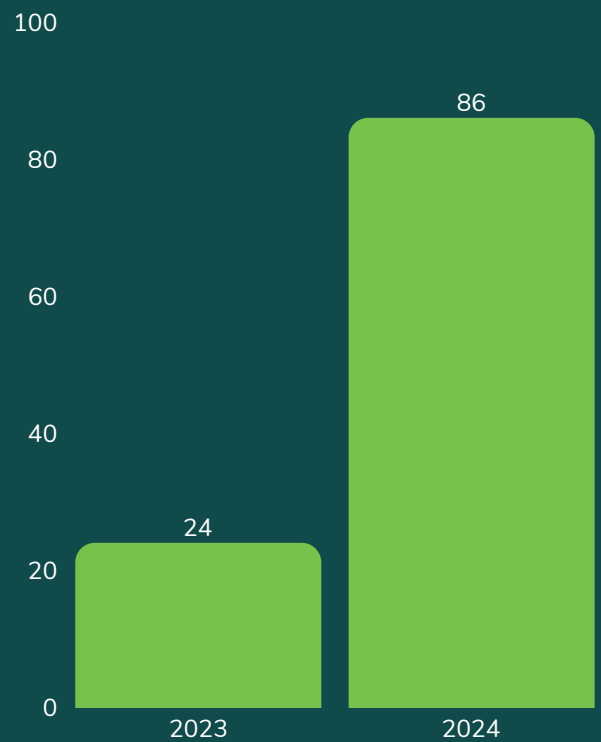
2023-2024 KEY OUTPUTS

Safe Haus



Survivors Supported at Safe Haus & Survivors Repatriated

Sanap Strong Training

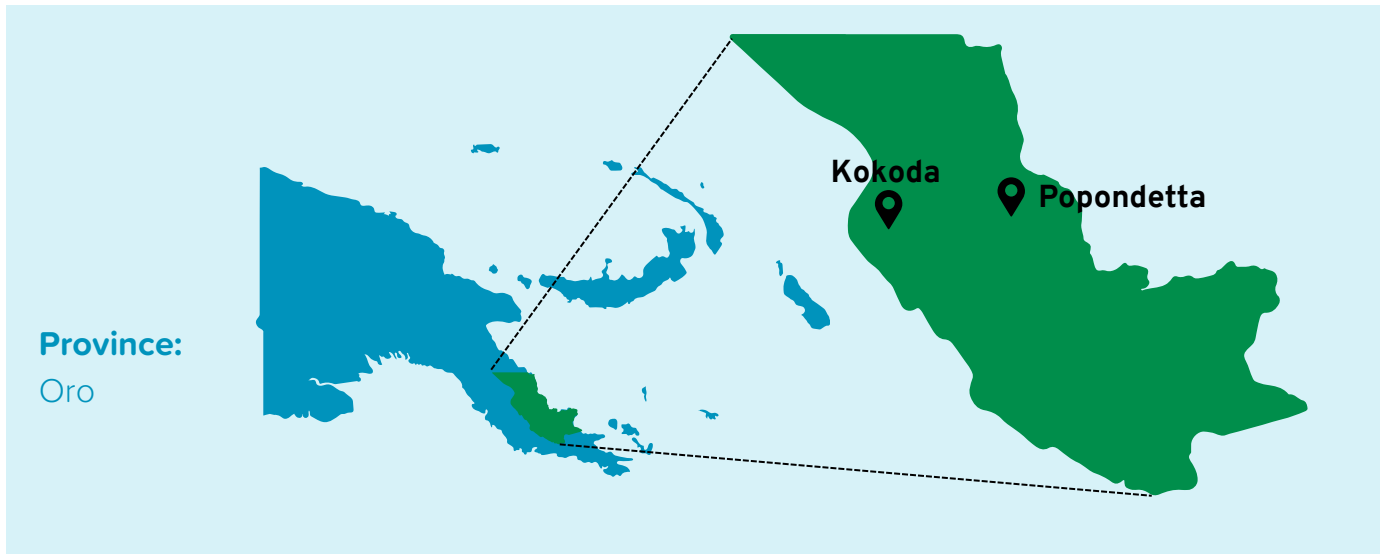


Attendees at Counsellors Training



PROJECT ZERO

Incl. Sanap Strong and Lukautim Wantok



Project Zero is a powerful initiative that promotes a zero-tolerance approach to violence against women, children, and people with disabilities. Working in close collaboration with partners in Oro Province, including Community Development, FSVU, and Femili PNG, the project focuses on raising awareness, preventing violence, and responding effectively when incidents occur. A key aim of Project Zero is to build the capacity of service providers and enhance the referral system, ensuring survivors receive the support they need. This includes access to repatriation, health services, and justice services. In 2023, leveraging our experience from operating the first-ever Safe Haus in Oro Province, we opened a purpose-built facility that provides refuge for survivors and serves as a one-stop-shop for service providers to offer comprehensive support. Additionally, support from Pacific Women Lead has allowed the project to expand our partnership with the PNG Counsellors Association to increase the number of trainings that teaches counselling principles. This partnership aims to increase the number of qualified counsellors in the region and improve their skills and abilities. An additional facet of Project Zero is the Lukatim Wantoks project, which provides survivors at the safe house with livelihood training and resource packs, empowering them to rebuild their lives upon leaving. Through Project Zero, we're not just responding to violence; we're actively working to prevent it and support those affected in their journey towards recovery.

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Generously supported by Australian government through the Australian NGO Cooperation Program (ANCP) & Pacific Women Lead at SPC programme and Australian donors.



Project Outputs:

Project Zero incl. Sanap Strong (2023-2026)

Key Output	2023	2024
Number of formal project partners engaged and consulted	2	2
Number of local community partners engaged and consulted	4	4
Number of Family and Sexual Violence & Child Protection workshops delivered to schools, health facilities & community partners	3	2
Number of Participants in Awareness Activities	899	242
Number of Safe Houses supported with operations and capacity building	1	1
Number of women seeking refuge and services from the safe house	24	49
Number of men seeking refuge and services from the safe house	3	2
Number of children seeking refuge and services from the safe house (f / m)	9 / 15	20 / 35
Number of people with disability accessing safe house services	5	6
Number of survivors repatriated back to their homes/families	16	39
Number of survivor referrals from external parties	11	47
Number of Participants who complete Counselling Training	24	86
Number of Service Provider Meetings held with stakeholders to support knowledge sharing/coordination	9	5
Number of Service Provider Meeting held with Disabled Persons Organisations to address GBV,FSV,VAC	1	1

IMPACT STORY - JULIE*

Julie* is a survivor of domestic violence who sought refuge at KTF's Safe Haus. Originally from another province, she is a teacher by profession. After seven years of domestic abuse that continued to worsen each year, Julie decided to end the relationship. Her partner did not agree or take kindly to this and began threatening to kill her and harassing her in public. These threats caused her significant psychological trauma, which led her to seek help from law enforcement through FSVU. The police apprehended her husband and placed him in jail, and Julie sought justice through the courts. After finding her way to the Safe Haus, Julie has received legal support from partners and service providers and was eventually repatriated by KTF to family outside of the province.

'I am now well looked after in regards to my case and wellbeing. The Department of Community Development is excellently taking care of my case while KTF awesomely comforts me and takes great care of my well-being.'

I realised that the step I am taking now to protect myself and my child is the best I can do, and yes, with the assistance, generosity, love and comfort from KTF and partners, this will certainly lead me to peace and freedom from the sad life I was living the past seven years. Furthermore I have enjoyed learning life skills [while at the Safe Haus] such as knitting, baking and weaving.

The situation I am in left me jobless and pennyless. I don't know what to do next but hope for a better future for me and my child. I would love to continue my studies and improve my qualification and maybe apply to international schools abroad.'

Her favourite quote is, 'Dreams happen if I do. And if I do, dreams will come true.'



IMPACT STORY - ELSIE DOYORE



‘When KTF came in it made things smoother. I am thankful for KTF coming in to assist and working with other partners.’

Elsie Doyore began working for the Department of Community Development in Popondetta 11 years ago. This government branch focuses on improving the well-being of communities, particularly vulnerable groups such as women, children, people with disabilities, and marginalised populations, and therefore is an important partner in KTF’s mission to prevent and respond to gender-based and family sexual violence in Oro Province.

‘When I started working there, we didn’t really have partnerships with different stakeholders. So I started to create partnerships and enable people to work in partnership together. Now, the partnerships make referral pathways easier and working well. Provincial Administration office is very supportive of the work we do. I enjoy the job when everyone works together.’

Many of the partners and service providers in Oro Province have limited resources and capacities to effectively support survivors of violence.

‘When KTF came in it made things smoother. I am thankful for KTF coming in to assist and working with other partners. It opened doors in terms of repatriations. KTF is like a light at the end of the tunnel in terms of repatriations. I have also learnt a lot with reporting issues and thinking out of the box when trying to find a solution with survivors.’

KTF aims to continue working in partnership and support the capacity building of Community Development.

Project Zero Evaluation - Outcomes Discussion

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

Key Findings

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

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

In accordance with the recommendations, KTF has broadened the scope of Project Zero in Oro Province, particularly with our off shoot, 'Sanap Strong' which leverages funding through the Pacific Women Lead Grant to increase the number of qualified counsellors in the region. Additionally, we have focused on actively enhancing partnerships, referral pathways, and collaboration among service providers with qualitative reports of success in these areas. We've made improvements in Safe Haus service delivery and are building the capacity of the Safe Haus team to provide better support for survivors of violence. Additionally, we're providing survivors with livelihood training and resources, empowering them to rebuild their lives.

Equality Outcomes

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

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

Progress towards desired outcomes

- **EQ.1 Communities possess an enhanced comprehension of gender equality and social inclusion, resulting in elevated awareness of human rights, contributing to a more informed, supportive and equitable society.**
 - Delivery of training in Family and Sexual Violence, prevention, response and referral pathways, legal protections and human rights to 1,141 people including 188 (17%) men and 467 (41%) women; 215 (19%) boys and 271 (23%) girls.
 - 110 participants provided with Basic Counsellors training from PNG Counsellors Association, increasing communities' abilities to provide support for survivors of violence
- **EQ.2 Robust and collaborative referral pathways and responsive critical services effectively address cases of discrimination and violence, fostering a culture of safeguarding and collective community action, resulting in a notable reduction in Gender-based Violence and Family and Sexual Violence incidents.**
 - Capacity building and referral pathways training delivered to service providers, reaching 190 (68% female) teachers, healthcare workers, police officers, village court officials, village chiefs, safe house directors, College principals and juvenile justice officers on FSV, core principles of assistance, mapping and strengthening community services, core concepts of the justice system and legal and referral pathways. These participants are now community advocates and support people escaping FSV through referral pathways, including access to the KTF-supported safe house.
 - Establishment and operations of Oro Province's only safe house for women, girls and people escaping family and sexual or gender-based violence.
 - Providing support for repatriation, legal services, health and medical services, counselling, police and rescue interventions, and safe house care services, including food and accommodation, to 157 survivors of family and sexual violence including 78 adults (94% women), 79 children (37% girls, 63% boys) and 7% of people with a disability.

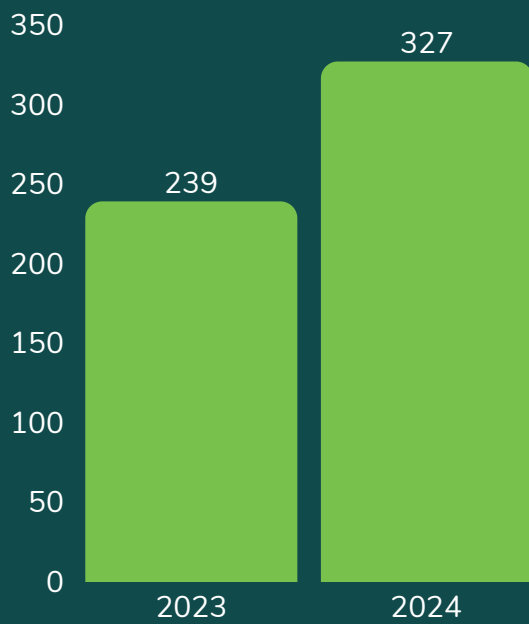
- **EQ.3 Enhanced access to education and health services empowers vulnerable people including women, girls and people with disabilities, leading to increased enrolment and retention rates, reduced gender disparities in educational achievement, and increased agency in health decisions. Additionally, health workers gain deeper insight into concerns affecting marginalised groups, building their capacity, and culminating in improved health outcomes.**
 - 50% of enrolments in FODE are female, 36% (27) of enrolments in Balimo School of Teaching are female.
 - 95 healthcare workers provided with professional development training to improve quality of services provided
 - 61,324 out of 129,670 (47%) patients seen by KTF-supported healthcare workers were female
 - Healthcare workers provided with additional training on supporting people with disabilities, as well as provided with tools for identification and support, resulting in 16 community consultations to promote social inclusion and provide people with disability with health services
 - Targeted focus on improving maternal and neonatal health via training for healthcare workers, awareness-raising campaigns, access to family planning clinics, and distribution of birthing kits as well as incentive packs for delivery in aid post facilities. Since 2021, the rate of births in aid posts has increased from 44% to 75% and led to improved outcomes for mothers and babies.
 - Concerted efforts and engagement with a local DPO have resulted in a total of 51 students with disabilities supported to enrol in Kokoda College
 - In 2023, we successfully attained gender parity among our healthcare workers. In 2024 we further improved this to 56% female
- **EQ.4 Diversity and participation in decision-making processes significantly increase within communities, leading to more inclusive policies, strategies and a harmonious community that effectively considers the unique needs and aspirations of all community members.**
 - Support provided for key Provincial Administrators to develop Provincial Gender-Based Violence Strategy.
 - Ongoing capacity building for government service providers.
 - 6 consultations held with partners and stakeholders to inform a new phase of Project Zero
 - In 2023, the addition of Persons with Disabilities groups, women's leaders and female Court Officials in core service provider meetings focused on GBV/FSV. Participants are travelling from further remote villages, highlighting the significant impact and greater reach of the project.
- **EQ.5 Entrenched norms and stereotypes are challenged and transformed through age-appropriate educational interventions, fostering an empowering and equitable environment characterised by safeguarding and inclusion.**
 - 540 Participants in Kicks 4 Kokoda, which takes adolescents through a 9-week intervention that challenges gender norms, increases self-efficacy, improves decision-making, and champions social inclusion.
 - All of our education partners, including FODE principals and lecturers, Balimo School of Teaching staff, and teachers involved in E-learning, receive regular, comprehensive training on child protection, gender equality, social inclusion, and the prevention of sexual exploitation, abuse, and harassment.



LEADERSHIP OUTPUTS

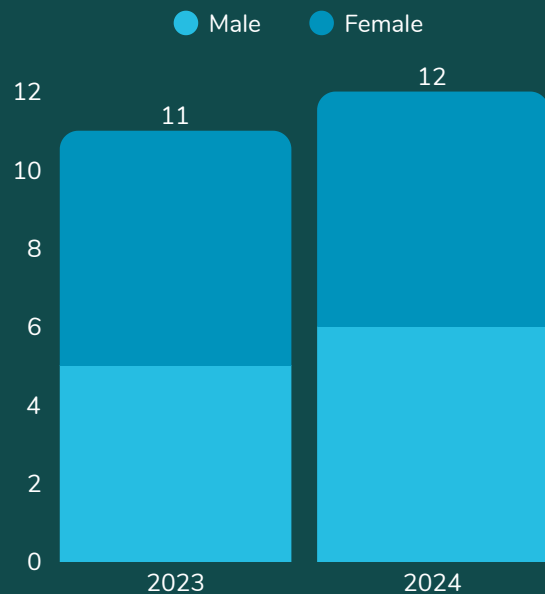
2023-2024 KEY OUTPUTS

Application numbers



Submitted Applications

Archer Leaders



Archer Leaders by Year



ARCHER LEADERS DEVELOPMENT PROGRAM

KTF is finding and fostering the next generation of PNG's leaders. Running for 13 years, the Archer Leaders Development Program, takes a cohort of final-year tertiary students who have demonstrated immense commitment to their studies, communities and country on an intensive, experiential leadership development journey. The Archer Leaders are matched with high-profile mentors, undertake work experience and community development projects, have their tuition, boarding and professional resource needs supported, and undertake a leadership exchange program to Australia. The program develops the confidence, networks, skills, resources and support systems that the young leaders need to exercise exceptional leadership. Their year-long leadership journey as 'Archer Leaders' results in extraordinary young graduates, with lasting networks and the ability and willingness to create much-needed change in PNG. The importance of this project extends beyond the individual development of these young leaders. It is a crucial component in the national development of PNG. The nation is in need of strong leaders, robust governance systems, and individuals dedicated to transparency and accountability. By developing these qualities in our Archer Leaders, we are contributing to the development of a leadership pool that is equipped to further development outcomes in PNG.

The Archer Leadership Development Program is generously supported by the Fred P Archer Trust managed via Perpetual Trustees, Newmont & Kina Bank.

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Project Outputs:

Archer Leaders Development Program(2023-2026)

Key Output	2023	2024
Number of applications received for annual Archer Leadership scholarships	239	327
Number of annual Archer Leadership Scholarships awarded (f / m)	6 / 5	6 / 6
Number of work experience placements completed	22	24
Number of sessions facilitated with key leaders and community organisations (exchange / immersion program)	12	13
Number of community projects (small-scale) established	2	3

2024 Archer Cohort

Albert Denphil-Hunt (Law, UPNG)

Issabelle Vilau (Economics, UPNG)

McBride Matai (Civil Engineering, Unitech)

Nabieu Lansana (Law, UPNG)

Solange Dawana (Mechanical Engineering, Unitech)

Taine Kassman (Law, UPNG)

Zaraleena Adamson (Mechanical Engineering, Unitech)

Zeruiah Grammon (Law, UPNG)

Vilousa Hahembe (Economics, UPNG)

Chelsea Paspalau (Fisheries and Marine Science, PNGNRE)

Darrel Yockopua (Engineering, Unitech)

Wallace Parimahi (Mining Engineering, Unitech)

“I've learnt about building self-confidence as a young woman in leadership. I've also learnt how to approach difficult situations and being open to different types of personalities. I've learnt to not undermine myself and believe in what I have to say.”

Vilousa Hahhembe - 2024 Archer Leader



IMPACT STORY - CHELSEA PASPALAU



‘Going back into my community, I am excited to inspire my sisters, and all the young girls that our dreams can one day be achieved. I want to tell them that we don't have to agree with things that were planned out for all of us. We are our own writers.’

Chelsea, studied a Bachelor of Fisheries and Marine Science at the PNG University of Natural Resources and Environment in East New Britain. She first heard about the Archer Leadership Development when she was at university and it inspired her, giving her something to work towards.

‘Learning about the Archer Leadership Program significantly motivated me to try harder at university and participate in extracurricular activities. The program’s emphasis on leadership, advocacy, and addressing societal issues. It provided a clear path and a supportive community for developing my skills and making a tangible impact. Knowing that such opportunities existed encouraged me to excel academically and seek out roles in student organisations, where I could apply what I learned and grow as a leader. The program’s focus on real-world challenges also inspired me to engage more deeply with my studies, understanding that my efforts could contribute to meaningful change in society.’

This program has been a life-changing experience for Chelsea. When asked if she though the Archer Leadership program had helped her to develop her career goals, she replied, *‘Oh wow! I literally have no words to describe. The connections this program have is incredible, it allows me to know and look in a way that there are more different career pathway than the one I'm looking at. They all have the same value and that is to help people, the community and the society in which I live.’*

We received a similarly enthusiastic answer when we asked her if this program has broadened her networks, *‘Absolutely yes! I met so many people especially women of all walks of life. I made connections with people, contacts were exchanged and I know we all left a huge impression on them.’*

The Archer Leadership is designed to foster, not only professional goals and networks, but also develop Archers personally by broadening perspectives and challenging norms, creating resilient, dynamic and adaptive leaders, *'It helped me personally by allowing myself to be comfortable with things I'm most scared of. This program pushed me to a point where I did break down, but the thing that surprised me the most is that I wasn't alone. This journey has taught me that, leadership isn't about one person, it's about different minds come together to make a difference.'*

Chelsea completed the Archer Leadership program feeling empowered and ready to tackle the challenges facing PNG.

'Going back into my community, I am excited to inspire my sisters, and all the young girls that our dreams can one day be achieved. I want to tell them that we don't have to agree with things that was planned out for all of us.

We are our own writers.'

'My story is different from another, to be able to know about someone else's struggle and how they came to be is life humbling for me. I met people from all walks of life during this program and I came to realise that I am walking with them, these young leaders who were with me throughout this program. Their values and beliefs with how they were able to help me understand them is truly the best experience, and I am blessed and thankful for this opportunity.'



IMPACT STORY - SOLANGE DAWANA



‘This program has exposed me to different cultures, food and of course perspectives. Whether it be in a group discussion from Terri’s workshops, or a conversation with KTF staff, I have learnt a lot about the importance of just listening and the art of beautiful questioning.’

‘As an Archer Leader, I have learnt a lot about myself, my strengths and weaknesses, and I have come to acknowledge that there are different styles of leadership and mine is not always the best. I have gained new perspectives from the people we met on our trip as well as the 12 other Archer Leaders - they have helped me realise certain habits that I have to unlearn, and certain things I have to learn.’

Through this experience, I have been exposed to a wide range of fields of study through work placements, conversations with speakers and people at the Brisbane event, and it has helped me realise what I want to do in the near future and how I can contribute to the development of my country. I would like to first gain at least 2-3 years of work experience in my field of study, then pursue a masters in a totally different area from what I have studied for my undergraduate degree. I am hoping to pursue a master’s in government policies, international relations or strategic management.’



ARCHER GATHERING & REIGNITE GRANT

Building on the success of the Archer Leaders project, KTF hosts an annual Archer Gathering. This event provides an opportunity to harness the potential of these young leaders who have already demonstrated their ability to tackle complex issues facing PNG through community-beneficial projects they've conceived, developed, implemented, and maintained. It also serves as a platform for Archer alumni to connect, exchange ideas, and receive professional development. The Gathering encourages collaboration, with groups banding together to pitch ideas for community development projects and receiving funding in the form of grants. The 2024 Gathering was delivered in partnership with Art Activism, a movement co-funded by a group of Archer Alumni. The event focused on using creativity for leadership.

The Archer Gathering also provided innovative workshops led by experts, designed to expand perspectives, challenges norms and attitudes and inspire our Archer Leaders to step into leadership to have a tangible impact.

Archer Gathering & Reignite Grant is supported by the Mundango Abroad.



Project Outputs:

Archer Gathering (2023-2026)

Key Output	2023	2024
Number of Archer Alumni who participated in the gathering	41	45
Number of community / social impact project ideas developed throughout the event or organisations to receive funding	4	1



2024 ARCHER REIGNITE GRANT

The 2024 winners of the Archer Reignite Grant are Coastline Care Project, a dedicated environmental group that previously won the grant in 2022. Their work in mangrove rehabilitation aligns closely with KTF's commitment to environmental conservation, climate change resilience, and disaster risk reduction.

Archer Gathering & Reignite Grant is supported by the Mundango Abroad.



Mangroves play a crucial role in coastal ecosystems, providing natural barriers against storm surges, preventing shoreline erosion, and serving as vital carbon sinks that help mitigate the effects of climate change. They also support biodiversity by providing essential habitats for marine life. Coastline Care Project aims to rehabilitate urban coastal areas.

The organisation consists of many Archer Alumni who are passionate about environmental restoration and community-driven solutions. A key priority for this grant is to help formalise the organisation, strengthen its governance, and expand its reach. The funds will support ongoing planting initiatives and awareness-raising efforts, ensuring that local communities are engaged in the process for more sustainable outcomes.

Project Outcomes:

- **Celebrated World Mangrove Day on 20th July by planting 300 mangrove seedlings in partnership with the Mirigeda community and the Dogura Mangrove Nursery Team**
- **Hosted a “Lunch and Learn” session on 26th July in collaboration with Steamships Trading Company Limited, with over 100 staff participating both in person and online**
- **Planted 338 seedlings in partnership with TotalEnergies EP PNG Ltd’s Mangrove Rehabilitation**
- **Conservation Programs ran at the Koke Hanua Mangrove Nursery in partnership with students and local nursery owners.**
- **Finalised drafting Coastline Care Project Inc Constitution to be used for incorporation as an association**





Leadership Outcomes

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

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

Progress towards desired outcomes

- **LD.1 Young people are civically engaged and active in their communities & LD.2 Young people engage specifically on positive change**
 - In 2023, 87% of Archers surveyed are regularly involved in a project or initiative that has a positive impact on the community.
- **LD.3 Young people have leadership skills to work in different contexts and address challenges & LD.4 Young people participate in political, policy or other decision-making structures**
 - In 2023, 57% of Archers surveyed are currently employed in a leadership role.

Additional desired outcomes:

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



CROSS- CUTTING

Gender Equality and Disability and Social Inclusion

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

Key achievements throughout strategic plan:

- Development of Equality Theory of Change, which incorporates Disability and Social Inclusion outcomes. This foundational document serves to guide all our programs and projects. Furthermore, we have updated our other program Theories of Change to incorporate GEDSI outcomes, solidifying this principle as a pervasive and cross-cutting theme throughout our work.
- 219 people trained on gender equality and disability inclusion policies.
- Gender parity achieved in 2024 for healthcare workers employed as part of our Healthy Communities project, with increased numbers of females in 2024.
- Gender parity achieved for all FODE students.
- Through engagement with a local DPO, this year we were able to support 29 students with disabilities to enrol at Kokoda College, providing them with transport and tailored assistance to ensure their success.
- Continued partnership with Oro Disable Foundation, a local DPO, across Education, Health and Equality Programs and partner capacity building with IT, communications, legal advice, financial records and budgeting, and ensure consistent partnership requirements and ethical decision-making.
- Continued engagement with Western Sydney University, specialists in inclusive education practices, that have extensively incorporated this lens into the development of modules for Balimo and Morehead Schools E-learning teachers as well as Balimo Teachers College students
- KTF developed a guide for all FODE colleges on the Washington Group Set questions. FODE staff have since reported the significant role that these questions have played in student enrolment, allowing them to better identify students with disabilities and provide further support throughout the year. Further training has been requested and will be delivered in 2024.
- In 2023 KTF made a submission to PNG's Permanent Parliamentary Committee on Gender Equality and Women's Empowerment, and the Australian Government for the new International Gender Equality Strategy to ensure the voices of Papua New Guineans are captured.

Child Protection & PSEAH

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

'Through our partnership, KTF assisted with reviewing our Child Protection and Safeguarding Policies to align with international best practice.'

Key achievements throughout strategic plan:

- In 2024, Safeguarding Boosters Training was designed and implemented to explore KTF's Safeguarding policies with practical, scenario-based training. This training enforces KTF's Zero-Tolerance approach and enhances valuable discussions with in-field staff
- Strengthened organisational screening systems and raised awareness of our compliance culture, with the introduction of Oho. On-going screening compliance (WWCC, Police Checks, Statutory Declarations). We have 266 people compliant with these verifications.
- Extensive capacity building in Lake Murray, after it was identified that Safeguarding was a particular challenge in this region. A toolkit was developed, which included community-based reporting templates, a flowchart for in-scope/out-of-scope, and a brief information sheet with key 'stakeholders' contact details who work in child protection for quick reference. Additional training was provided to staff members and stakeholders.
- Strengthening of consent forms for photos and data collection including case studies. Greater emphasis placed on de-identification of children on all media and publications.
- In 2024, KTF's Child Protection Policy and PSEAH Policy were reviewed to align with DFAT's policy updates and ensure they are fit-for-purpose.
- Continued capacity building with partners to strengthen their safeguarding policies and systems. This included tailored training with The Hon. Roy Biyama Balimo Academy (RBBA) to enhance their safeguarding system including improving reporting pathways and risk management.
- Safeguarding training videos for staff and partners were updated to promote ongoing learning on KTF's Zero-tolerance policies. Strengthened KTF's Statutory Declaration and other mitigation strategies for remote and rural locations.

Key Output	2023	2024
Number of people trained on Safeguarding Boosters	53	34
Number of people trained on PSEAH Policy	161	166
Number of people trained on Child Protection Policy	157	159
Child Protection incidents reported and managed in line with KTF's CP Policy	9*	2*
SEAH incident reported and managed in line with KTF's PSEAH policy	1**	1

*all found to be out-of-scope

**escalated to a board representative and DFAT

Environment, Climate Change and Disaster Risk Reduction

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

Key achievements throughout strategic plan:

- Installation of 13,828 solar units in households and facility in 153 villages, reducing greenhouse gas emissions and promoting renewable energy.
- Establishment of the Kokoda College Solar Hub and Morehead Solar Hub, facilitating the sale of solar accessories.
- Establishment of the Kokoda College Solar Mini Grid along with a seedling nursery. The grid powers all infrastructure on site along with an IT Lab and incinerator.
- Substantial efforts to include green infrastructure in the construction of the new Safe Haus, featuring solar lighting, rainwater tanks, and eco-friendly toilets.
- Extensive use of recycled, repurposed, and environmentally friendly materials in the development of 48 outdoor playgrounds and 84 indoor learning environments as part of the Early Years project.
- Activities at staff development days to improve the incorporation of CCA/DRR into programming.
- Procurement and distribution of 3000 biodegradable birthing kits to rural aid posts, promoting safe and environmentally conscious maternal healthcare practices.
- Continued pursuit of grant funding to advance environmental sustainability initiatives and expand our impact in this crucial area.
- Completion of 10 Environmental Risk Screening Tools to assess and mitigate environmental risks associated with our projects.
- Completion of 8 Environmental Impact Assessment and Management Plans (EIAMPs) to ensure responsible environmental stewardship in project activities.
- Training on Environmental Sustainability and Management provided to 47 people.
- Two staff members took part in ACFID's Climate Action Peer Learning Program to improve capacity and knowledge of industry best practices.
- Delivered effective support in Oro Province in partnership with local authorities, distributing relief items such as rice, water containers, tarpaulins, and batteries. This activity resulted in the development of a new Rapid Needs Assessment Tool and process for confirmation of aid received.

Monitoring, Evaluation & Learning

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

Key Output	2023	2024
Number of data points (surveys, feedback forms, tests, workshop evaluations, etc.)	6,064	3,532
Monitoring Trip Reports completed	19	36
Project Participant Interviews Completed	57	57
External Evaluations Completed	2	0
Internal Evaluations Completed	1	1
Case Studies Completed	-	1

Partnerships

At KTF, partnerships are at the heart of everything we do. We never run a project without local partners on the ground, working alongside local NGOs, CSOs, and government offices, including district, health, and education officials. Our partnership model is built on leveraging each partner’s strengths while simultaneously strengthening their capacity in areas such as finance, operations, technical and professional topics, safeguarding, and logistics, etc.

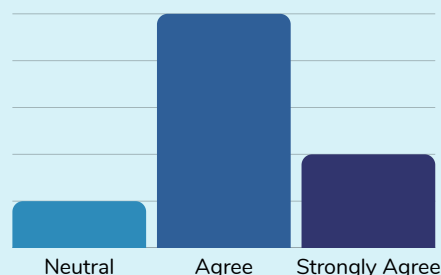
Guided by our Localisation Policy, we firmly believe that locally-led development is key to achieving sustainable outcomes. Our projects align closely through oversight from our Head of Localisation with national and local priorities and systems, ensuring that development efforts are relevant, effective, and lasting. We are committed to fostering equal partnerships, amplifying local voices, and maintaining open, transparent communication. Respect for local knowledge, culture, and expertise is central to our approach, as is transparency about our goals, funding, and decision-making processes.

This year, alongside our annual partnership tools—including Partner Review Tools and Partner Capacity Action Plans—we developed and administered a new, annual partner survey to all co-delivery partners (completion rate of 88%) to assess our progress on locally-led development. This feedback is helping us refine our approach and ensure that our partnerships remain strong, equitable, and impactful.

How equal do our partners feel?

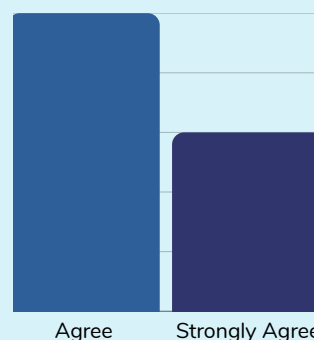
63% of Partners Agree
25% Strongly Agree
that power and resources
are equitably distributed
within this partnership.

“Power and equal
distribution of
resources
improves lives in
impacted
regions.”

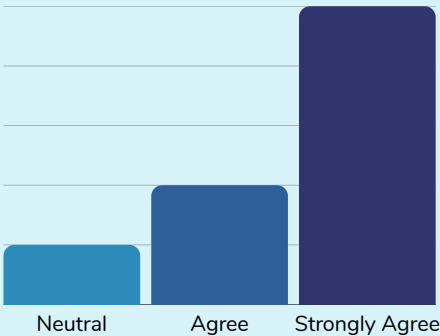


63% of Partners Agree
38% Strongly Agree
that their organisation is
treated as an equal partner
in decision-making
processes.

“I believe that KTF
respects our
suggestions and
ideas and works out
ways to
accommodate
them.”



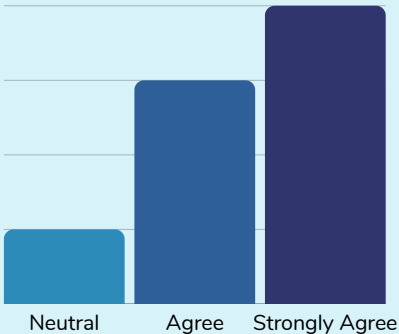
How is our communication and transparency?



25% of Partners Agree
63% Strongly Agree
that KTF is transparent about its goals, funding, and expectations for this partnership.

38% of Partners Agree
50% Strongly Agree
that communication between our organisation and KTF is open, timely, and effective.

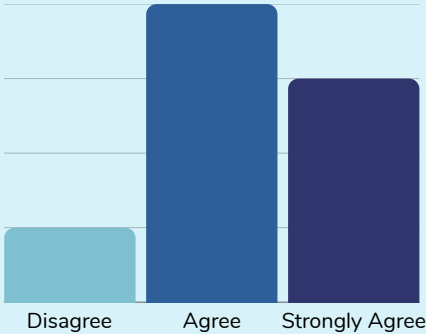
“Our voices are heard. Whenever we see something that we feel that we would like to discuss with KTF, opportunities are given to us to air our concerns, raise our voices. I feel that we work collaboratively to address these issues.”



How locally-led are our priorities?

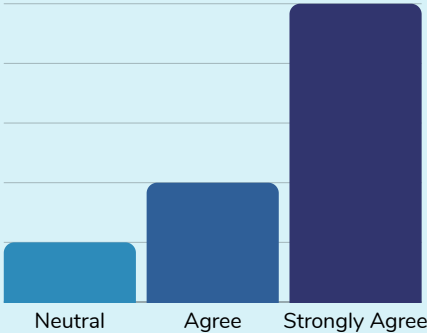
50% of Partners Agree
38% Strongly Agree
that KTF and our partnership promotes and supports locally-led development approaches.

“When required, on logistics, KTF is always ready to help and provide support along the way.”



25% of Partners Agree
63% Strongly Agree
that KTF demonstrates respect for our local knowledge, expertise, and priorities.

“KTF staff makes every effort to listen to the community its value and cultures.”

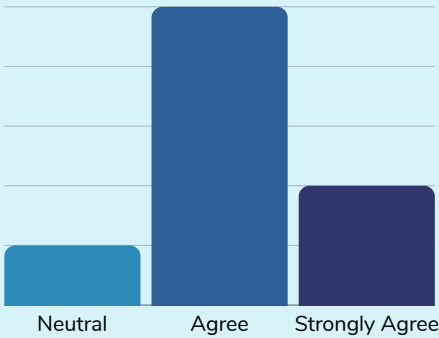


How is our capacity building and how much of an impact do our partnerships have?

63% of Partners Agree
25% Strongly Agree

that capacity-building efforts provided through this partnership are responsive to our organisation’s needs.

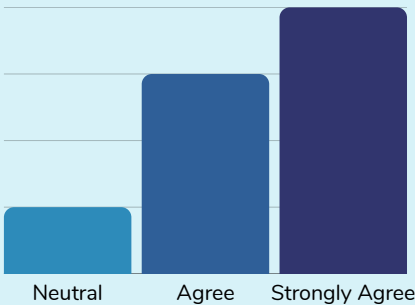
“KTF's support enabled us to start using the training manuals developed and expand to other provinces. This has also given us the confidence to encourage others to attend our training to become certified as counsellors.”



38% of Partners Agree
50% Strongly Agree

that our partnership provides real benefits to our organisation and the communities we serve.

“Resourcing, training, and the support that we receive personally for staff and families. It ensures that members of our organisation’s family are supported. This is how staff feel valued.”

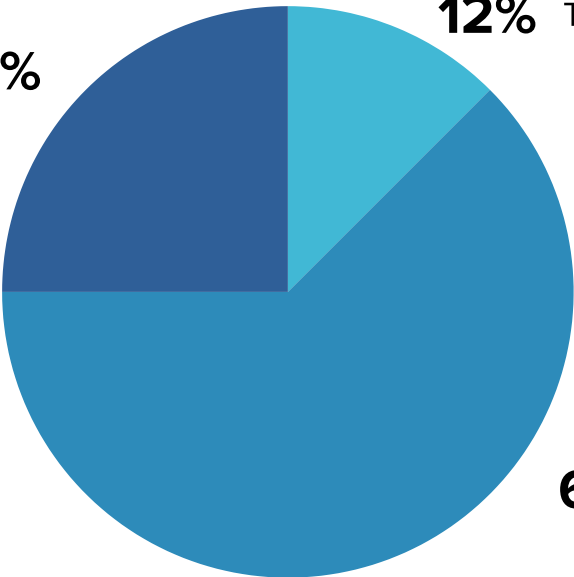


To what extent does our partnership support organisations in achieving its goals of improving the lives of people in your communities?

We could not achieve these goals without your support

25%

12% To a small extent



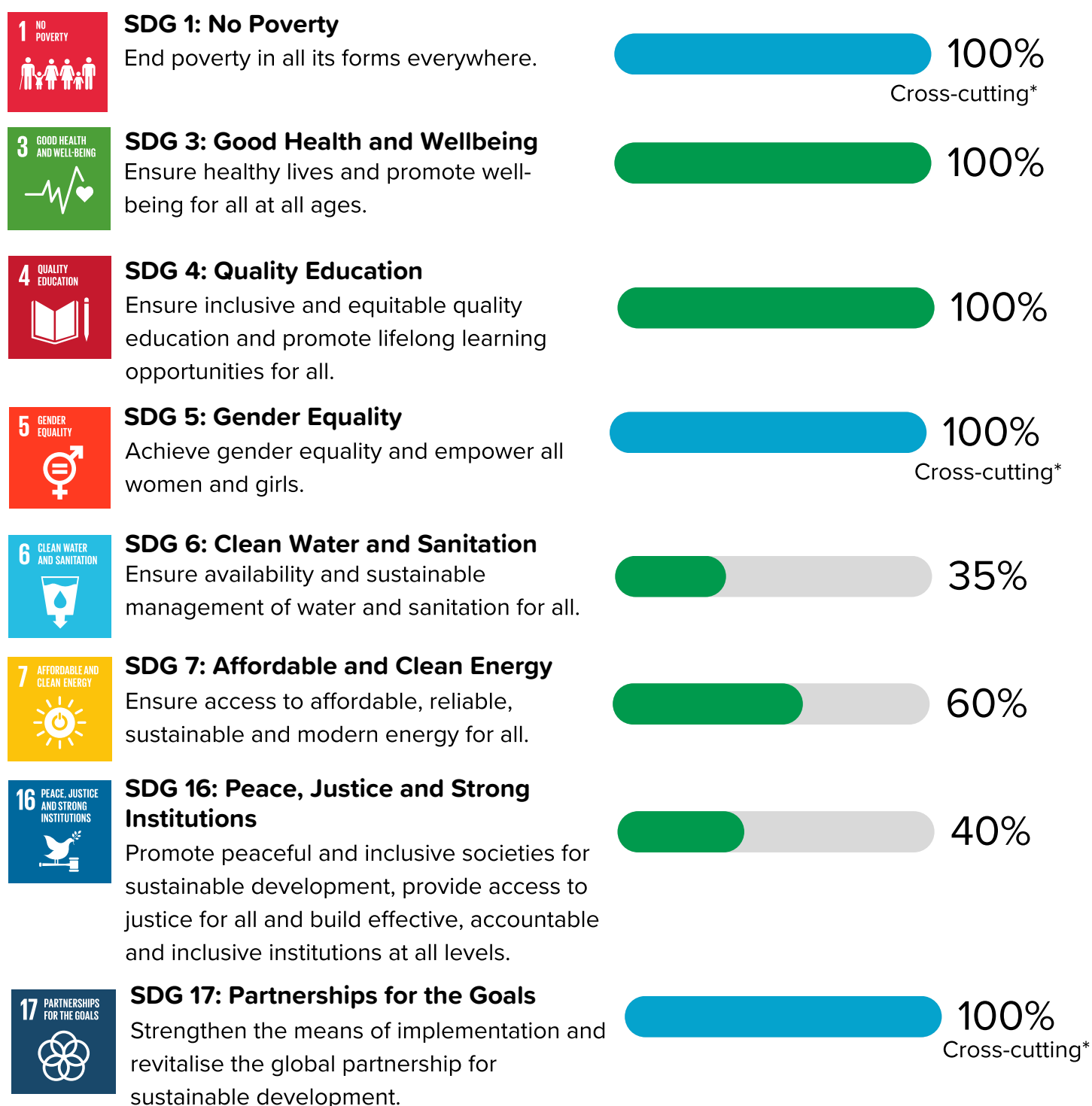
63% To a large extent

Priority SDGs



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

How KTF's work aligns with and contributes to SDGs:





SDG 1 - End Poverty in All its Forms Everywhere

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

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

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



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

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

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

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

Our **Healthy Communities** project provides professional development and training as well as birthing kits and incentives to mothers, aiming to improving the capacity of health workers to provide child and maternal health services resulting in increased rates of supervised births and pre and post-natal care for mothers and infants. Additionally our **VHA Patrols** project, provided routine childhood immunisations to remote, 'no-dose villages'.

Target 3.3. By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases. & Target 3.4. By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.

KTF works to improve the capacity of health workers to understand and respond to infectious diseases in their rural communities including communicable and non-communicable diseases via the **Healthy Communities** and **VHA Patrols** projects. Our **Kicks 4 Kokoda** project also conducts awareness raising on AIDS/HIV.



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

KTF's education program outcomes contribute to the following Targets:

Target 4.1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. & Target 4.6. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. KTF supports elementary and primary school teachers and the wider education system with extensive training and resources, particularly aiming for improving literacy and numeracy rates, through our **Balimo, Morehead and Lake Murray Schools E-learning projects**. KTF also supports the operations of the K-12 **Honourable Roy Biyama Balimo Academy**.

Target 4.2. By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. & Target 4.a. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

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

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

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

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

We aim for gender parity across all projects, training workshops, and education enrolments. In 2024, 50% of our FODE students were women. We provide extensive training on gender and disability inclusion for teachers in **all education projects**, and we have targeted enrolment support for FODE students with disabilities.

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

KTF supports a pipeline of early school leavers to re-enrol and participate in second-chance high school education via our **FODE Colleges**, giving them the qualifications they need to pursue further studies, particularly in education and health. We also support **Balimo Teachers College** to deliver a program for students to obtain a Diploma or Bachelor's degree in teaching.



SDG 5 - Achieve gender equality and empower women and girls

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

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

Project Zero works to raise awareness of gender and family sexual violence as well as violence against children. The project aims to build the capacity of government stakeholders, referral networks and justice institutions to prevent and respond to instances of violence. Additionally, our **Kicks 4 Kokoda** project uses the power of sport to promote gender equality and sexual and reproductive health rights.

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

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



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

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

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

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

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

We ensure women and girls are provided with safe, separate spaces (where possible/relevant) for sanitary purposes at our **FODE Colleges** and **Balimo School of Teaching** and also deliver WASH awareness raising through **Health Communities** and the **VHA Patrols** projects.



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

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

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

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

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

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

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

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



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

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

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

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

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

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

Target 16.5. Substantially reduce corruption and bribery in all their forms & Target 16.6. Develop effective, accountable and transparent institutions at all levels.

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



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

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

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

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

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

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



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

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

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