



KTF

Keeping the spirit alive



ANNUAL REPORT 2024



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WE WORK WITH PEOPLE AND COMMUNITIES TO IMPROVE THE **LIVES**,
LIVELIHOODS AND **FUTURES** OF PAPUA NEW GUINEANS

To keep the spirit of Kokoda alive





OUR *Values*

INTEGRITY

The resources at our disposal are not our own. We ensure that we act with the utmost integrity in all scenarios, in our aid and development work in PNG, and in our fundraising and administration in Australia.

PERSEVERANCE

We understand and respect the challenging environment of working in aid and development in PNG. We are committed to improving the lives and futures of our nearest neighbours and with patience, perseverance and creativity do everything in our power to deliver on that commitment.

COMPASSION

We work alongside communities, seek a thorough understanding of their needs, and respond with programs and initiatives in partnership with people. We do this with empathy and compassion.

INGENUITY

Whether it is our aid and development work in PNG, or our marketing and fundraising activities in Australia, we always strive to be as resourceful and creative as possible. We overcome hurdles and work towards solutions with optimism and ingenuity.

MATESHIP

Our mission is based on the strong bond forged between Australia and PNG during WWII. The people of PNG are our nearest neighbours and our friends. Our supporters entrust us to honour this friendship in the same spirit of the mateship that was at work during the Kokoda Campaign.



OUR *Programs*



EDUCATION

Education is the key to PNG's future. KTF believes that everyone has a right to inclusive, equitable and quality education. Our program fosters pathways to education for remote communities.



HEALTH

Access to basic healthcare is a fundamental human right. Our work in health promotes equal and affordable access and saves many lives across remote and rural PNG.



EQUALITY

Inequality in all forms remains a major barrier to human development; and women and children in PNG have never been more vulnerable. Our equality program supports them to improve safety and livelihoods.



LEADERSHIP

We believe leadership is an important driver of development in PNG. Effective leaders understand this context and influence development strategy. Our leadership program finds and fosters the next generation of PNG leaders.

CHAIR & CEO'S REPORT

As we reflect on our 22nd year of delivering and partnering on development programs in Papua New Guinea (PNG), we celebrate another time of growth, impact and expansion for KTF. In 2024, our commitment to empowering the people and communities of PNG has only strengthened, with significant advancements across education, health, equality and leadership. Our vision remains steadfast: to improve lives, livelihoods and futures, where it is needed most. This year, we have continued to expand our reach, deepen our impact, and strengthen partnerships that drive sustainable change.

Education remains at the heart of our mission and 2024 has been a year of further expansion of our education program, delivered across Western, Oro, Central, New Ireland, Morobe, and Madang Provinces and Hanuabada, Pari and Taurama communities in National Capital District (NCD). In 2024, we operated 14 Flexible Open Distance Education (FODE) Colleges across PNG, providing 2,214 students with access to second-chance, quality, high-school education. We are particularly proud that 53% of our FODE students are female, and 13% are students with disabilities, ensuring that education remains inclusive and accessible. Furthermore, 71% of our students are on a pathway to becoming teachers, with 515 current teachers enrolled in FODE programs to upgrade their qualifications in line with PNG Government mandatory requirements. We had an extraordinary year with an average of 80% of students enrolled completing an entire academic year and graduating to the next year or with Grade 12 qualifications, enabling them to pursue further tertiary or technical study pathways, or employment.

We are proud to be the implementing education partner for the PNG Sustainable Development Program (SDP) in Western Province, and our FODE Colleges and outreach program reached over 100 villages around the Province, providing the only second chance education pathways available to remote communities across North, South, Middle and Delta Fly Districts.

SDP's Balimo College continues to strengthen the education sector in Western Province, and the pre-service teacher training program delivered by KTF in partnership with Western Sydney University, supported 129 students throughout 2024. SDP has opened a School of Nursing in 2025 and KTF is once again proud to support the delivery of the pre-service Bachelor of Nursing with Divine Word University to our inaugural cohort of 40 nursing students. Through our work in schools with SDP in Western Province, 240 teachers across 77 schools are now equipped with digital resources, benefiting more than 8,500 students and transforming classrooms into hubs of interactive learning.

Across New Ireland Province, with the support of Newmont and in Western supported by SDP, we have transformed more than 60 classrooms and some of their adjacent playgrounds, creating engaging learning environments that nurture curiosity and creativity; and enable schools to commence early childhood education. Newmont's commitment to teachers and enhancing community opportunities saw the opening of three new FODE Colleges across New Ireland Province, and KTF has enrolled almost 400 students including over 330 teachers across the region.

Ian Kemish AM - Chair



27 March 2025

Through our solar projects, KTF continues to bridge the energy divide, bringing solar power to remote communities. This year, in partnership with DFAT's Pawarim Komuniti Partnerships (PKP) Program, we installed 8,000 household solar systems across 90 villages, directly impacting 31,000+ people by providing access to clean, sustainable energy. These systems not only power homes but also enable children to study after dark, improve safety, and create opportunities for economic empowerment.

KTF's health programs remain a lifeline for thousands of people in remote areas. Our 14 aid posts across Oro Province provided essential healthcare to 63,000+ patients, delivering primary healthcare, maternal and child health services, family planning, and immunizations. Through 14 Integrated Health patrols, we reached 184 villages, bringing much-needed medical support to some of the most isolated communities in PNG. This year, we also administered 9,200+ vaccinations to protect children from preventable diseases and conducted awareness-raising sessions for over 12,000+ people on critical health issues.

KTF continues to champion gender equality and empower young people through initiatives like Kicks 4 Kokoda (K4K), where 234 participants (59% female) engaged in sports and education programs aimed at improving health, leadership, and gender outcomes.

Our commitment to combatting family and sexual violence also remains strong. This year, our Safe Haus supported 100+ survivors of violence, providing them with a secure environment and access to critical

services including counselling, legal, policing, financial literacy, small business training and repatriation. Additionally, 86 community participants completed counsellor training, strengthening the network of support available to survivors thanks to Pacific Women Lead and DFAT's ANCP.

The Archer Leaders Development Program marked another milestone in its 14th year, welcoming a new cohort of 12 young leaders committed to driving positive change in their communities. Thanks to our valued partners, the Fred P. Archer Trust, Newmont, and Kina Bank, we continue to invest in the next generation of PNG's leaders, equipping them with the skills and knowledge to shape a brighter future.

As we close another impactful year, we extend our deepest gratitude to our dedicated teams, partners, donors, and supporters. Your unwavering commitment fuels our work and enables us to reach even more communities in need.

While we celebrate our achievements, we remain mindful of the challenges ahead. There is still much to do, and we stand ready to continue our mission with determination, resilience, and the spirit of Kokoda - courage, sacrifice, endurance, and mateship.

Together, we look to 2025 with optimism, ready to deepen our impact and expand opportunities for the people of PNG.



Genevieve Nelson - CEO

A handwritten signature in black ink, appearing to read "Genevieve Nelson".

27 March 2025



KTF 2024 BY NUMBERS



25
PROJECTS

7
PROVINCES

 **8,010+**
HOUSEHOLDS
connected to energy

 **31,000+**
PEOPLE

People with renewable lighting



3,311
PEOPLE

reached with gender equality
and family sexual violence
awareness raising



2,214
STUDENTS

supported with a second-chance
education to pursue pathways
including teaching and healthcare



113
STUDENTS

attending tertiary studies at
Balimo School of Teaching



110,000+
PEOPLE
with access to
primary healthcare



1,849
PEOPLE

tested for refractive
error and provided
with the opportunity to
receive glasses'



134
SCHOOLS

supported with training,
resourcing & coaching



106
SURVIVORS

of violence provided
with safe refuge



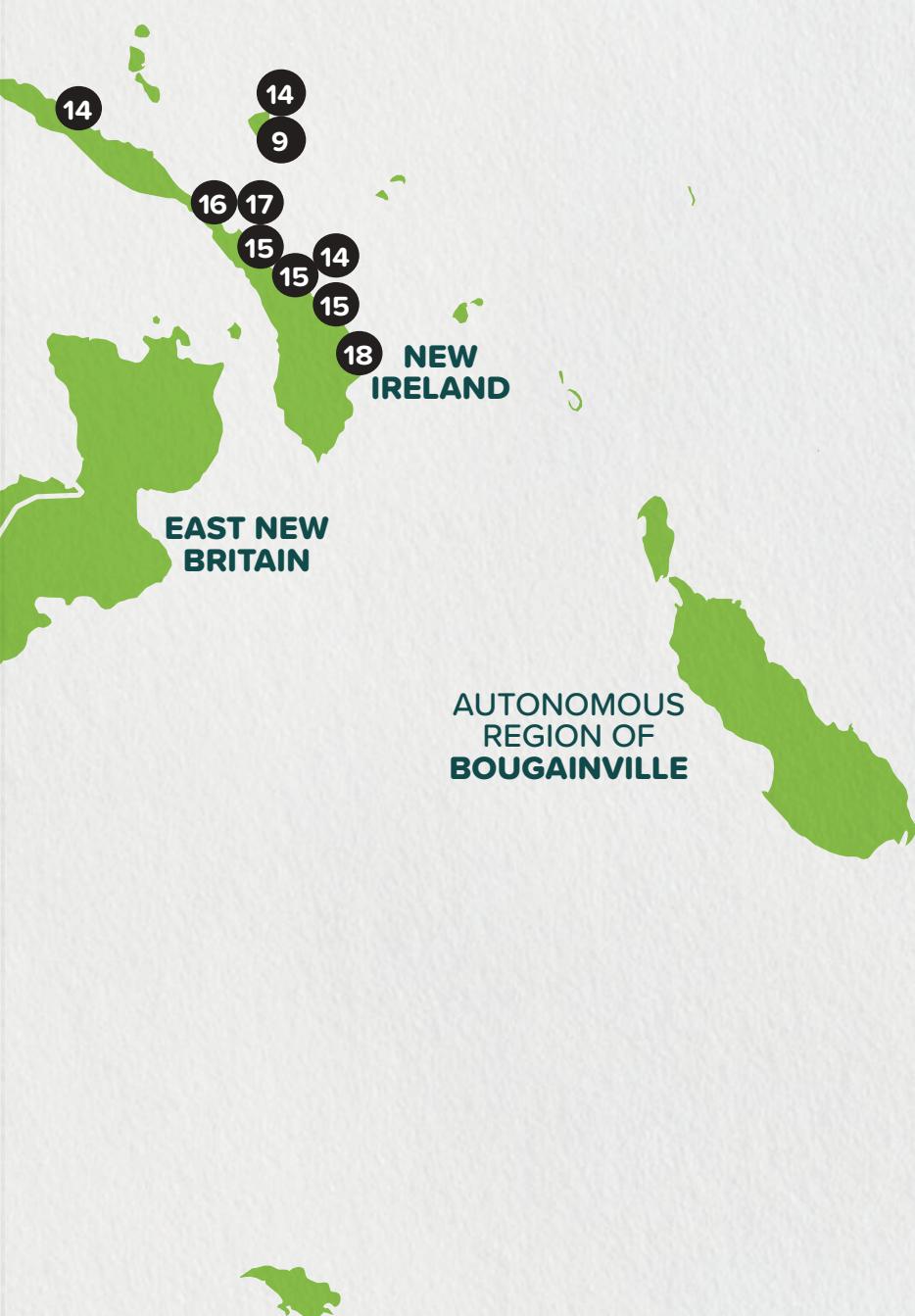
**GENDER
EQUALITY**

equal access to education
opportunities for students



Where we Work





2024 PNG PROGRAMS

KTF

EDUCATION

- 1 Kokoda College
- 2 Balimo College
- 3 Morehead FODE
- 4 Lake Murray FODE
- 5 St Gabriel's FODE
- 6 Western Outreach
- 7 Mt Koiari FODE
- 8 Motu Koita FODE
- 9 Lihir FODE
- 10 Pari/ Taurama FODE
- 11 Balimo Schools e-learning Project
- 12 Morehead Schools e-learning Project
- 13 Lake Murray Schools e-learning Project
- 14 Early Years
- 15 Light for Learning / Western Solar
- 16 Lamasong FODE
- 17 Silom FODE
- 18 Warangansau FODE
- 26 Balimo Teachers College
- 27 Hon. Roy Biyama Balimo Academy

HEALTH

- 19 Healthy Communities
- 20 Kicks 4 Kokoda
- 21 VHA Program
- 22 Eye See PNG

EQUALITY

- 23 Project Zero

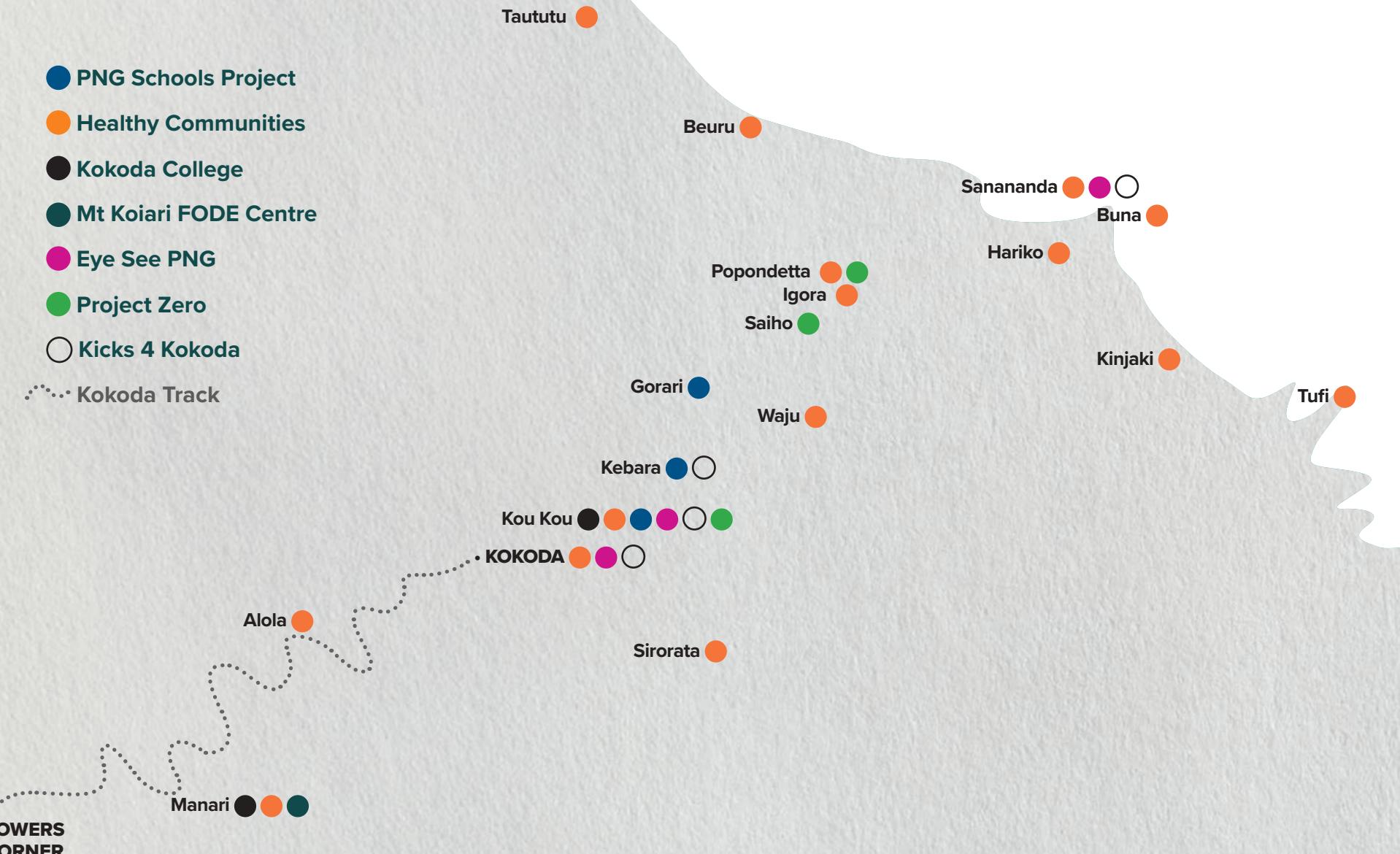
LEADERSHIP

- 24 Archer Leadership Program
- 25 Archer Alumni Community Kickstarter Grants

ORO PROVINCE including KOKODA TRACK

- PNG Schools Project
- Healthy Communities
- Kokoda College
- Mt Koiari FODE Centre
- Eye See PNG
- Project Zero
- Kicks 4 Kokoda

Kokoda Track



LAKE MURRAY REGION

WESTERN SOLAR

- Alwa Nago
- Boboa Station
- Buseki
- Dimu
- Kapikam
- Khavind
- Kubut
- Kusikina
- Magipopo
- Maka
- Mboimbalavu
- Miwa
- Ogia
- Panqoa
- Tagum
- Uppavia
- Usukof
- Utuwe
- Yandit

TEACHER IN-SERVICE & E-LEARNING PROJECT

- Boboa Station Magipopo
- Boboa Station
- Dimu
- Kapikam
- Kubut
- Kusikina
- Maka
- Miwa
- Orgia
- Pangoa
- Upovia
- Usukof

MOREHEAD REGION

TEACHER IN-SERVICE & E-LEARNING PROJECT

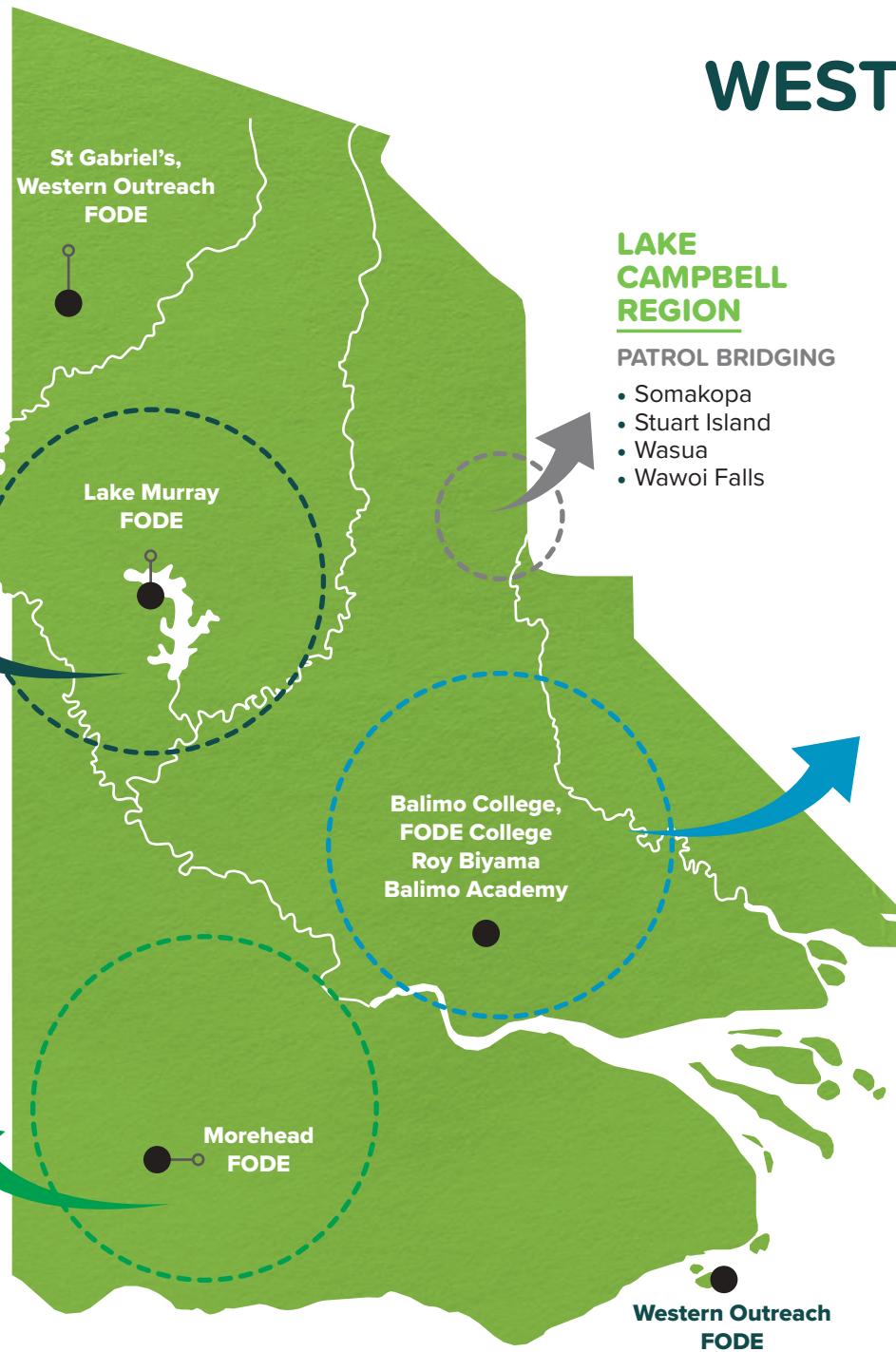
- Arufi
- Bebdeben
- Bimadeben
- Derideri
- Drala
- Garaita
- Gubam
- Indorodoro
- Jembo
- Keru
- Korombo
- lokwa
- Mata
- Mibini

LIGHT 4 LEARNING

- Balamuk
- Bondabol
- Gubam
- Koromb
- Mermer
- Mibini
- Pongariki
- Rouko

EARLY YEARS

- Arufi
- Darala
- Derideri
- Garaita
- Gubam
- Indorodoro
- Iokwa
- Jembo
- Keru
- Korombo
- Mata
- Mibini
- Mitara
- Morehead
- Torasi
- Torowae
- Weam



WESTERN PROVINCE

LAKE CAMPBELL REGION

PATROL BRIDGING

- Somakopa
- Stuart Island
- Wasua
- Wawoi Falls

BALIMO REGION

TEACHER INSERVICE & E-LEARNING PROJECT

- Aketa
- Awaba
- Balimo
- Dogono
- Isago
- Kewa
- Kimama
- Kini
- Kotale
- Pikiwa
- Pisi
- Tai
- Ulado
- Waligi
- Widama

WESTERN SOLAR

- Duwaba
- Konedubu
- Madila
- Makapa
- Pedaya
- Semabo
- Wakesaba
- Wasua

EARLY YEARS

- Aketa
- Aopali
- Awaba
- Balimo
- Balya
- Biula
- Gutula
- Ike
- Kewa
- Kini
- Mase
- Owa
- Page
- Pikiwa
- Pisi
- Samaki
- Tai
- Waseya
- Widama

FODE PATROLS

- Awaba
- Makapa
- Ali
- Paputa
- Dewara
- Pikiwa
- Dimssissi
- Sasareme
- Kaniya
- Saweta
- Kondobol
- Suki



NEW IRELAND PROVINCE

EARLY YEARS PROJECT

- Meltan SDA
- Sacred Heart
- Nusailas
- Kaselok
- Ngavalus
- Paruai
- Lemakot
- Polimba
- Fissoa
- Panafilua
- Lamusmus
- Usil
- Lapai
- Piliva

EARLY YEARS PROJECT

- Mazuz
- Samo
- Sianios
- Hurtol
- Palie
- Komat
- Tumbuapil
- Lissel
- Kinami
- Matakues
- Lipuko
- Putput
- Likambai
- Londolovit Rural
- Sekunkun
- Kunaye
- Tsuen
- Olekowa
- Kosmaiun

- Malie
- Lakaziz
- Zopotkuen
- Ton
- Kuelam
- LakameLEN
- Londolovit Urban



EARLY YEARS PROJECT

- Liedan
- Lamasong
- Lavatbura
- Katedan
- Basela
- Salimun
- Rasese
- Kimadan
- Namatanai Urban
- Kadan
- Kolonoboi
- Silom
- Karu
- Bakan

Education



PNG PATHWAYS TO LEARNING



For those living in rural and remote communities across Papua New Guinea, creating pathways to education is essential at every learning stage. Alternative and second-chance pathways are critical pieces to this puzzle, particularly at the secondary level. Many people have not had the opportunity to complete formal schooling due to the remoteness of living conditions, limited spaces in secondary schools, and competing priorities including family and community commitments. However, in order for rural PNG to have a sufficient pipeline of teachers and health workers to provide education and health services in remote areas, alternative pathways must be created for people to return to schooling, including secondary and tertiary studies, to support these long term health and education goals.

Second chance education pathways exist in Papua New Guinea, as a critical supplement to the traditional, formal schooling system which does not cater for PNG's growing population, emerging youth bulge, or the population predominantly based in rural areas of the country. Early drop out rates are high, with significant drop out rates between primary and high school, and between Grades 10 and 11 and Grades 11 and 12. Despite government mandates to address issues with the education system, there are still not enough spaces in PNG's high schools and secondary schools to provide universal education to all.

KTF offers a non-traditional, second chance schooling opportunity for early school leavers to reconnect with formal schooling and matriculate from Grade 12. This PNG endorsed program is called Flexible Open Distance Education (FODE). FODE is a key element of the PNG government's strategy to address education shortfalls.

KTF offers two FODE streams to people from remote and rural areas:

- Pathway for early school leavers to re-enrol at the Grade they progressed to via traditional schooling, and to continue on to complete Grade 12.
- Pathway for people who did not receive the secondary school Grades required to gain entry into tertiary schooling, enabling them a second chance to "upgrade" and gain entry to tertiary schooling.

These pathways are particularly critical for teachers and health workers under the latest education reforms. PNG's National Education Plan (2020 – 2029) stipulates a restructure of the education system which includes revised qualification requirements for teachers, who must now hold Grade 12 qualifications and a minimum GPA of 2.8 to enrol in tertiary institutions. The flexibility of FODE provides the opportunity for local teachers and health workers to continue serving their communities while upgrading their own qualifications.

IN 2024, WE REACHED RECORD OUTCOMES ACROSS OUR FODE PROGRAM

FODE REGION	# students enrolled across Grades 9 - 12	#Grade 12 students matriculated
Kokoda College	218	178
Mt. Koiari	50	32
Balimo	348	186
Balimo Foundation Students	86	86
Morehead	162	106
St. Gabriel's (Kiunga)	148	102
Western Outreach (Kiunga & Daru)	111	46
Balimo Outreach	242	95
Lake Murray	122	120
Motu Koita	164	93
Pari Taurama	108	60
Lihir	131	121
Silom	70	34
Warangansau	70	56
Lamasong	105	84

Across fourteen FODE locations, 80% of enrolled students finished the year, completing their assignments on time and sitting exams; This accomplishment allows them to continue pursuing career pathways that will be supported by KTF via its new Teachers College and School of Nursing in Balimo and teacher and health worker scholarships in Oro Province. This is a remarkable achievement for students from very remote areas re-engaging with formal schooling after many years.

EDUCATION PARTNERS

KOKODA COLLEGE AND MT KOIARI FODE

is supported by the Australian Government through the Australian NGO Cooperation Program (ANCP) and the Kokoda Initiative. Mundango Abroad and the Australian public also support FODE on the Kokoda Track.



Kokoda Initiative



FODE IN WESTERN

is a game-changing PNG Sustainable Development (SDP) funded initiative for the province, implemented in partnership with KTF



FODE IN MOTU KOITABU VILLAGES including Hanuabada, Pari, Taurama & surrounding communities

are supported by Kina Bank, the Sir Theo Foundation and the Canada Fund for Local Initiatives (CFLI). We are also grateful to the Motu Koita Assembly and Dame Carol Kidu AO



KTF FODE IN NEW IRELAND

is generously supported by Newmont





 **53%**
of students
are FEMALE

 **13%**
of students
living with a
DISABILITY

KTF's FODE Colleges prioritise equality for students, and the creation of pathways into study for women, people with a disability and people from marginalised backgrounds.

In 2024, in stark contrast to the norm in PNG, 53% of students enrolled across all locations were female and 13% of students reported living with a disability. KTF continued to provide tailored support for women and people with disability to complete their FODE studies, including child-friendly classrooms and student welfare support, transportation and accessible classrooms and dormitories, and partnering with Disabled Persons Organisations to tailor support for people with disability in remote areas.



// CASE STUDY

JOVEN WILSON

When thinking of New Ireland Province, the first things to come to mind are white sandy beaches, turquoise water and pods of palm trees that lean out over the water. In the remote region of Warangansau, on the southern coastline of New Ireland, coconuts are as common as grains of sand, but qualified teachers are few and far between.

Despite only being 24 years of age, Joven Wilson has taken on the responsibility of Head Teacher at Matkamlagir-Udam Elementary School with the help of three teaching assistants. Joven and her three teaching assistants are enrolled with KTF's FODE. In rural and remote PNG, where students face significant barriers in finishing high school, let alone pursuing teaching degrees, it is common for the community to choose someone that they think would be a good teacher to take on the role. This was the case for Joven. As one of the few who had a Grade 12 certificate in her village, she was called upon to assist, "There was a real need for elementary school teachers to teach at our elementary school. I have never regretted my decision because this has created the opportunity for me to upgrade my marks with KTF's FODE and pursue further education studies."

Joven has embraced working as a teacher, and with the help of KTF's FODE program, she hopes to upgrade her Grade 12 results to meet the government's new minimum requirements for teachers. Joven's dream is to formally upskill to a primary school teacher.

“ *I am forever grateful that FODE through KTF has given me a second chance in education. I went back to the village and thought I was done studying. Now that I am back studying again, I have a renewed hope that I will attend college or university soon.”*

Joven recalls from her own schooling that one of the biggest challenges faced by her parents were expensive school fees. Her family rely on farming cocoa plots and when the cocoa price drops, they struggle to make ends meet. She remembers a time when the cocoa pod borer infected their cocoa trees and they lost the majority of their income until the next growing season. Joven recognises that a lot of families in the area still rely on farming, an unpredictable living at the best of times. She believes that this is still one of the biggest challenges students face today.

The priority of KTF's New Ireland Province FODE program is to upskill existing teachers so that they can remain in the profession. The majority of our FODE students are active teachers, sometimes singlehandedly keeping their schools open. In response, the FODE program has been tailored, delivered as an outreach model. This means that KTF coaches travel directly to students to deliver education resources, assignments and one-on-one tutorials. This flexible model enables teachers to study while remaining in their classrooms as full-time teachers. "I highly recommend the outreach model because it is hard for us

teachers to leave the classroom with our students' learning as we would be absent from class for many days."

Joven and her family were overjoyed when they heard she was selected to enrol with KTF's FODE, but studying again comes with its challenges. To carry out research work, her family accompanies her to the nearest place with network connectivity to access the internet on her phone. On the top of a mountain. Over an hour's walk away. It can also be a challenge to complete her assignments on time as a full-time teacher with students who also have assignments and exams they need help with, especially as one of few teachers in her school. However, reconnecting with education has refreshed her memory of concepts and knowledge that she learnt in high school that she now shares with her students. Additionally, it has also sparked a renewed interest in pursuing tertiary teaching studies.

“ *After leaving school, I lost my interest in studying. By undertaking FODE studies, I have rekindled my interest in studying. Importantly, my FODE studies has been like a personal development training for me as I have learned a lot which has helped me in my teaching.”*



// CASE STUDY

MARILYN DUWABA

KTF is the proud education partner of the PNG Sustainable Development Program's

GUTPELA COMMUNITY STRATEGY 2025 - 2030,

which aims to provide lasting education benefits for the people of Western Province



"When you set out to do something, when one door closes but you keep striving you will eventually achieve what you set out to do. Giving up is not an option, and that is what we are trying to teach our children and students, if you keep trying you will eventually get there."

Marilyn, a busy single mother of three boys and a local primary school teacher in Kiunga, recently graduated after successfully upgrading her Grade 12 with Western Outreach FODE. When she first completed Grade 12 over 25 years ago, she received a GPA of just 1.9. In 2023, she made her first attempt at upgrading but fell short of the new minimum government requirements. Undeterred, she persevered, and in 2024 - on her third attempt - her determination paid off.

“It was quite a jump from 1.9 when I was in class twenty years ago. It took me twenty years to upgrade myself to 2.5 and above, so I’m happy with my achievement.”

Not only did Marilyn improve her GPA to 2.5, but she was also honoured as Dux of her class. When Marilyn first realised she was awarded Dux, she couldn't believe it, "I was amazed, I thought they got the name wrong because that was my second time at upgrading. To do it two times and then get the dux was amazing. I was so excited that my effort had paid off. I feel that with this kind of opportunity in the community, we don't have to stay at the same level, we can continue to advance ourselves and provide good opportunities for our families and contribute to our communities as well."

A huge inspiration for Marilyn to continue her education journey was her father, "He was the person behind me taking up this studies to actually better myself and get a better grade."

Her father, Nauli Duwaba, was a high school teacher for many years in Balimo and Kiunga. He was a huge advocate for education - and instilled a deep appreciation for learning in both his family and community. Nauli later joined the KTF team as the first-ever FODE principal at Balimo FODE, where he served out his dedicated teaching career. He sadly passed away in 2023, leaving behind an enduring legacy of passion for education.

“My dad was my mentor, he was encouraging me and he unfortunately passed away last year in June but I thought this is in memory of my dad to achieve this, one day I will meet him again and I'll let him know that I finally succeeded.”

She has also passed down the importance of education to her sons. In a turn of events, her middle son was also completing Grade 12 at the same time as Marilyn. "The roles reversed and my sons were tutoring me. My sons tutored me for this, I tutored them when they were in primary school and now that they are doing Grade 12 they help me. It was a family effort."

Most of Marilyn's students have no access to phones or the internet, meaning, as she puts it, "they rely on what we teach them." This sense of responsibility has driven her to upgrade her education and expand her knowledge to

align with the current curriculum, ensuring she can provide the best possible learning for her students. For Marilyn, upgrading her Grade 12 has been a form of professional development, refreshing her understanding of subjects and equipping her with the confidence and skills to be a more effective teacher.

“With this upgrading it actually helps us boost our teaching in the class. What we learnt, some twenty years back in the classroom is kind of outdated so when we do upgrading we are aligned with the current trends in education. So it's very helpful. I feel that after re-doing my Grade 12 again that I am well-versed in these subjects, I can help the students passing through my grade.”

While she may be satisfied for now, this journey has renewed and reignited Marilyn's passion for learning. She has plans to continue her education in the future, "having seen that I can do anything that I set out to do. I would go back [to school], this is not the end. This has given me the encouragement to keep on going and further in my education, so I can offer something better to my family, to my children, and community."

Marilyn has learnt an important lesson from this experience, something that she is already sharing with her children, family and students,

“you don't stop because it does not turn out right the first time. If you want to achieve something then you keep going. Education does not end with a certain grade, we can keep upgrading ourselves so we can provide a better community for ourselves and our families.”

FODE EXPANDS



In 2024, KTF further expanded FODE across our hubs. In Western, SDP FODE reached more students, with patrols travelling to remote areas to deliver FODE lessons, specifically targeting teachers needing to upgrade their marks. Bringing the lessons to the teachers enables them to keep teaching in their classrooms while studying themselves. A Foundation program also began at Balimo College, enabling students to upgrade their results and improve their educational foundation for tertiary study.

In New Ireland, FODE moved beyond Lihir, with teachers from Silom, Warangansau, and Lamasong upgrading their studies, also through an outreach model. 245 New Ireland teachers are now working towards completing their Grade 12 certificate, a critical opportunity that allows them to remain on government payrolls or continue on to tertiary studies, thanks to Newmont's support. In the Motu Koitabu communities of Port Moresby, FODE grew beyond Hanuabada to include students from Pari, Taurama and surrounding villages.



"Graduates, we made it!"

"We stand here today, proof that opportunity, when seized, can change everything. We all know the statistics. We know the stories. Too many of our brothers and sisters don't finish Grade 12 or have but don't get an opportunity to do further studies.

"We were once part of that population but not anymore. We were given something precious: a chance. A chance to rise out of our circumstances and make a change, a chance to forge a new path. This wasn't just a handout. It was a hand up. They believed in us, even when we might have doubted ourselves.

" / And now, look at us. We are graduates. We are equipped. We are ready."



2024 Student Representative:
Iamo Kidu, Grade 12 DUX

Canada  SIR THEO FOUNDATION

The Pari & Taurama FODE is supported by the Sir Theo Foundation & the Canada Fund for Local Initiatives (CFLI)



IMPROVING ACCESS TO TERTIARY EDUCATION THROUGH PARTNERSHIPS



Established in 2022 as part of the PNG Sustainable Development Program's (SDP) education strategy, and implemented by KTF, Balimo College offers the first ever teacher's college for Western Province. Since opening its doors, Balimo College's School of Teaching has welcomed three cohorts (113 students) of pre-service primary teachers, providing the next step in the pathway for aspiring teachers across the rural catchment region. The vast majority of these students have previously gained or upgraded their secondary results through SDP's Western FODE programs, demonstrating a successful pipeline that will, in time, increase the number of dedicated and qualified teachers for the province.

In 2024, Balimo College achieved a major milestone: formal recognition as a Higher Education Institute by the National Higher Technical Education Board of the Department of Higher Education, Research, Science and Technology (DHERST). Through an extensive accreditation process, Balimo College demonstrated that its Governance and operations were aligned with DHERST's National Standards for higher and technical education institutions to gain registration and program accreditation, demonstrating that its teaching and

learning is of the highest-quality, assessment processes are effective, expected student learning outcomes are achieved, and staff and students are provided with holistic support. The college has affiliations with both Western Sydney University and Divine Word University for teaching and curriculum support.

Balimo College marked a significant milestone in 2024 as 33 students from the first cohort completed the requirements for their 3-year Diploma of Primary Teaching, paving the way for the college's first-ever graduation ceremony in early 2025. Of those graduating students, 93% elected to extend their studies for an extra year to gain their Bachelors qualification in education. The graduates' progression through FODE to attain their tertiary qualifications shows the importance of access to both to build a pipeline of qualified educators for Western province. On graduation, these teachers will provide a welcome boost to under-staffed schools across Western.

TERTIARY EDUCATION IN ORO PROVINCE

KTF has partnered with the Modawa Institute of Higher Education in Popondetta to provide financial and technical support to their newly-developed School of Teaching which was launched during 2024. Modawa will offer Oro province's first Bachelor of Education studies from 2025, providing a welcome tertiary option for KTF's FODE students on teaching pathways to progress their studies locally.





// CASE STUDY

BARND BARIGA

As a child, Barnd Bariga always dreamt of serving his community, inspired by 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 introduction to education was at Boboa Primary School, 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 nine 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, where he upgraded his Grade 12 marks. Whether in a twist of serendipity or fate, Barnd was graduating from Kokoda College around the time that Balimo College - the first-ever Teachers College in Western - opened in his home province. Barnd continued as a pioneer student and was the first to apply.

“*“I was really excited when I learned I was accepted into Balimo College because I know even two-three years ago this program did not exist.”*

Balimo College recently delivered its inaugural graduation ceremony for its first cohort of students. Barnd graduated with a Diploma of Primary Education, as one of Balimo College's top students, attaining an average distinction mark and was presented with an academic excellence award. In 2025, Barnd will remain at Balimo College for another year to graduate with the Bachelor of Primary Teaching.

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.”*



Balimo College is a SDP funded initiative delivered in partnership with KTF, supported with a formal affiliation with Western Sydney University and Divine Word University.

It is the first DHERST accredited tertiary institution in Western Province.

In 2024, the first cohort of students completed their diplomas, creating a community of qualified teachers who are poised to make an impact on the education system in Western Province.

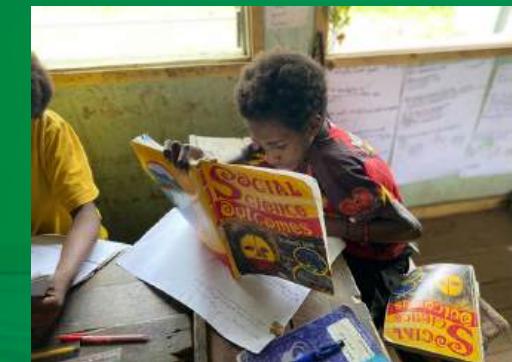


WESTERN SYDNEY
UNIVERSITY





EMPOWERING TEACHERS, IMPROVING STUDENT OUTCOMES



KTF's commitment to helping parents access the best possible education for their children is as strong as the day we started. We do this through establishing and improving school infrastructure, supporting the development of quality teaching personnel, providing ongoing coaching and professional development to teachers, and enhancing teaching and learning through the provision of educational resources and technology.

The Western Province E-learning & Teacher In-service Project, an SDP funded initiative delivered in partnership with KTF, was created to enable children in remote locations across Western Province to have access to high-quality teaching and learning in both primary and elementary education.

In the Balimo region, more than 5,000 students receive enhanced teaching and learning as a result of SDP's investment in teacher professional development coaching and workshops, wide-scale delivery of resources, including PNG-tailored Bilum Books, TV-based e-learning to enhance classroom operations, textbooks, curriculum materials and library books. The 18 age-appropriate outdoor playgrounds constructed by KTF at schools in the Balimo region last year also assist learning.

In 2024 in the Morehead region, five coaches delivered in-classroom support and professional development for 52 teachers across 21 schools impacting 1,200+ students. Workshops on early childhood education also took place, along with extensive classroom refurbishments to support age-appropriate learning.



A COMMUNITY-LED APPROACH: E-LEARNING COMES TO LAKE MURRAY

The Lake Murray region has particularly acute challenges with education, with a significant number of closed elementary and primary schools due to teacher shortages. At the project outset, the region had an average teacher-to-student ratio of 1:43. An innovative approach has therefore been implemented, utilising teacher volunteers to support the few teachers in the region and establishing a new approach: the 'Qhatapa' system.

Qhatapa is an incentivisation initiative intended to reward communities that support their schools, teachers and students to prioritise education. It also helps identify local priorities through project and 'reward' resource selection. Decisions are made by community, for community.

This initiative has so far had resounding success, with

more than 95% of villages having started or completed a community project in 2024, including 9 classrooms constructed, 4 classrooms refurbished, 23 toilet blocks built, and 4 community maintenance projects completed. Qhatapa resources chosen by communities vary, from fishing nets, to clothing and village-sized bags of rice.

Professional development workshops are critical in Lake Murray to build the capacity of both teachers and volunteer assistants, covering teaching fundamentals, child protection, the PNG curriculum and using resources to deliver lessons. 59 participants attended over two multi-day workshops. Four coaches also supported the region's 78 teachers and teacher volunteers across 20 schools with in-classroom coaching, support and learning resources.



“Qhatapa”

Means celebration in the local language of the Lake Murray communities. The name was suggested and agreed by the local communities.

The Western E-learning and Teacher In-service program is committed to long-term improvements in student literacy and numeracy outcomes and high-quality, sustained education across the remote catchment region.





// CASE STUDY

GIGILA MELESA

Gigila, a seasoned educator who earned his Diploma of Teaching in 2012 and has spent over a decade in the classroom, is currently teaching at Awaba Primary School. His school is one of the many in the Balimo catchment area supported by the Western E-learning and Teacher In-service project.

For teachers in Western Province - an extremely difficult landscape with vast swathes of wetlands that change drastically depending on the season - accessing support, professional development or resources has been an ongoing challenge. Recognising the tough conditions faced by teachers in remote classrooms, the 'E-learning' initiative provides

comprehensive teacher support, including professional development workshops, tailored teacher coaching and a variety of education resources for classrooms. "We need more teaching materials. Like charts, wall maps or even a globe, so students will know that our planet is round."

Gigila believes that today's students are in a better position than those in the past, as they now have access to resources that were previously unavailable. These have been made possible through the E-learning project. *"Because we are using technology now, we are using tablets and all this so we show them pictures and videos. We are integrating our learning with those materials."*

One of the biggest challenges for teachers is keeping students engaged in school to prevent early dropouts. Last year, Gigila noticed a troubling trend. Children were starting to drink and smoke at younger ages. One student, after spending time with older peers outside of school, picked up these habits and soon dropped out. Gigila and his counterparts needed new strategies to keep students engaged in learning and motivated to stay in school.

Education resources are crucial for boosting student engagement, but equally important are the teaching strategies educators employ. Ongoing professional development for

teachers is essential for strengthening education in schools. In 2024, Gigila joined 200+ teachers across Western Province at bi-annual professional development workshops that fostered their skills in IT, language learning, teacher planning and programming. *"After going through the workshop, teaching and applying the strategies and using the materials I found that students are more interested in learning."*

Gigila is "looking forward to seeing better results than what I did last year. Using the knowledge from the (workshops) to see the student's learning has improved and that they are using all of those materials provided by SDP (e-learning program).

The Western E-learning and Teacher In-service project listened to local teachers when they voiced how we could help. When teachers are supported, student outcomes improve.

We are really thankful that we are part of (the SDP program) because we learn more from them and we are now improving. We see the performance from the students from what KTF (education teams) are providing us, from students learning, we are seeing the difference."

EDUCATION SNAPSHOT

**2,214
STUDENTS**

on second chance FODE Program



**80%
OF STUDENTS**
sat final year exams



**71%
FODE STUDENTS**
on teaching pathways



**515
EXISTING
TEACHERS**

supported to upgrade their qualifications to remain teaching in their classrooms and on government payroll.



**138 SCHOOLS
SUPPORTED**

with resourcing, technology & coaching

INVESTING IN EARLY CHILDHOOD EDUCATION

Introducing schooling at the earliest, formative years kickstarts the lifelong learning journey for children. During PNG's transition to a '3-6-6' model of education, which formally introduced Early Childhood Education to the system, the need became apparent for the development of a structured framework for its integration into the learning system.

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

Early Years develops and pilots bespoke and

tailored in-service teacher upskilling and ongoing professional development to existing elementary teachers in rural areas. The project is enabling elementary teachers to transition their skill set to deliver specialist, child-centred, age-appropriate learning to children aged three to five years, introducing the new ECE layer to the schooling system. Early Years also supports the infrastructure and resourcing changes needed in schools to best suit the needs of children of this age.

KTF's Early Childhood Education work focussed on Western and New Ireland Province in 2024. We KTF modified 61 classrooms to provide enhanced and age-appropriate indoor learning environments for early childhood education and provided teachers with a range of ECE learning modules to assist with the designing of their lesson plans and curriculum. Additionally, a total of 15 outdoor playgrounds were completed at schools across New Ireland Province in partnership with Newmont.

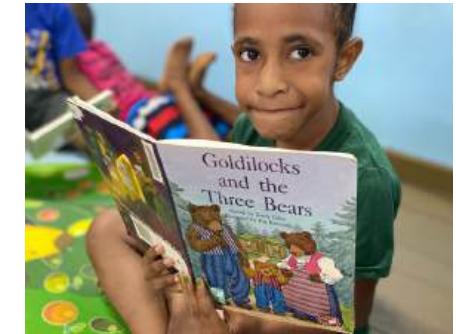


The Early Years project in New Ireland Province is generously supported by Newmont.
Early Years in Western is integrated to SDP's E-learning & Teacher In-service Project.





FROM KINDERGARTEN TO GRADE 12 AT ONE EXTRAORDINARY SCHOOL



SDP's Hon. Roy Biyama Balimo Academy (the Academy) opened in 2024 with a cohort of 160 students from the greater Balimo catchment. It is an extraordinary school, designed to deliver an outstanding education experience from K1 to grade 12 students, and a best-practice teaching environment attracting experienced educators from across PNG.

With extensive experience gained in a variety of institutions across PNG, the Academy's academic team covers all specialisms expected in a quality school environment, including science, maths, English, social science, economics, history arts and ICT. Led by Principal Patricia Kombele, there is gender equity among the team, all of whom are Papua New Guinean. Supported by a team of teaching assistants, library assistant and admin personnel, the dedicated Academy team works tirelessly to create an engaging and supportive educational experience that is best-in-class.

The intimate and nurturing environment created at the Academy encourages students to thrive academically

and personally. Practices implemented during the Academy's inaugural year that differentiates its learning include:

- Breakfast program - providing a healthy breakfast of cereal, milk and fresh fruit for all students to set them up for their learning day
- Parent teacher interviews - updating student progress and providing opportunity for parents to engage with and support their child's learning
- Balimo College School of Teaching practicums - create a two-way exchange of learning practices between experienced teachers and students exposed to current technical practices through their studies.

When audited by the National Department of Education for compliance for standards applicable to early childhood education, primary and secondary education, the Academy achieved a remarkable assessment and has been duly registered.

The Hon. Roy Biyama Balimo Academy is an SDP funded initiative delivered in partnership with KTF



LIGHT FOR LEARNING: POWERING REMOTE COMMUNITIES

Light for Learning's goal is to provide students with a reliable source of clean, sustainable light to enable study after dark, improving education outcomes. In reality, it does so much more for students and their communities in rural and remote locations.

KTF's solar installation teams visit off-grid communities, working alongside KTF-trained local solar champions to install solar power and lighting systems to every household, school, aid post and community building, plus street lighting. In 2024 we reached 91 villages in New Ireland, Western, Morobe and Madang provinces. The vast majority have links to KTF's education projects, particularly FODE where it is vital for students to charge their learning tablets during self-directed study periods at home. A big challenge without solar power.

Households receive a home solar unit with three lights and USB charging capability for phones, radios and other small devices. Light for Learning provides students, their families and communities with a reliable source of clean lighting and power, enabling study and other activities after dark, including income-earning pursuits. Solar reduces reliance on unhealthy kerosene and other carbon producing light sources, and light makes villages safer places after dark, particularly for women and girls. Light and power significantly increases in time spent reading and doing homework. More than 80% of parents agree.



The Australian Governments' Pawarim Komuniti Partnerships Program generously supports Light for Learning Morobe and the Distribution and Installation of solar systems and Streetlights in Rai Coast, Madang.

Pawa Bilong Niu Ailan is a Pawarim Komuniti partnership between the Australian and UK Governments bringing solar to the Namatanai region of New Ireland.



In 2024, KTF Installed
8,010
HOUSEHOLD
SOLAR SYSTEMS
onto homes across Morobe, Madang, New Ireland, Western, and Oro Provinces.



31,000+
PEOPLE
have access to sustainable and renewable lighting and energy
- for the first time ever!



KTF also trained
440
SOLAR CHAMPIONS
who are committed to solar education, maintenance of systems and the establishment of solar businesses in their communities.

An expansion of the Light for Learning project in Western Province is an SDP initiative delivered in partnership with KTF.



// CASE STUDY
GIDEON ELISHA

When the sun sets over the water across the Huon Gulf, the villages of Salamaua are plunged into darkness. For a lucky few, expensive gensets sputter to life or outdated and unsafe solar systems hum along, providing a trickle of light and power for a couple of hours. However, for the vast majority of rural and remote households, darkness encroaches around handheld torches and fire light.

As a father of three and a proud Salamaua local, Gideon was thrilled not only to learn that KTF was bringing solar power to his community but also to be offered the position of Monitoring and Evaluation Officer on the installation team. *"I was very happy when I first heard about this project. Because I know that most of my people in the community will have access to lights, especially the old and disable people."*

Growing up in the small village of Buakap, he reflects that energy poverty is rife in his home village and across Morobe. *"Not a lot of people have electricity in Buakap, just a few villages can afford solar lights [small low quality ones] and fuel for gensets."*

For Gideon and his community, it has been an everyday struggle to source reliable energy and impossible to do it sustainably and cheaply. With some sourcing low quality solar lights that break easily, and most relying on expensive and unsafe woodfire, gensets and torches. *"Many of us don't have lights, we have [small and low quality] lights that doesn't work after a month."*

Now that solar lights have arrived in Morobe Province in the form of the Sunking system - a small yet powerful system installed by KTF - the community have started to experience a range of benefits. These include increased safety for women, supporting parents to engage in economic activities, and most importantly, allowing children to continue

studying past sunset. "It will have a positive impact on our community. Mothers can use lights to continue their sales in the night and do their bilums to sell. Our children will use this lights to study at night and help with their homework and they'll do better in their education and become good educated man and women. I am very happy for KTF providing the lights."



ENVIRONMENTAL SAFEGUARDING

Housing up to 5% of the world's plant and animal species, PNG is home to some of the planet's most biodiverse and pristine environments. We are committed to addressing climate change through the delivery of our projects, while reducing our impact on the environment wherever we can.

KTF's environmental safeguarding policy and practices reduce our carbon footprint wherever possible, including:

- I Implementation of sustainable waste management practices at KTF's colleges, offices and project locations;
- I use of electronic learning devices wherever possible to minimise the use of printing tens of thousands of booklets and papers;
- I use of solar energy to power lighting and electronic devices;
- I only using air travel when essential business is required, offsetting international and domestic flights;
- I planning road and water travel well in advance to ensure the maximum use of space on vehicles and dinghies, and;
- I cardboard and paper waste is reduced and reused wherever possible.

KTF has its own Climate Change Adaption (CCA) and Disaster Risk Reduction (DRR) Policy and is

working with partners and communities to address climate change and disasters in programming. CCA and DRR is incorporated into activities through KTF's education and health projects. In 2024, KTF worked with local partners in Oro Province to respond to a flooding disaster, delivering relief equipment to affected communities.

Our projects consider the impact that activities will have on the local environment, conducting full environmental risk assessments across all projects, as well as full scale environmental plans for any projects that present a heightened sense of environmental risk, such as large scale infrastructure development.

Additionally, KTF consults closely with communities about the impact of climate change to factor into activities; we recently began the distribution of 3000 biodegradable birthing kits to mothers in remote villages who are unable to access an aid post to deliver their babies. We also use recycled, repurposed, or environmentally friendly materials for the construction of our outdoor playgrounds or refurbishment of indoor learning environments.

Our Light For Learning Project is a wide-scale solar initiative, bringing clean energy and lighting to thousands of households across PNG, reducing the harmful effects caused by people's reliance on kerosene and other traditional fuels.



In 2024, KTF also began construction of a solar powered mini-grid at our Kokoda College campus. It will come online in early 2025 to provide more reliable power for students and staff. This mini-grid will also enable us to establish an IT lab and a seedling nursery with solar-powered irrigation as well as an incinerator to better dispose of waste.

The Kokoda College mini-grid is made possible through a partnership with the Australian Government, through the Australian Infrastructure Financing Facility for the Pacific (AIFFP) Off-Grid Renewable Energy Partnerships

Health





HEALTHY COMMUNITIES ENSURING ACCESS FOR ALL



The COVID-19 pandemic exacerbated an already stretched primary healthcare system in PNG and has particularly amplified weaknesses in the system in remote and rural villages. Now it is more important than ever to ensure that primary healthcare continues to be available, accessible and comprehensive.

In 2024, we supported 15 health facilities and 16 health care workers across Oro and Central Provinces; delivering primary healthcare to a catchment population of 110,000 people. Nutrition, Emergency Obstetrics and Newborn Care has been a focus this year, with targeted training in both topics provided to healthcare workers.

This year, 1,334 mothers accessed pre and postnatal clinics and 203 babies were born at KTF-supported facilities. With the distribution of over 2,000 biodegradable birthing kits and 100 Pikinini Packs providing incentives for mothers to give birth in health care facilities as opposed to homes, we have seen the rate of births in aid posts increase from 44% in 2021 to 75% in 2024, which is essential given that 37% of births resulted in complications (up 53% from 2023) requiring interventions from healthcare workers.

 **2,000**
Biodegradable
Birthing Kits

 **100**
Pikinini Packs

 **70%**
BIRTHS
in aid posts

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



EYE SEE PNG

KTF, in partnership with OOXII, is improving access to eye care through the Eye See PNG project. This initiative enhances vision testing and eye health services in remote regions by equipping community health workers with state-of-the-art, portable eye testing equipment and specialized training. What makes Eye See PNG unique is its ability to provide immediate solutions—health workers can assemble prescription glasses on the spot, ensuring individuals receive the vision support they need without delay. By supplying healthcare workers with glasses and ongoing testing equipment, the project ensures long-term sustainability, helping more people see clearly and improving overall eye health across PNG.

“Thanks to the Eye See PNG I have hope to continue my studies, I’m fully satisfied with the proper test done by the team.”

Akisa, a local community member, jumped at the chance to be tested when she heard that the KTF Eye See PNG teams were in her area. She’s had poor vision since childhood, which made studying such a challenge that she dropped out of school. Recently, Akisa attempted a return to school by enrolling in FODE studies, but her worsening eyesight forced her to withdraw after just two months. Thanks to KTF’s Eye See PNG team, Akisa received a proper eye test and corrective glasses, sparking a renewed interest in pursuing her studies.



In 2024, 1,849 people were screened for visual acuity, 763 people were provided with glasses that met their vision requirements, and 78 people were provided with referrals to ophthalmic clinics.

VHA PROJECT

In partnership with the PNG-Australia Partnership, via Australian Doctors International, KTF's VHA program was a one-year initiative aimed at strengthening working relationships with and the capacity of the Northern Provincial Health Authority (NPHA), equipping health facilities with essential medical resources, enhancing training and capacity building for remote health workers, and delivering primary healthcare to some of the most isolated communities in Oro Province. For many villages, these patrols were more than just a visit - they were a lifeline. Mobilising dedicated teams of NPHA healthcare workers, the project provided essential medical services, logistical support, and capacity building for local health teams. A key focus was on 'no-dose' villages - communities where children had never received routine immunisations.

Reaching these isolated areas was no easy task. Teams travelled by small plane, helicopter, 4WD, on foot, and even on horseback, crossing rivers and mountains to ensure no one was left behind. Integrated health patrols delivered essential immunisations, maternal and child health clinics, family planning services and Gender Equality and Disability Inclusion and Gender-Based Violence advocacy - leaving a lasting impact far beyond their time on the ground.

14 PATROLS
conducted reaching
184 VILLAGES

14,809
patients
72% CHILDREN
8,641
CHILDHOOD
IMMUNISATIONS
administered

1,518
cases of
MALARIA TREATED

1,282
STI/HIV
TESTS

447
contraceptive pills, injections
and implants provided
3,000+
participants at GBV, Family
Planning, and HIV Awareness-
raising sessions





// CASE STUDY

HILDA AVOSA

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 made. 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. My specific role within these patrols was coordinating and overseeing the implementation of the patrols.*

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 lady 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 14 aid posts, also conduct outreach patrols to extend healthcare services further.

“Everyone in Oro should have equal access to health care services.”



HEALTH & EQUALITY THROUGH SPORT - KICKS 4 KOKODA



There is no denying it, sport brings people together. In Oro province, KTF's Kicks 4 Kokoda (K4K) program is using the power of soccer to not only bring adolescents together, but to champion inclusion and create opportunity. A Team Up program partnership between KTF, Grassroot Soccer and the Papua New Guinea Olympic Committee (PNGOC), supported by the Australian Government, K4K employs evidence-based sport for development programming in strategic locations in the Kokoda Track catchment to empower adolescents, increase health-seeking behaviours, facilitate youth-friendly service provision, and promote gender equality, all while strengthening passion for sport.

A nine-week program of soccer-related activities is complemented by community tournaments, involving PNGOC elite athletes to champion participation in sport by all, regardless of gender or ability. Access to quality health services and referral pathways is limited in rural and remote PNG, particularly for the primary beneficiaries of this program – adolescent boys and girls aged 12 to 19 – who are at a vulnerable age. K4K provides access to accurate information and health services, critical for positive development. This project aims to assist the Kokoda region's large youth population overcome some of the challenges they face, while becoming role models in their communities.

Kicks 4 Kokoda is a Team Up partnership, supported by the

In 2024, KTF and partners worked with 15 coaches to deliver K4K workshops to 234 young people from Kokoda and Gorari catchment communities; 60% of coaches and 59% of participants were female. A record 7 tournaments were held throughout the year and were highly successful, with community members taking part in mixed-gender games as well as STI and HIV testing. A number of initial outcomes were achieved as a result of the 90 intervention sessions with the adolescent participants, including:

▲ **45% positive increase**
in knowing how to **COMMUNICATE**
effectively with the opposite sex

▲ **62% positive increase**
in knowing where to get
SUPPORT SERVICES
for themselves or someone else, for
gender based violence or rape.

▲ **13% positive increase**
in knowing how to access **HEALTH
SUPPORT** for changing bodies

▲ **55% positive increase**
in understanding the
NEGATIVE IMPACTS OF ALCOHOL
and its relationship to risky behaviours
such as violence or unprotected sex

▲ **53% positive increase**
knowing at least three methods to
avoid unwanted **PREGNANCY**

▲ **35% positive increase**
in participants who make own
INFORMED DECISIONS
regarding contraceptives, sexual
relationships & reproductive healthcare

▲ **17% positive impact**
in participants' **ATTITUDES & BELIEFS**
regarding gender norms

▲ **41% positive increase**
in participants who feel supported to
OVERCOME CHALLENGES
they face and make the right
adolescent health related decisions



Home for Nairie Mandu is the rural town of Popendetta in Oro Province. At 19 years old, she is a Grade 9 student. In PNG, it is common for children, particularly girls, to start school later than 'standard' for a range of reasons, including the expectation to take on family responsibilities or the tendency for parents to prioritise limited school fees for their sons.

Nairie was drawn to the Kicks 4 Kokoda (K4K) program for several reasons; She loves playing soccer with her friends and staying active, was eager to learn about health and gender topics, and aspired to be a role model.

// CASE STUDY

NAIRIE MANDU

Australian Government and delivered alongside the PNG Olympic Committee and Grassroot Soccer.

“ Before signing up for K4K, she hadn't played soccer before, “*We didn't play soccer, because we didn't have a ball to play with. I really enjoy playing soccer.*”

One of the most impactful things that she has learnt is about positive life behaviours, such as respecting others and not engaging in risky behaviours. “*I think people treat each other better because of what they have learnt in K4K, like being respectful to each other, especially the boys.*”

While playing on mixed-gender teams was a new experience for Nairie, she enjoyed the experience. “*I like to play and compete against the boys. During school and out of school, we like to play together.*”

She hopes to be a game changer in her community by applying the skills she's learnt in the program such as listening and learning, leading by example and treating people with respect.

“ Looking to the future, “*I want to be a role model for my family, community and PNG. I want to become an engineer. To do that I need to do well in my learning at school, then hopefully I will be able to study at university in Australia.*”



HEALTH SNAPSHOT



110,000
PEOPLE ACCESSING
PRIMARY HEALTHCARE



14
HEALTH FACILITIES
OPEN AND OPERATING



15,800
PATIENTS ACCESSING
HEALTH SERVICES
EACH QUARTER



203
BABIES DELIVERED AT
HEALTH FACILITIES



64
PATROLS COMPLETED



2,268
MOTHERS ACCESSING
PRENATAL AND
POSTNATAL CLINICS



CAROLYN LISTER MEMORIAL SCHOLARSHIP

Carolyn Lister started nursing in 1992 and spent most of her nursing career at the Royal Brisbane Women's Hospital. She was also a Captain in the Army, where she used her nursing skills with determination and passion to help those in need of care.

Carolyn and her husband John were keen travellers and adventurers, never finding a path too treacherous or a mountain they couldn't conquer together. When they visited Papua New Guinea in 2002, they realised how poor the healthcare system was, with rural and remote communities bearing the brunt of its struggles.

Carolyn left us too early in a tragic cycling accident in 2020. Inspired by her zest for life and capacity for care, the Carolyn Lister Memorial Scholarship was established in her memory to support young female nursing students in Papua New Guinea and is administered by KTF. Students selected are passionate about serving their communities as health workers. Current and past scholarship recipients hail from the remote catchment region of the historic Kokoda Track.

During 2024, Carolyn's scholarship supported five students in their Certificate in Community Health Work at St Margaret's School in Oro Province:

✓ Coleena Hotopu

✓ Sharlyn Gaiari

✓ Mary Rose Mainimat

✓ Finella Hanji

✓ Lydia Jovei

Sharlyn and Coleena were hard at work completing their first year of study. Meanwhile, at the end of the year we celebrated the graduation of Lydia Jovei, Mary Rose Mainimat, and Finella Hanji, who successfully completed their two-year course and are now ready to take the next step in their careers as Community Health Workers.

“I would like to thank you for your kind support towards my studies here, I am thankful. With your support I wouldn't have completed my studies, it's because of you that I'm still attending school.”
- Lydia Jovei

“I would like to take this time to thank the Carolyn Lister Scholarship for giving me this opportunity.”
- Mary Rose Mainimat

2023 scholarship graduates Serah Teonda and Vanessa Sime are both now posted at KTF supported aid posts, following in Carolyn's footsteps by caring for their communities with great dedication.

Equality



PROJECT ZERO:

Saying “NO” to gender-based violence in remote Oro province

Project Zero has one goal - to protect the most vulnerable in our communities through prevention and response to gender-based violence and violence against children. Community-based awareness raising and strengthening of referral pathways and service providers' capacity is delivered in partnership with Femili PNG and FSVU Popondetta. Our partnership with PNG Counsellors Association also provides training to increase the number of qualified counsellors in the region.

KTF's purpose-built Safe Haus, constructed in 2023, provides survivors of violence with safe refuge and acts as a collaboration point for service providers, improving survivors' access to justice services and repatriation. At the Safe Haus, through our Lukautim Wantoks initiative, survivors also have access to livelihoods training and resource packs to enable them to restart their lives.

During 2024, Project Zero reached 242 people with education and awareness about Family and Sexual Violence including referral pathways, systems strengthening and education in schools. 102 school, healthcare, police, and community leaders participated in service provider meetings to strengthen referral pathways. 106 people (up 108% from 2023) accessed KTF Safe Haus services, and of these, 39 people (up 144% from 2023) were repatriated back to their homes and families and supported to start new lives. Survivors were also supported with legal and justice services, healthcare, policing interventions, and support to transition away from violent relationships to return to their home communities.

Project Zero is supported by the Australian Government through the Australian NGO Cooperation Program, Mundango Abroad & a generous anonymous supporter.



LUKAUTIM WANTOK:

Grounded in KTF's Strongim Meri Bisnis project, which upskilled women to establish small businesses to earn regular income, an adapted model now runs at the Safe Haus. The Lukautim Wantok, or “look out for a friend/mate”, program provides life-changing business and professional skills training to survivors of gender-based violence and family and sexual violence. It fosters a survivor's agency, independence and economic security, giving them the skills to start their new life.

Lukautim Wantok offers Bilum Kits to survivors as a way to start a new life; survivors typically leave violent situations in a rush, leaving behind essential items. Bilum Kits contain care items such as soap, laundry powder, contact numbers for support services and empowerment affirmations. There are three Kit options, each offering items to support different skills to take into their new livelihoods. A Bilum Kit provides wool and needles, offering the opportunity to learn a new skill that also encourages storytelling and therapeutic healing. The Seedling Kit helps survivors learn planting techniques and provides seedlings to start their own garden. Lastly, the Sewing Kit, which includes fabric, needles, cotton, buttons, measuring tape, elastic, and thread, supports survivors in developing sewing skills, enabling them to create a variety of products or clothing.

The Safe Haus also provides a Baby Bundle Kit, to support survivors with babies, including reusable nappies, baby oil/powder, a set of baby clothes and a blanket/wrap.

Lukautim Wantok is made possible by a generous anonymous supporter

Empowering Survivors with Livelihoods Training



// CASE STUDY **LAILA***



Laila*, a survivor of gender-based violence, has been in a dangerous relationship for more than seven years. She describes it as a sad and painful experience. All the while, she held out hope that her husband would change, a wish that never came true. Instead, her situation worsened each year until she finally decided she could no longer stay, a decision Laila made for herself and her child. However, her husband did not accept her decision to break off the relationship and started harassing Laila, sending her death threats. Before the harassment and abuse, Laila was a primary school teacher, a job that she loved. As her husband's behaviour escalated, she had to leave her beloved role, fearing for her safety.

Feeling scared and trapped, Laila sought assistance from the Family Sexual Violence Unit and her husband was apprehended by police. Her welfare officer recognised that this situation had left Laila jobless, homeless and dealing with a lot of trauma. Laila needed help rebuilding her life; so she placed Laila and her child in the care of KTF's Safe Haus while waiting to go through the court system.



Since arriving at the Safe Haus, Laila has found joy in learning how to knit, bake and weave, practical skills that she can take into every aspect of life and will help her to rebuild a life for her and her child. Laila is now seeking ways of implementing the lessons she's learnt into her professional career. *"I am now well looked after in regards to my case and my wellbeing. Community Development has excellently been taking care of my case while KTF is greatly comforting me and taking great care of my wellbeing. I realised that the step I am taking to protect myself and my child is the best I can do, and with the kind assistance, generosity, love and comfort from KTF and partners it will certainly lead me to peace and freedom from the sad life I was in for the past seven years."*

"A quote that Laila takes strength from is, "Dreams happen if I do. And If I do. Dreams will come true."

SANAP STRONG - STANDING UP STRONG, TOGETHER



Standing up strong, together for a zero-tolerance approach to gender-based violence, family and sexual violence and child harm in Oro Province, the Sanap Strong project upskills key community members to better prevent and respond to violence.

In 2024, KTF strengthened our partnership with the PNG Counsellors Association (PNGCA) to expand and scale up counselling training programs, equipping more people with essential skills to support survivors of violence and those facing personal challenges. PNGCA delivers two key training programs: the 5-Day Community-Based Helper Training, which provides teachers, healthcare workers, and community leaders with fundamental counselling skills, and the 10-Day Basic Counsellors Training, which offers more in-depth professional qualifications. These trainings are a critical part of KTF's Equality program, enhancing both prevention and response efforts to

violence - particularly against women and children. They also help solidify referral pathways and expand networks of trained individuals working to create safer communities.

This year, PNGCA facilitated two Basic Counsellors Training courses for a total of 50 participants and one Community Based Helper training for 36 participants. They are now better equipped to respond to survivor needs in their daily roles.

Collaboration with local partners - including PNGCA, Femili PNG, the Oro Provincial Government, FSVU, the Department of Community Development, and Evetu Soregari Mando Safe Haus - is a core Sanap Strong focus to strengthen referral pathways and build capacity, ensuring they are better equipped to respond to and prevent violence in their communities.

“As a community base constable (police officer), I experience a lot of things when dealing with criminals, compared to dealing with survivors. This 10 days of training has made me a new person again, especially as a counsellor. I'm very thankful for learning new things and the challenges that will make me confident in my duty as a counsellor.”

“...As a Volunteer Juvenile Justice Officer (VJJO) dealing with the age of 10-18 years as juveniles as a frontier, counselling was the missing link not played or addressed correctly, especially the skills that I applied and the approach to the client. Meaning that counselling is very important in code of conduct to clients of all walks of life.”

Sanap Strong initiative is led by KTF, in partnership with PNG Counsellors Association, with project technical support from the Pacific Community through the Pacific Women Lead at SPC programme, funded by the Australian Government



Leadership





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

ARCHER LEADERSHIP DEVELOPMENT PROGRAM

The Archer Leadership Development Program has been finding and fostering the next generation of PNG leaders since 2011 via a 12-month intensive, experiential leadership development journey. Based on Harvard University's Adaptive Leadership model, the program identifies young leaders at the final crucial transition point of their education journey – from study to employment – and supports a group of exceptional final year tertiary students to develop the confidence, networks, skills and support systems to stand tall and lead change.

From a pool of 320 applicants in 2024, 12 scholarships were awarded to extraordinary students who have demonstrated unquestioned commitment to their studies, their communities, social change and a PNG that provides opportunities for all.

The year-long program involves a series of Adaptive Leadership workshops, 1:1 mentoring from a leader matched to their chosen field, support for a community development project and work experience placements. Archers also receive support for their tuition and boarding

fees as well as a professional development allowance, allowing them to purchase important resources related to their field of study.

A highlight of the program, the annual exchange trip to Australia took place during mid-semester break, visiting Melbourne, Sydney and Brisbane. Archers attended workshops, met prominent individuals to expand their networks, and had on-site work experience placements aligned with their field of study. The program wrapped in Brisbane, with Archer representatives making a keynote address at a supporter cocktail event. Participants were also able to experience Australian culture, attending a State of Origin NRL game, theatre performances, sightseeing and trying a range of different cuisines.

The Archer's year-long leadership journey results in extraordinary young graduates, with lasting networks and the ability and willingness to create much-needed change in PNG. On graduation, they proudly join the 100-strong Archer alumni, continuing their journeys.



Chelsea Paspalau
Fisheries and Marine Science,
PNGNRE

Darrel Yockopua
Engineering, Unitech

Denphil-Hunt Mitir
Law, UPNG

Issabelle Vilau
Economics, UPNG

McBride Matai
Civil Engineering, Unitech

Nabieu Lansana
Law, UPNG

Solange Dawana
Mechanical Engineering, Unitech

Taine Kassman
Law, UPNG

Vilousa Hahembe
Economics, UPNG

Wallace Parimahi
Mining Engineering, Unitech

Zaraleena Adamson
Mechanical Engineering, Unitech

Zeruiah Grammon
Law, UPNG



ARCHER REIGNITE

As part of the exchange visit to Australia, Archers visit the Street University in Sydney for an insight into how art and creative pursuits can be integral to provide young people with a safe space, social support and life skills development opportunities. In 13 years of visits, the effect on Archers has been visceral - we need a movement like this for PNG's urban youth.

In May 2022, Archer Nelson Kokoa was joined by future Archers, Courtneyalla Dotson (2023), Denphil-Hunt Mitir and Taine Kassman (2024) to establish Art Activism PNG, an organisation dedicated to harnessing the power of art to empower, raise awareness, provoke critical thinking, and ignite conversations on pressing social issues.

The annual Archer Gathering in December 2024 was delivered in partnership with Art Activism at the Moresby Arts Theatre, providing Archer alumni with the opportunity to reconnect and ignite their passion for social change. With the scene set by international youth social justice champion, Nicole Banister, over two days, alumni took part in a series of leadership discussions and breakout groups that used art forms, including painting, poetry, dance, to express challenges and look at new ways to tackle current issues happening on

the local and national stage.

The 2024 Archer Reignite grant was awarded to a subgroup of Alumni who are founders and managers of the Coastline Care Project. This project previously won the grant in 2022 and aims to rehabilitate urban coastal areas through the planting of mangrove seedlings.

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. A key priority for this grant is to help formalise the organisation, strengthen its governance, and expand its reach. The funds also supported ongoing initiatives resulting in 1000+ seedlings planted, as well as awareness-raising efforts, ensuring that local communities are engaged in the process for more sustainable outcomes. In 2024, the Coastline Care Project partnered with several communities, schools, and nurseries to celebrate World Mangrove Day, run "Lunch and Learn" sessions, and host local seedling planting days.



The Archer Reignite Grant and Archer Gathering are supported by Mundango Aboard, Kina Bank, Perpetual and Newmont

Perpetual

MUNDANGO
ABROAD

kinabank

Newmont



// CASE STUDY

DARREL YOCKOPUA

A boy from a small village in the Highlands, overcoming remote conditions, tribal violence and his own crisis of confidence to join one of PNG's top universities and become a 2024 Archer Leader. He has grand visions for Papua New Guinea and he believes PNG can get there.

As a pikinini (young child) Darrel took any and every opportunity to follow his grandfather, a school headmaster from the remote village of Sari in Enga Province, to the local community school. There he would sit in on classes with Grade 4 and 5 students until he was old enough to attend the nearby elementary school himself. From a young age, he had a deep appreciation for education and its importance in growing the potential of oneself and the nation.

From Grade 9, Darrel attended Kopen

Secondary School. Waking up at 6 am in his Kunai-thatched hut, his morning ritual consisted of bathing in the nearby stream, often freezing in the bitter highland temperatures. Living up to the saying 'going the extra mile,' every day he trekked one hour up the mountain from Sari to get to and from high school. This continued every day until he reached Grade 11. When tribal violence broke out in the community, continuing his education became impossible.

Darrel's education journey is long and winding, sometimes coming to unexpected dead ends or a wrong turn, yet he always finds a way to get back on track. He eventually made the move to Port Moresby, where he was able to finish Grade 11 and 12. His hard work and dedication paid off when he was awarded the Science Dux award. Darrel was then accepted to attend the Papua New Guinea University of Technology, studying a Bachelor of Civil Engineering, but later realised this was the wrong choice for him and made the decision to switch to a Bachelor's Degree (Honors) in Mineral Processing Engineering - and as he says the rest is history.

Darrel describes it as "beyond his wildest dreams" that, just a few short years later, he would be chosen as an Archer Leader.

His passion for social change in Papua New Guinea inspired panel judges at his interview and he was accepted into the 2024 Archer Leader cohort,

"I see that Papua New Guinea faces a complex trajectory over the next decade,

marked by both opportunities and challenges, I believe that with challenges lie opportunities waiting to be seized. The next decade is the time to harness the potential we have been denying ourselves for far too long and pave a path forward for this generation and future generations to come." It was clear that Darrel showcased the attitude of a dynamic and ambitious leader.

This program challenges Archer Leaders through a diverse range of professional and social activities. It includes leadership workshops that question accepted mindsets and expand perspectives, immersive experiences with non-governmental organisations that spark ideas for community impact, and work placements with leading organisations that build confidence and expertise. Through this experience, Darrel was encouraged to step beyond his comfort zone and grow.

"The Archer Leadership program taught me new ways of thinking and to explore ideas that seemed unconventional to me. In many of the interactive sessions we've had, I've really been pushed out of my comfort zone and explored new ways of thinking and behaving. I have become more self-aware and I am now clear-minded of the people around me, and more understanding of their actions and my actions as well. All in all, I've gained a lot of confidence, and my self-esteem has improved, but also, to have the patience to sit back and observe

things 'from the balcony' to be more enlightened before making a decision on what to say or what to do.

I am truly amazed at how observing through a different lens can help you tremendously to tackle a challenge or overcome a problem. Being exposed to different cultures, to meet new people who speak different languages, and to indulge in food from different countries has opened up a new reality for me. I will now have to consider different angles when making decisions as a leader, but more so consider the wider perspectives when saying or doing things because each perspective is unique and if we can learn to integrate certain components together, then it makes our views also unique and different from normal ways."

While Darrel's journey is full of changes, trials and tribulations, and imbued with experiences that have transformed him, one thing remains the same - the passion for learning that he had as a pikinini has only grown and solidified.

We are so inspired by Darrel's steadfast dedication and motivation, despite facing many trials and tribulations, and experiencing a winding and sometimes daunting educational journey, he has persevered through all hardships to become a role model. Darrel is now well on his way to becoming a dynamic leader in his community and workplace, he recently accepted his a role as Trainee Process Plant Operator at K92 Mining Inc. He is working towards his vision of a brighter future for PNG.

MONITORING, EVALUATION & LEARNING



In 2024 we continued to expand our MEL processes along with our projects, learning from our programming and measuring progress towards desired outcomes. With a growing consortium of new project locations and staff, both in PNG and Australia, monitoring trips were in full force, with staff in the field almost every week! Alongside our growth, efforts were made to establish and strengthen MEL procedures, whilst ensuring new staff were trained on tools and processes.

As standard practice, we undertook several evaluations and learning exercises to assess program efficacy, identify refinements, and strive for continuous improvement. An internal evaluation was completed for Kokoda College and an in-depth Case Study was conducted on our Maternal and Neonatal Health Initiatives, all of which can be found on our M&E page on our website.

Within projects, we also made improvements in our data collection and analysis processes to better inform programming in real-time and provide a more effective scope when measuring long-term outcomes, impact and program results. You can review all project activities, outputs and outcomes in our 2024 Effectiveness Results.



[Click here for the full report](#)

2024 Effectiveness Results Report

<https://www.ktf.ngo/me-reporting>

For more of our monitoring and evaluation reports, go to www.ktf.ngo/me-reporting



KTF 2024 IN THE GREATER KOKODA REGION



106
SURVIVORS

of violence provided
with safe refuge

**GENDER
EQUALITY**

across scholarship
opportunities for students

86
PEOPLE

provided with training in
counselling skills

14
AID POSTS

supported with salaries,
medical supplies &
equipment



240+
PEOPLE

reached with family sexual
violence education



234
ADOLESCENTS

participated in sport-based
workshops on gender
equality & health

27
**HEALTHCARE
WORKERS**

received trained on nutrition



26
**HEALTHCARE
WORKERS**

received training on
emergency obstetrics and
newborn



38

Existing **TEACHERS**
& **HEALTHCARE
WORKERS**

completed their education
in order to remain on
government payroll



110,000+
PEOPLE

with access to primary
healthcare



17,000+
CHILDREN

immunised by
health workers



203
BIRTHS

supported by
healthcare workers



454
PEOPLE

provided with the opportunity
for vision testing and glasses



WANTOKS & WINE

This year's Wantoks & Wine event was held high above Sydney at the stunning Quay Quarter Tower, bringing together old and new friends and connections to learn about the ever-expanding impact of our work in PNG.

KTF Ambassador and esteemed MC, Michael Usher, masterfully guided the evening's events, setting the stage for an unforgettable gathering. A highlight of the night was the presence of KTF Archer Leaders, Courtneyella Dotson and Taine Kassman, who traveled to Sydney to share their inspiring journeys as young leaders. Courtneyella moved many to tears with her powerful message, stating, *"what I am about to say now, I say as a young Papua New Guinean woman. KTF, I am grateful for the doors you have opened - not just for me, but for other Papua New Guinean women. Many of us are the first in our families to graduate, the first to attend university, and because of you and the incredible partners you collaborate with, we are the first of many."*

This was truly a gathering of people passionate about creating tangible change and transforming lives, livelihoods and futures in Papua New Guinea.



ARCHER LEADERS EXCHANGE

The 2024 Archer Leaders Exchange to Australia culminated at a cocktail event in Brisbane, where the Archers were joined by distinguished guests, key supporters, Archer Alumni and KTF friends and family.

During the evening, Archers had the opportunity to speak with His Excellency John Kali High Commissioner for PNG, Hon. Dadi Toka Jnr, Chairman of the Motu Koita Assembly and Deputy Governor for NCD, Reatau Rau, PNG Consul General in Brisbane and Ian Kemish AM, KTF Chair and former Australian High Commissioner for PNG.

In a room full of extraordinary individuals, it was the Archers who stole the show. Speaking on behalf of the group, Chelsea Paspalau and Taine Kassman passionately shared the impact of all they have experienced over the past two weeks.

“ *The Archer Leadership program is spectacular, it's crazy and it's out of the ordinary.*

“These opportunities have enlightened us and challenged us, we have seen the standard in all our respective professions and this has given us the responsibility to strive for excellence. The days have been long and tiring but have taught us so much about what being a leader is... Inevitably, we learnt that leadership starts with self and it has helped us become versatile in knowing the role we need to play as young leaders of our nation.

“We are 12 young aspiring leaders who have come from different backgrounds, have different journeys and have conquered different battles. But we are bound by one theme, and that is being an active agent for change in our country.”

LT COL RALPH HONNER LEADERSHIP ORATION

Committed as ever to our origins and inspiration, the spirit of Kokoda was kept alive at KTF's 22nd annual Ralph Honner Leadership Oration, hosted in partnership with The Lowy Institute.

A commemoration of leadership and the enduring partnership between Australia and Papua New Guinea, attendees were deeply moved by the powerful leadership oration delivered by Deputy Prime Minister, Hon Richard Marles MP.

We were privileged to host special guests, including His Excellency Mr John Ma'o Kali, High Commissioner for Papua New Guinea; Mihai Sora, Lowy Institute Director of the Pacific Islands Program; and KTF's Chair, Ian Kemish AM, former Australian High Commissioner to PNG. Dr Jessica Collins, Project Director of Lowy's Australia-PNG Network MC'd the evening, with participants in Lowy's 2024 Emerging Leaders Dialogue joining us for the event.







Partnerships



PARTNERSHIPS - IT TAKES A VILLAGE

In challenging environments, it is only natural that we turn to those closest to us for support, to survive and thrive. With an extraordinary group of committed partner organisations and individuals by our side, we have indeed been able to thrive during 2024, regardless of the challenges encountered.

We thank each and every one of our extraordinary partners, highlighted in the following pages, for your support in all its many and varied forms, and your trust in our ability to deliver. We simply could not do what we do without you.

From all at KTF, and the communities across PNG we work alongside, a heartfelt

“Tenkyu Tru”

PNG SUSTAINABLE DEVELOPMENT PROGRAM

SDP's commitment to accessible, quality education in Western Province, with KTF as an implementation partner, is changing the landscape forever in rural and remote areas of the Province. We are proud to be part of SDP's Gutpela Community Strategy 2025 - 2030 and their holistic approach to education by building elementary, primary, secondary and tertiary schooling opportunities, and continuing professional development opportunities, across Western.

From the hub of Balimo College in Delta Fly, together we have extended FODE to Morehead (South Fly), Kiunga (North Fly), Lake Murray (Middle Fly). More recently, a patrol-based FODE offering brought the program to students in far-flung villages and a Foundation FODE program supports students at Balimo College. The new Hon Roy Biyama Balimo Academy is a shining example of schooling from kindergarten to grade 12. Coupled with an innovative e-learning and teacher in-service professional development program, installation of solar power systems in villages across the college catchment to facilitate learning, and the co-development of a pre-service teacher training college, SDP is addressing the root barriers to education in the Province.

Together in 2024, we successfully enrolled 1,316 students to study FODE across Western province, providing a second chance education pathway to students in these far-flung regions, had three cohorts totalling 113 students enrolled in tertiary teaching studies, offered places to 160 students at the new Academy, and supported more than 8,500 students to receive better quality teaching and learning.



DEPARTMENT OF FOREIGN AFFAIRS & TRADE

DFAT's commitment to the Pacific, particularly our nearest neighbour PNG, has remained strong, recognising the critical role Australia has as a partner in ongoing development of the region. The PNG-Australia Partnership and the Australian High Commission has supported our work, particularly in the Kokoda region, across a range of programs.

DFAT's ANCP supports our operations at Kokoda College and satellite Mt Koiari FODE, our health program which supports aid posts and health care workers, and our equality efforts to combat family and domestic violence and support survivors of violence. The Kokoda Initiative also supports FODE along the Kokoda Track and our partnership with the Modawa Institute of Higher Education.

The Pawarim Komuniti Partnerships Program, supported our efforts to illuminate thousands of households across Western, Madang, Morobe and New Ireland Province. The Business Partnerships Program has provided a much-needed solar mini-grid for Kokoda College. While the Team Up Program uses sport to bring people together, champions inclusion and creates opportunities for the youth of the Kokoda region.

We are grateful for the Australian Government's ongoing commitment to the great friendship between nearest neighbours, keeping the spirit of Kokoda alive.



NEWMONT

Our partnership with Newmont represents a shared commitment to enhancing the lives of the community in New Ireland Province, extending beyond the initial footprint on Lihir to include education initiatives across Namatanai. Collaboratively, we have prioritised enabling teachers with a second-chance to obtain their Grade 12 certificates to remain teaching in classrooms and on government payroll. Our joint efforts also extend towards aligning with governmental objectives to implement early childhood education. This endeavour involves upskilling educators, crafting age-appropriate learning environments, and facilitating the development of outdoor playgrounds. Through our partnership with Newmont, we are not only fostering educational advancement but also nurturing a brighter future for generations to come in the region.

In 2024 this partnership enabled us to successfully enrol 376 teachers in FODE to obtain qualifications necessary to remain teaching and on government payroll, and also enabled us to transform 61 classrooms and build 15 outdoor playgrounds in schools across New Ireland Province, whilst providing early childhood education training to 80 teachers.



FINANCIAL PARTNERS



“Tenkyu Tru” to our Platinum and Gold Partners

CO-DELIVERY PARTNERS



Oro
Provincial Administration
Department of
Education & Health



Central
Provincial Administration
Department of
Education & Health



New Ireland
Provincial Administration
Department of
Education



Western
Provincial Administration
Department of
Education & Health



Morobe
Morobe Rural LLG &
Salamaua LLG



Madang
Rai Coast District
Development Authority



Kokoda Initiative

CIMC



W WESTERN SYDNEY
UNIVERSITY



**GRASSROOT
SOCCER**



FemiliPNG
care. support. change.

FSVU
Royal PNG
Constabulary's Family
& Sexual Violence Unit

Tutu Beach
Community Learning &
Development Centre

Throughout 2024, KTF established new partnerships and strengthened existing partnerships with provincial education and health authorities and other in-country NGOs and organisations throughout PNG. KTF holds these co-implementing partners in the highest esteem and looks forward to a fruitful and ongoing relationship.



IN-KIND PARTNERS

- On Track Expeditions
- Leadsun
- Ashurst
- Deloitte
- Garry Duke
- Alana King Graphic Designer & Artist
- LEK Consulting

“Tenkyu Tru”
to our In-kind Partners

Thank you to our many donors and supporters who have made generous contributions throughout 2024
We couldn't do our life-changing work without you



Financials

CONSOLIDATED STATEMENT OF REVENUE AND EXPENDITURE AND COMPREHENSIVE INCOME

Financial Year to 31 December 2024

REVENUE	2024 (\$)	2023 (\$)	EXPENDITURE	2024 (\$)	2023 (\$)	
DONATIONS & GIFTS						
Donations						
	1,145,070	1,103,102	INTERNATIONAL PROGRAMS			
Government Grants			Funds to International Programs			
DFAT			• Education	(10,210,164)	(6,055,243)	
• DFAT (ANCP)	1,070,372	617,220	• Health	(755,321)	(672,858)	
• DFAT (KI)	260,001	102,246	• Equality	(280,636)	(473,045)	
• DFAT (Sports Partnerships)	166,875	249,375	• Leadership	(291,544)	(389,802)	
• DFAT/ESIP Pawarim Komuniti	588,817	359,427	Program Support Costs	(1,945,761)	(1,291,420)	
• DFAT KC Mini-Grid	213,000	-				
• DFAT SPC PWL	124,475	-				
• High Commission of Canada	63,447	79,783	Fundraising Costs			
Non-government Grants			• Public	(335,499)	(236,505)	
• PNG SDP	9,283,973	7,014,778	• Government, multilateral and private	(88,039)	(62,749)	
• Newcrest Community Funding	1,234,194	1,012,500	Community Education	(16,658)	(14,490)	
FINANCE INCOME	179,942	65,401	Accountability and Administration	(962,925)	(400,165)	
OTHER REVENUE	97,076	56,456	TOTAL EXPENDITURE		(14,886,547) (9,596,277)	
TOTAL REVENUE	14,427,242	10,660,288	TOTAL (DEFICIT) / SURPLUS		(459,305) 1,064,011	

CONSOLIDATED STATEMENT OF FINANCIAL POSITION

as at 31 December 2024

ASSETS	31 December 2024 (\$)	31 December 2023 (\$)
Current assets		
• Cash and cash equivalents	2,633,472	2,888,995
• Short-term bank deposits	3,483,526	3,850,827
• Trade and other receivables	118,967	36,926
Total current assets	6,235,965	6,776,748
Non-current assets		
• Property, plant & equipment	370,610	284,685
• Right-of-use assets	396,469	440,521
• Intangibles	3,975	3,975
Total non-current assets	771,054	729,181
TOTAL ASSETS	7,007,019	7,505,929
LIABILITIES		
Current liabilities		
• Trade and other payables	387,403	806,261
• Deferred income	2,578,472	2,231,376
• Provisions	234,413	177,284
• Lease liabilities	35,003	35,003
Total current liabilities	3,235,291	3,249,924
Non-current liabilities		
• Provisions	50,045	40,015
• Lease liabilities	370,516	405,518
Total non-current liabilities	420,561	445,533
TOTAL LIABILITIES	3,655,852	3,695,457
NET ASSETS	3,351,167	3,810,472
EQUITY		
Funds held	3,351,167	3,810,472
TOTAL EQUITY	3,351,167	3,810,472

CONSOLIDATED STATEMENT OF CHANGES IN EQUITY

Accumulated Funds	\$
Balance at 1 January 2023	2,746,461
Surplus for the year	1,064,011
Balance at 31 December 2023	3,810,472
Balance at 1 January 2024	3,810,472
Deficit for the year	(459,305)
Balance at 31 December 2024	3,351,167

CONSOLIDATED STATEMENT OF CASH FLOWS

	2024 (\$)	2023 (\$)
Cash flows from operating activities		
• Receipts from donors, fundraising activities and government grants	14,430,355	12,381,753
• Payments to suppliers and employees	(14,831,322)	(9,008,261)
• Cash receipts from other operating activities	97,076	56,456
• Lease payments for short-term leases	(150,566)	(73,541)
• Lease payments for leases of low-value assets	(6,302)	(3,053)
Net cash (used in) / provided by operating activities	(460,759)	3,353,354
Cash flows from investing activities		
• Payment for property, plant and equipment	(307,004)	(276,218)
• Net cash redemptions / (payments) of short-term bank deposits	367,301	(2,065,052)
• Interest received	179,942	65,401
Net cash provided by / (used in) investing activities	240,239	(2,275,869)
Cash flows from financing activities		
• Repayments of lease liabilities	(35,003)	(31,818)
Net cash used in financing activities	(35,003)	(31,818)
Net (decrease) / increase in cash and cash equivalents	(255,523)	1,045,667
Cash and cash equivalents at the beginning of the financial year	2,888,995	1,843,328
Cash and cash equivalents at the end of the financial year	2,633,472	2,888,995

FINANCIAL SUMMARY

INCOME AND EXPENDITURE

Kokoda Track Foundation (KTF) achieved a net deficit of \$459,305 in the financial year (2023: net surplus of \$1,064,011). We are grateful for the generous giving of our donors and support of our partners. Our total revenue has increased by 35%.

Total Expenditure in the financial year was \$14,886,547 of which \$13,483,426 was for international aid and development programs expenditure in PNG. KTF increased its support to the programs in PNG by 52% in the financial year reflecting the organisation's growth.

OVERALL FINANCE HEALTH

The year has seen KTF continue to engage in its principal activity of delivering development programs in education, health, equality and leadership in Papua New Guinea.

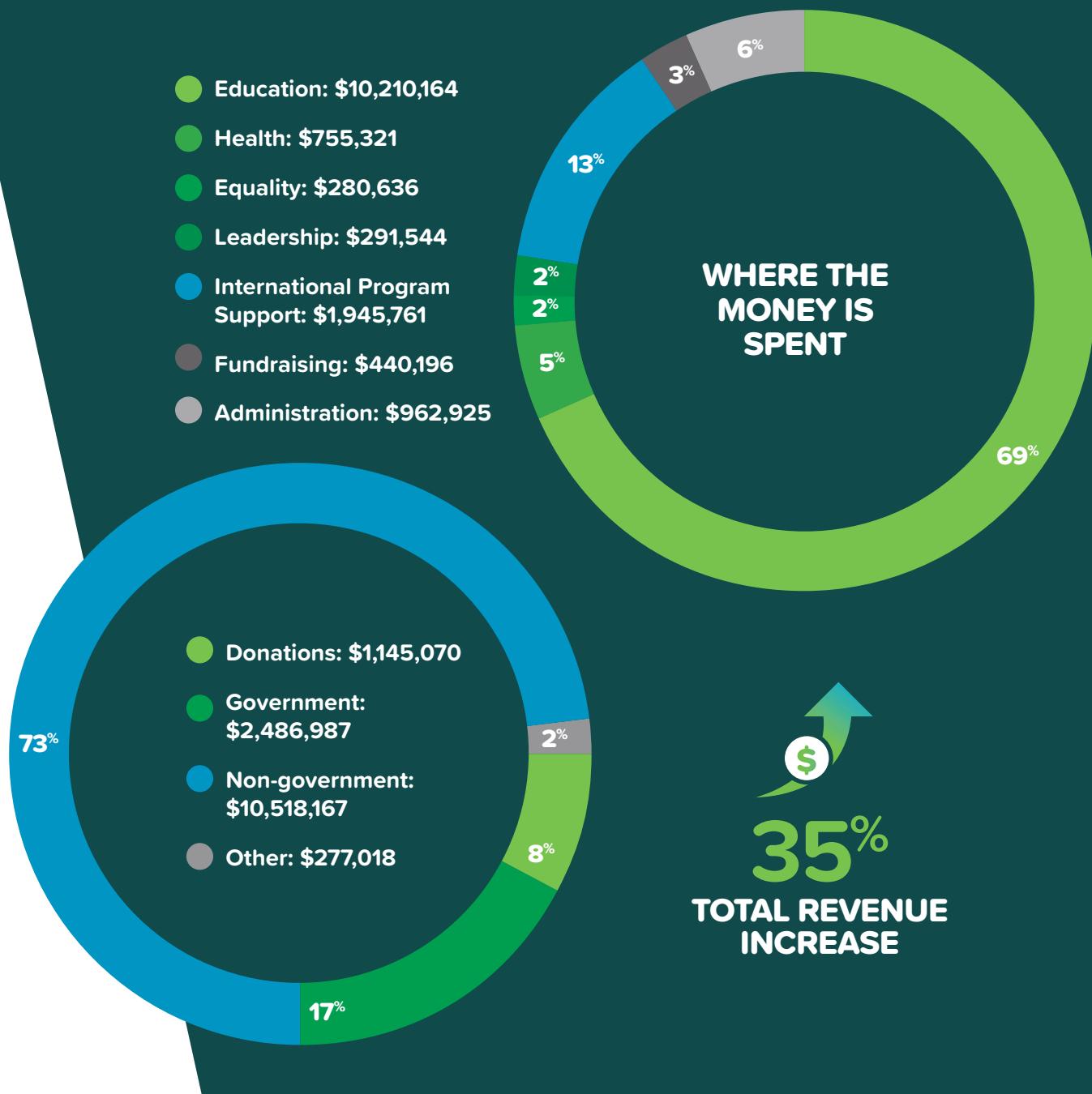
At the end of the financial year, KTF has a strong balance sheet, with a \$6.1m in cash and cash equivalent and cash reserve combined, a slight decrease of 9% from the beginning of the financial year.

KTF has a policy of holding sufficient reserves to ensure it can meet existing commitments to its upcoming development activities

WHERE THE MONEY COMES FROM

KTF's main sources of revenue comprise donations from public, corporate, and philanthropic organisations as well as government grants from the Australian Department of Foreign Affairs and Trade (DFAT) and other overseas governments.

- Education: \$10,210,164
- Health: \$755,321
- Equality: \$280,636
- Leadership: \$291,544
- International Program Support: \$1,945,761
- Fundraising: \$440,196
- Administration: \$962,925



KTF aims to keep its fundraising and administration costs to a minimum. In 2024, KTF applied 91% of its total expenditure to the delivery of its International Development Programs in Education, Health, Equality and Leadership. Administration expenditure (6%) covers unavoidable, regulatory and administrative overheads as well as important investment in staff and management systems. Fundraising expenditure (3%) covers the costs of running KTF's events and appeals, upkeep of its website, and other marketing and communication activities. These charts and ratios have been sourced from the financial reports above.

NOTES TO THE FINANCIAL STATEMENTS

Note 1. Basis of preparation

The Summarised Financial Report has been prepared in accordance with the presentation and disclosure requirements set out in the ACFID Code of Conduct. For further information on the Code please refer to the ACFID website at www.acfid.asn.au.

The Summarised Financial Report comprising the Consolidated Statement of Revenue and Expenditure and Comprehensive Income, the Consolidated Statement of Financial Position, the Consolidated Statement of Changes in Equity and the Consolidated Statement of Cash Flows for the year ended 31 December 2024 are an extract of the Annual Financial Report of The Kokoda Track Foundation Group (“KTF”) for the year ended 31 December 2024. The Summarised Financial Report was extracted for the purpose of presenting the summarised financial position and performance of KTF to its members in the 2024 Annual Report.

KTF is an entity limited by guarantee. KTF is a not-for-profit entity for financial reporting purposes under Australian Accounting Standards. The Annual Financial Report of KTF complies with Australian Accounting Standards – Simplified Disclosures adopted by the Australian Accounting Standards Board. The Summarised Financial Report has been prepared under the historical cost basis and is presented in Australian dollars, which is KTF’s functional and presentation currency.

DIRECTORS' DECLARATION

The Kokoda Track Foundation Limited

In the opinion of the Directors of KTF:

- (a) KTF is not publicly accountable;
- (b) the consolidated financial statements and notes are in accordance with the Australian Charities and Not-for-profits Commission Act 2012 and the Charitable Fundraising Act (NSW) 1991, including:
 - (i) giving a true and fair view of KTF's financial position as at 31 December 2024 and of its performance, for the financial year ended on that date; and
 - (ii) complying with Australian Accounting Standards - Simplified Disclosures, the Australian Charities and Not-for-profits Commission Regulation 2022, the Charitable Fundraising Act (NSW) 1991 and the Charitable Fundraising Regulation (NSW) 2021;
- (c) there are reasonable grounds to believe that KTF will be able to pay its debts as and when they become due and payable; and
- (d) the internal controls exercised by KTF are appropriate and effective.

Signed in accordance with a resolution of the directors:



Ian Kemish AM
Chairman
Sydney, 27 March 2025

Independent Auditor's Report

To the members of The Kokoda Track Foundation Limited

Report on the audit of the Financial Report

Opinion

We have audited the **Financial Report**, of The Kokoda Track Foundation Limited (the Foundation).

In our opinion, the accompanying Financial Report of the Foundation is in accordance with Division 60 of the *Australian Charities and Not-for-profits Commission (ACNC) Act 2012*, and sections 23(1)(d) and 24B of the *Charitable Fundraising Act (NSW) 1991*, including:

- i. giving a true and fair view of the **Group**'s financial position as at 31 December 2024, and of its financial performance and its cash flows for the year ended on that date; and
- ii. complying with *Australian Accounting Standards – Simplified Disclosures Framework* and Division 60 of the *Australian Charities and Not-for-profits Commission Regulations 2022 (ACNCR)* and section 21 of the *Charitable Fundraising Regulation (NSW) 2021*.

Basis for opinion

We conducted our audit in accordance with *Australian Auditing Standards*. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the Financial Report* section of our report.

We are independent of the Group in accordance with the auditor independence requirements of the *ACNC Act 2012* and the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to our audit of the Financial Report in Australia. We have fulfilled our other ethical responsibilities in accordance with these requirements.

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Other information

Other Information is financial and non-financial information in The Kokoda Track Foundation Limited's annual report which is provided in addition to the Financial Report and the Auditor's Report. The Directors are responsible for the Other Information.

The Other Information we obtained prior to the date of this Auditor's Report was the Chair and Chief Executive Officer's Report and Director's Report.

Our opinion on the Financial Report does not cover the Other Information and, accordingly, we do not express any form of assurance conclusion thereon.

In connection with our audit of the Financial Report, our responsibility is to read the Other Information. In doing so, we consider whether the Other Information is materially inconsistent with the Financial Report or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We are required to report if we conclude that there is a material misstatement of this Other Information, and based on the work we have performed on the Other Information that we obtained prior to the date of this Auditor's Report we have nothing to report.

Responsibilities of the Directors for the Financial Report

The Directors are responsible for:

- i. Preparing the Financial Report that gives a true and fair view in accordance with Australian Accounting Standards - Simplified Disclosures Framework and the ACNC and ACNCR and sections 23(1)(d) and 24B of the *Charitable Fundraising Act (NSW) 1991* and section 21 of the *Charitable Fundraising Regulation (NSW) 2021*.
- ii. Implementing necessary internal control to enable the preparation of a Financial Report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.
- iii. Assessing the Group and Foundation's ability to continue as a going concern and whether the use of the going concern basis of accounting is appropriate. This includes disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless they either intend to liquidate the Group and Foundation or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the Financial Report

Our objective is:

- i. to obtain reasonable assurance about whether the Financial Report as a whole is free from material misstatement, whether due to fraud or error; and
- ii. to issue an Auditor's Report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with *Australian Auditing Standards* will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error. They are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this Financial Report.



As part of an audit in accordance with *Australian Auditing Standards*, we exercise professional judgement and maintain professional scepticism throughout the audit.

We also:

- i. Identify and assess the risks of material misstatement of the Financial Report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- ii. Obtain an understanding of internal control relevant to the Audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the registered Group's internal control.
- iii. Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Directors.
- iv. Conclude on the appropriateness of the Directors use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the registered Group and Foundation's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our Auditor's Report to the related disclosures in the Financial Report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our Auditor's Report. However, future events or conditions may cause the registered Group and Foundation to cease to continue as a going concern.
- v. Evaluate the overall presentation, structure and content of the Financial Report, including the disclosures, and whether the Financial Report represents the underlying transactions and events in a manner that achieves fair presentation.
- vi. Plan and perform the group audit to obtain sufficient appropriate audit evidence regarding the financial information of the entities or business units within the Group as a basis for forming an opinion on the group financial report. We are responsible for the direction, supervision and review of the audit work performed for the purposes of the group audit. We remain solely responsible for our audit opinion.

We communicate with the Directors of the registered Foundation regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.



Auditor's Independence Declaration under subdivision 60-C section 60-40 of Australian Charities and Not-for-profits Commission Act 2012

To: the directors of The Kokoda Track Foundation Limited

I declare that, to the best of my knowledge and belief, in relation to the audit for the financial year ended 31 December 2024 there have been:

- i. no contraventions of the auditor independence requirements as set out in the Australian Charities and Not-for-profits Commission Act 2012 in relation to the audit; and
- ii. no contraventions of any applicable code of professional conduct in relation to the audit.

Patrice Scott

KPMG

Patrice Scott

Patrice Scott

Partner

Sydney

27 March 2025

Patrice Scott

KPMG

Patrice Scott

Partner

Sydney

27 March 2025

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COMPLIANCE & REGULATION

ASIC, ACNC & ATO

As a public company limited by guarantee and a registered charity, KTF is required to comply with the regulations of the Australian Securities and Investments Commission (ASIC) and the Australian Charities and Not-for-Profits Commission (ACNC) Act 2012. This includes complying with Australian Accounting Standards and other mandatory professional reporting requirements. The Australian Taxation Office (ATO) has given KTF the status of a Deductible Gift Recipient (DGR) and a Public Benevolent Institution, granted exemption from Income Tax, and provided concession for Fringe Benefits Tax and GST. Reporting requirements comprise mainly annual fringe benefits tax returns, quarterly Business Activity Statements and monthly Pay-as-you-go (PAYG) submissions.



Australian
Charities and
Not-for-profits
Commission

FINANCIAL AUDIT

KTF undergoes an annual audit of its financial statements. KTF publishes its full financial statements on its website www.ktf.ngo and submits these to the ACNC, Australian Council for International Development, and DFAT's Australian NGO Cooperation Program. Fees in relation to audit services in 2024 were \$37,440 (excl GST).



AUSTRALIAN COUNCIL FOR INTERNATIONAL DEVELOPMENT

KTF is a member of the Australian Council for International Development (ACFID) and a signatory to the ACFID Code of Conduct. ACFID is the peak body for aid and international development NGOs and its code of conduct upholds the highest standards of ethics, effectiveness and accountability. For further information on the Code, please refer to the ACFID Code of Conduct Guidance Document available at: acfid.asn.au. Complaints relating to a breach of the ACFID Code of Conduct, by an ACFID member can be made at the ACFID Code of Conduct Committee (www.acfid.asn.au/code-of-conduct/complaints).



AUSTRALIAN NGO COOPERATION PROGRAM

KTF holds full level accreditation as an NGO with the Australian Government's Department of Foreign Affairs and Trade (DFAT). As part of this accreditation, KTF receives funding through the Australian NGO Cooperation Program (ANCP). Our accreditation is maintained via a rigorous evaluation process that is undertaken every five years, involving an in-depth assessment of our management capacity, systems, operations and linkages with the Australian community against a set of agreed criteria. Accreditation ensures the transparent and accountable application of funding to the delivery of effective development programs. KTF underwent its reaccreditation in August 2022 and passed at the full level.



Australian Government
Department of Foreign Affairs and Trade



FEEDBACK & COMPLAINTS

We value the contribution our supporters, donors and volunteers make to our work; so if you have a complaint or any feedback please let us know. We have a process for handling any complaints. Our complaints policy and process can be found on our website www.ktf.ngo or, if you wish to lodge a complaint about KTF, please email admin@kokodatrackfoundation.org or call our office +61 1300 682 583 or send mail to: PO Box 184 Balmain NSW 2041

OUR BOARD



IAN KEMISH AM
Chair



ELIZABETH CARR AM
Deputy Chair



DR GENEVIEVE NELSON
Director & Chief Executive Officer



PETER BARROW
Director & Company Secretary



ROSELYNE KENNETH
Director



BILL JAMES
Director



SUSAN BLACK
Director



DR JESSICA GALLAGHER
Director



PETER AITSI
Director



PETER PARRY
Director



FRANCINA THOMSON
Director (retired April 2024)

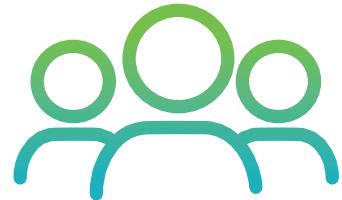
Thank you

to our voluntary board for all of their hard work and
commitment to KTF throughout 2024



Our Wantoks

THE KTF TEAM

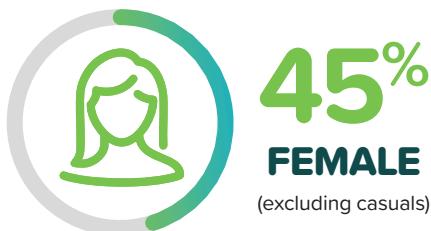
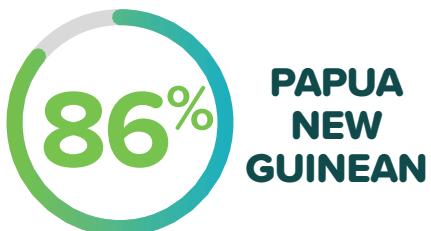
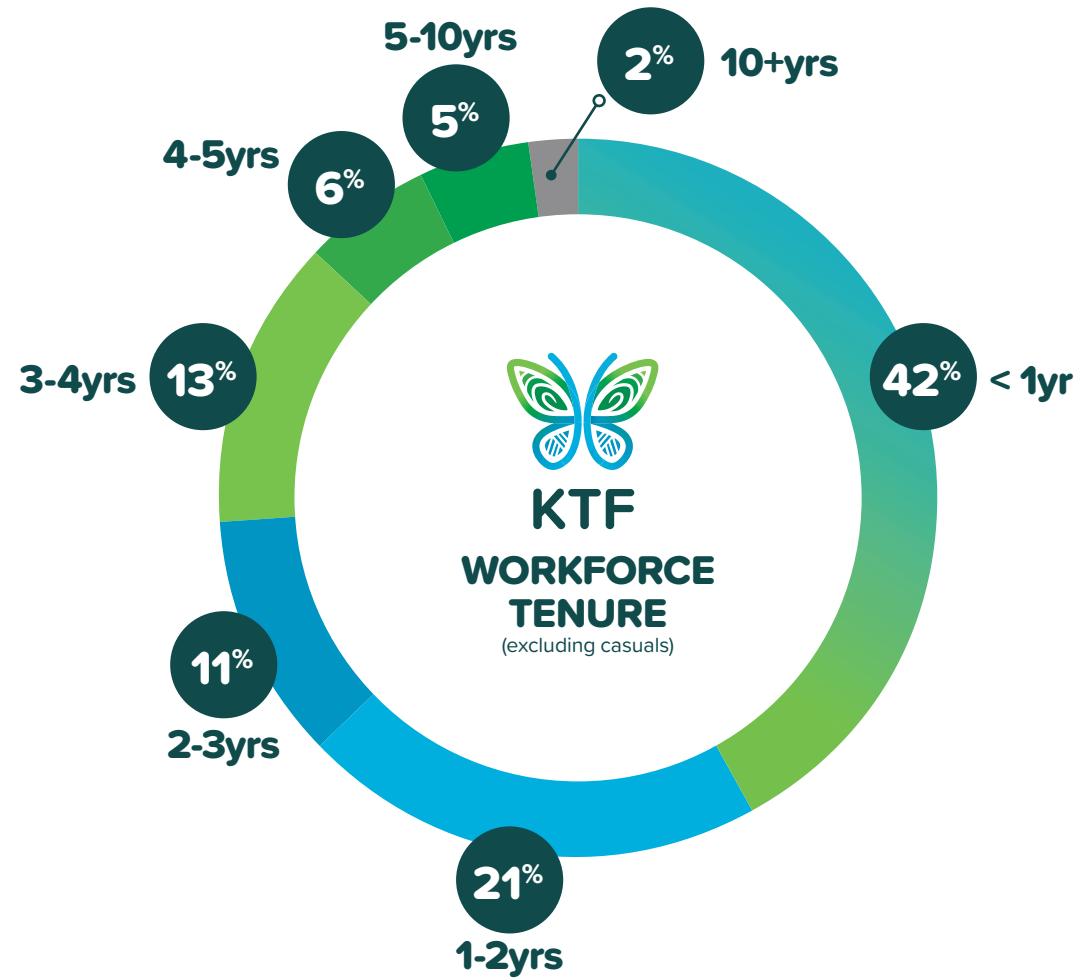


**TOTAL
KTF TEAM
242**
(including casuals)



873%
**GROWTH IN
FIVE YEARS**
(excluding casuals)

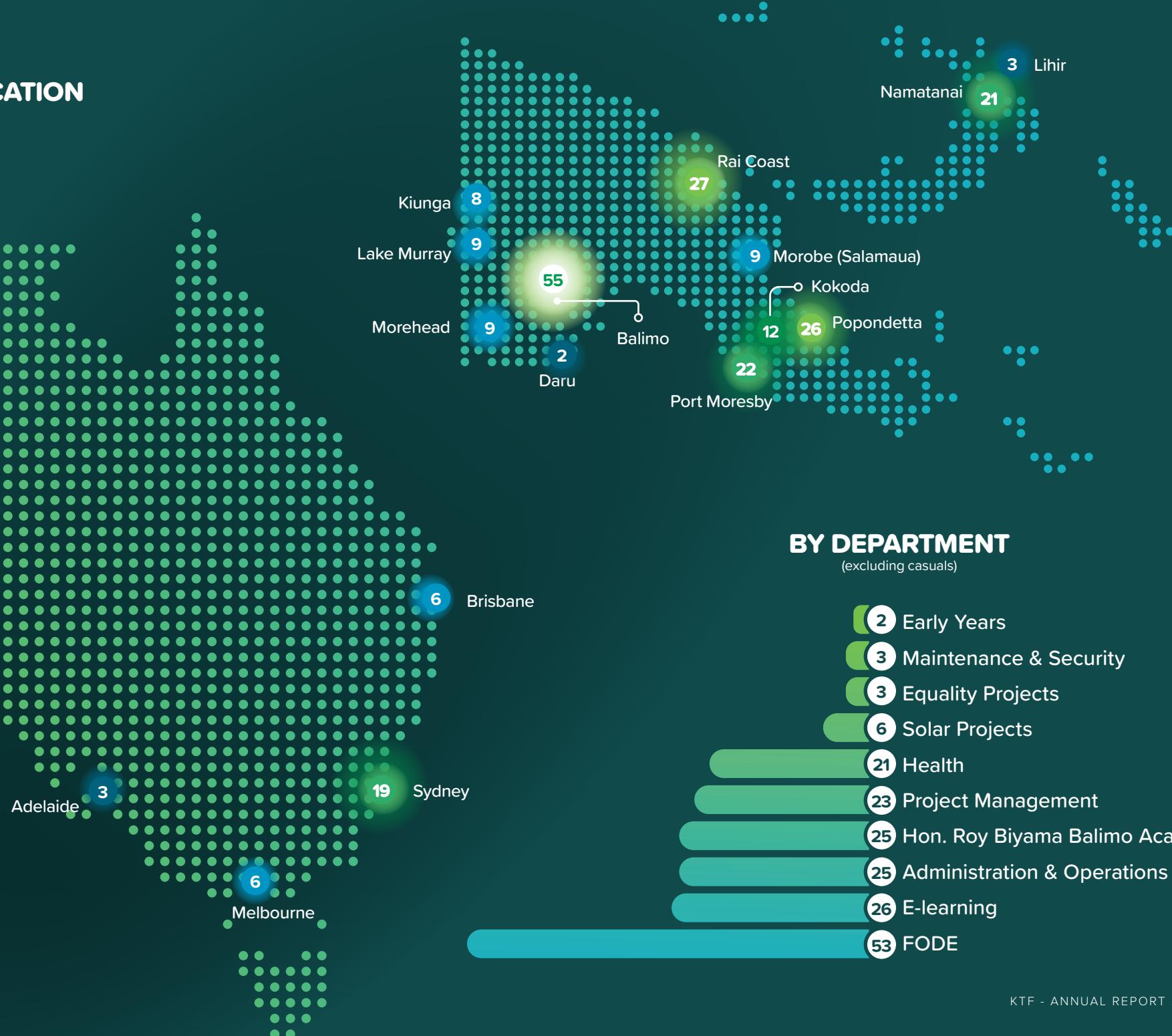
19 employees in 2020
185 employees in 2025



**PNG BASED TEAM
203**

**AUS BASED TEAM
34**

BY LOCATION



LEADERSHIP TEAM



GENEVIEVE NELSON

Chief Executive Officer

Genevieve, a founding director and CEO of KTF, is the driving force behind our work in PNG. Her dedication to the people and place has led KTF's growth from a small charity offering scholarships to Kokoda Track students to a prominent NGO delivering integrated programs across PNG.

Genevieve is known locally as 'Dr Gen,' she holds a doctorate in cross-cultural and educational psychology from WSU. Additionally, she is a director of Balimo College, Chair of Port Moresby Grammar School, and has walked the Kokoda Track 24 times (and counting).



MIKE NELSON

Chief Operating Officer

As COO, Mike oversees KTF's operations in Australia and PNG. His role covers program design and delivery and oversight of our health, leadership and equality programs. He leads our localisation, GEDSI, MERL and environmental initiatives, and project support through infrastructure, logistics, people and culture, and IT.

Mike brings diverse experience in organisational development, leadership in the professional services sector, filmmaking and event management to his role. He has a B.Comm from the University of Wollongong and Master's in Sustainable Development & Humanitarian Action from Deakin University.



ALWIN KOESNADI

Chief Financial Officer

Alwin brings extensive financial and leadership experience from Australia and Indonesia to ensure strong financial oversight of KTF's operations, essential to the guardianship and use of donor's generous funds.

He holds a Bachelor of Business and an MBA from University of Technology Sydney, and is a CPA. Alwin's expertise spans across corporate finance, strategic planning, and team leadership in international development and the corporate sectors equip him well to guide the finance team at KTF.



MARTHA BENTLEY

Head of Education

As head of our largest program, Martha's extensive teaching experience, gained around the world, guides our team across PNG to deliver our broad range of education projects.

With a BA from University of Salford and a PGCE from the University of Leeds (UK), Martha has taught in various educational settings since 2004, including as Head of Department, within Behaviour Management, in an International School environment and as Achievement Leader for transition from Elementary to Secondary school. Her passion for PNG inspires her to improve education access across the country.



LYDIA DIMOKARI

Acting General Manager
Port Moresby

Lydia hails from Milne Bay and Oro. She has a long association with KTF that has brought her to her role as leader of KTF's Port Moresby operations and project support team.

With a BA (Social Work) from UPNG, Lydia was part of the KTF Archer Leadership program in 2018. Her accomplishments and experience before joining KTF include SDG Youth Champion for the UN in PNG, Asia Pacific Obama Leader and roles with The Voice Inc and United Nations Population Fund. Lydia remains an active member of the Archer Alumni.

KEY LEADERS



ANITA RUSSELL
Head of Partnerships
& Development

Anita oversees KTF's engagement with key partners, supporters, donors and the public through supporter stewardship, fundraising and communications. Her KTF journey started as a supporter, leading the Flight Centre Foundation's partnership with KTF. A crossing of the Kokoda Track to see KTF's work first hand soon led to another crossing - to the KTF team.

Anita has extensive experience in partnerships, corporate sustainability, fundraising, engagement, communications and strategy from the corporate and for-purpose sectors. She has a B.Comm from UQ.



PETRA ARIFEAE
Head of Localisation



KATE DONNELLAN
Head of Health



LESLIE ROAI
General Manager
Balimo College



BRIAN WAFIA
Balimo School of Teaching
Principal



ENOSH BEN
Western FODE Schools
Principal



DONALD MOKO
New Ireland FODE Schools
Principal



QUENTINQUAINE YINGUT
Western E-learning &
Teacher In-service project
Head Coach



PATRICIA KOMBELE
Hon. Roy Biyama
Balimo Academy
Principal

KEY LEADERS



STAINLESS BILL
Kokoda College
Principal



JOE WENIS
Mt Koiari FODE
Principal



DOMINIC GEARY
NCD FODE
Principal



PHILIP KONGOI
Balimo FODE
Principal



NAULI SAENIYA
Morehead FODE
Principal



PATRICK YAMU
St Gabriels FODE
Principal



LUCIANUS LAKARA
St Gabriels FODE
Principal



ABEL SALAWANI
Western Outreach FODE
Principal



JUSTIN PEWAMU
Western Outreach FODE
Principal

TEAM HIGHLIGHTS



Petra Arifeae
Head of Localisation

My highlight for the year was the opportunity to expand our Early Years program in New Ireland Province. This early childhood education initiative is essential as it allows more communities to observe and participate in best practices while gaining firsthand experience in program implementation. A key stand out for me was seeing the incredible transformations of classrooms into vibrant learning environments that engage and motivate young learners. This fosters lifelong learning and enables teachers to plan and deliver effective lessons with confidence.



Jenny-Lee Booth
Administration and Programs Manager

With all the amazing photos we receive each year from across all of our amazing projects, this one in 2024 has really stuck with me. It shows one of our CHWs, Jessica Harika on her way, as part of the outbreak response patrol, to the remote communities of Asisi and Sirorata in Oro Province to assist those communities with awareness and vaccinations for the whooping cough (pertussis) outbreak. The denseness of the lush greenery around her that she must push past and the slope that she is walking to reach these communities is awe inspiring and a testament to her dedication to community, her work in health and KTF.



Hilda Avosa
VHA Provincial Coordinator

2024 brought many key highlights - the most memorable and rewarding was working with the VHA Program, where we collaboratively conducted the routine immunisation patrols in the remotest villages that had zero doses or where the children under 5 years were not immunised in the remote villages in Oro. These health patrols were integrated, where the team worked on providing vaccinations to children, health promotion awareness, attended to general outpatients, conducted family planning and antenatal services. It was by walking by foot crossing rivers,

climbing up rugged terrains, or getting bogged on the road due to deteriorating conditions and the luxury of flying over the mountain ranges, past the flowing rivers.

People from far and near around the surrounding villages come to listen and access the service. Although a pilot project, the team measured impact, ensuring that the babies were immunised, the communities had access to basic health care, complemented by lighting up the health facilities or the staff houses with solar installations.



Karen Walker
Advisor - Nursing

I had the chance to visit the campus of the new Balimo School of Nursing, currently under construction, and was blown away with the quality of the buildings and lab, the size and spaciousness of the campus and the speed of construction. It is massive and we have the opportunity to make the Balimo School of Nursing a centre of excellence for nursing and midwifery in Western Province. This is so exciting! I feel very privileged to work on this project which will open its doors in 2025 - welcoming its first-ever cohort of nursing students.

TEAM HIGHLIGHTS



Liam Hamilton-Delmas
Project Coordinator

The launch of the Qhatapa Project in Lake Murray this year was a rollercoaster of unexpected challenges and profound celebrations. It was, without question, the unerring commitment and resilience of the community at every turn that has made this such a personal highlight for me. It felt like there was this never-ending source of energy and possibility in Lake Murray as communities built toilets and classrooms and repaired teacher houses for their schools. Through damaging floods that led to food

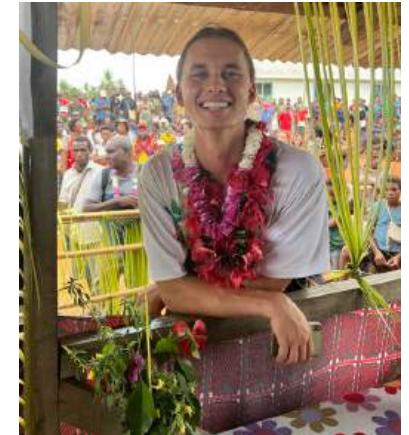
insecurity, loss of livelihoods and two school suspensions, the community never lost sight or steam and built 23 toilets, 9 classrooms, 3 staff houses and repaired 4 classrooms. This, combined with the dedication and pride of the coaches as they deliver coaching to teachers and teaching assistants in the catchment, has been a special moment to be a part of and I cannot wait to see what lies ahead!



Eric Beasant
Program Manager - Infrastructure, Solar and Environment

My highlight this year was the rollout of our solar projects, installing household and community solar systems, across three new provinces. Having spent months in the tender application and then planning phase, it was a relief to have completed the training of all seven installation teams and two logistics teams across three provinces, knowing the solar systems would finally be making their way onto people's homes and changing lives. The last training was in New Ireland province, a particularly

beautiful part of the world. The welcome in Lamasong was fervent, the singing heartfelt. After the official ceremony, I was collared by the community women's group and spent time sitting with them answering all manner of questions, ranging from technical specifications to why we were doing this, all the way through to where I was from, how many children I have and their names. It's always that human connection which reminds us why we do what we do at KTF.



Bailey Meyers
Project Coordinator

My highlight for 2024 would have to be the excitement and challenge of supporting the growth of the Hon. Roy Biyama Balimo Academy - a new educational institute in Balimo offering Kindergarten to Grade 12 - after its official opening at the start of the year. It has been a joy to see classrooms rapidly filling with books, teachers and laughter. It is truly a groundbreaking institution, delivering the highest standards of education, teaching, and resources to one of the most remote regions in PNG. We closed the year with 160 students, which will more than double in 2025, exciting times ahead!



Remy Doust
Project Coordinator

For me, it's been amazing to see the growth of KTF's work in New Ireland throughout 2024. It was such a privilege to have the opportunity to travel there. From my chats with teachers, students, and community members, I can see that the work that KTF is doing is truly impactful, and I am beyond humbled to be part of the team that makes this happen, and to be on the receiving end of their thanks on behalf of KTF. It was also great to deepen my understanding of culture and see the real impact of my work. As we provide

second-chance education through our FODE program, professional development and resourcing for teachers through our Early Years program, and lighting up hundreds of communities and thousands of households through our Light 4 Learning program, it is clear that communities are being systemically uplifted through this work. This is clearly echoed as we continue to expand and work in these areas in the coming year!



Trishma Reddy
Programs Manager - Tertiary

I feel incredibly proud to be part of the team that works with Balimo College as we reflect on yet another remarkable year. 2024 has been filled with milestones and achievements that have strengthened our institution and the impact we have in Western Province. Some of our greatest achievements this year include establishing strong governance structures and bringing in experts from various fields to enhance our college's foundation. We've also expanded our professional networks, forging valuable partnerships with institutions such as Dauli Institute of Higher Education and Western Sydney University. We have

also successfully completed the Diploma of Primary Teaching curriculum with our inaugural cohort of students, with some planning on commencing their teaching careers, while others continue on to complete their Bachelors of Primary Teaching. The greatest highlight of 2024 has undoubtedly been Balimo College achieving national recognition and accreditation with the Department of Higher Education, Research, Science and Technology (DHERST). This milestone reflects the collective dedication and hard work of our partners, staff, and students, without whom none of this would have been possible.



Lydia Dimokari
General Manager, Port Moresby

I have had the privilege of working in our equality programs. Many of you would agree that no context is the same in a place like Papua New Guinea. This year, we were excited to launch a new equality project: Sanap Strong, which provides training to counsellors in Oro province in partnership with the Papua New Guinea Counsellors Association. These skills are needed across PNG and are critical to support survivors of violence in Oro - providing them with a first point of contact. It's my absolute pleasure to work with my team and support the people of PNG.

OUR KEY SUPPORTERS



PATRICK LINDSAY AM



SHARYN GHIDELLA



MICHAEL USHER



THE HON. DADI TOKA JNR



DAME CAROL KIDU AO

Thank you

to our Key Supporters who continually advise
and assist with promoting KTF across Australia, PNG and internationally.

IN REMEMBRANCE

We were deeply saddened to lose some very special people to KTF during the year.



TESS GIZORIA

Tess was a KTF Archer Leader in 2014, member of the KTF team from 2017-18, and active member of the powerful Archer alumni.

She was an extraordinarily accomplished, talented and skilled young woman who left us too soon. Nominated for the prestigious 2017 Queens Young Leaders award, she represented PNG in London and met the Queen; she was awarded the 2020 Chevening Scholarship; she founded UniMums - a program ahead of its time supporting

young mothers and pregnant women in high school and university in Port Moresby; and held professional roles with multiple high impact organisations. She was regularly invited to MC and speak at conferences and events.

Tess' heart and energy were devoted to helping people and creating change for those who needed it most. Her indelible impact will live on for many years to come.



NAULI DUWABA

Nauli Duwaba joined the KTF team in 2019 as our first ever FODE principal in Western province, leading the newly-opened Balimo FODE Centre, SDP's first. Nauli's extensive experience in secondary schools, and his calm and encouraging demeanour made him the perfect leader for the fledgling FODE centre, and a template for many more to come.

Nauli leaves a legacy of impact on the education landscape in Western province, and enduring influence on the many thousands of students he taught over his long and dedicated career.



SIR CHARLES LEPANI, KBE

An influential figure in Papua New Guinea's post independence story, Sir Charles Lepani's role as PNG's High Commissioner to Australia also had a lasting impact on KTF's story. His great friendship and kindness to KTF over the years will not be forgotten.

Rest in peace, dearest friends.





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