

TEACH FOR TOMORROW

External Evaluation Report
2016 - 2018



KTF

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Disclaimer

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STATEMENT OF INDEPENDENCE

This evaluation was conducted by Rachel Mason Nunn from 7 – 12 July 2019 in Papua New Guinea.

She was accompanied by Genevieve Nelson, KTF CEO and Mike Nelson, KTF COO. Rachel conducted all interviews and focus groups 1:1 except in instances where a translator was required.

Rachel holds a Masters in Applied Anthropology and Participatory Development, and regularly works with clients on monitoring and evaluating their social impact. She has been working in PNG in various capacities since 2015, including as a Social Development Specialist with the World Bank. Rachel is also a member of Social Value International.



Rachel Mason Nunn
INDEPENDENT CONSULTANT

EXECUTIVE SUMMARY

1. Introduction

Executive Summary

This evaluation was commissioned by the Kokoda Track Foundation (KTF) to provide an interim report on the outcomes of Teach for Tomorrow (TFT). The report is intended to evaluate the impact of TFT on a number of pre-determined stakeholder groups. The information contained in this report enables KTF to continually improve the delivery of activities and communicate the impact of TFT with the development community.

The evaluation investigated progress towards the following outcomes:

- Teachers are appropriately trained and have access to ongoing training and mentoring.
- Teachers feel committed to teaching careers and would recommend teaching to others.
- Teachers feel confident, capable and appropriately resourced in the classroom.

In addition to the impact of TFT on teachers, this report evaluates the impact of TFT as observed and experienced by trainers, provincial education staff, and representatives of the PNG Education Institute (PNGEI) who partnered with KTF on the delivery of TFT.

The high level findings of this evaluation include:

- It is unlikely that the training of elementary teachers would have gone ahead without the financial and non-financial support provided by KTF. In this case, it is likely that the contracts of over three-thousand teachers would have been terminated if not for the intervention of KTF.
- The training has instilled a significant sense of self-worth, pride and purpose amongst the teachers, with many believing that if they were not trained, their lives would be significantly worse off.
- The non-financial support provided by KTF, including logistical support, advocacy at a national and provincial government level and the provision of teaching expertise was highly valued amongst all stakeholders. Furthermore, KTF's intensive approach to development interventions, namely their sustained and reliable presence in communities, was a factor which distinguished KTF from other organisations.
- There is a general lack of awareness amongst all stakeholders regarding the process for accreditation, and the rationale for delays in receiving a wage. This is causing particular stress and concern to teachers, many of whom are yet to receive any salary.
- There is a need for further training and professional development opportunities for trainers.

EXECUTIVE SUMMARY

- There is a general wariness about the proposed education policy changes, in particular the transition to 1-6-6 schooling. Many stakeholders are concerned that their province lacks the necessary infrastructure for 1-6-6, and fear it will result in more students and less teachers.

Significance of Teacher Training Programs to PNG

Research by the World Bank indicated that teacher effectiveness was the most important school based predictor of student learning¹. Despite this, many countries including PNG have lacked clear roadmaps, as well as funding, for upskilling teachers. For varying reasons, education policy can be fraught with contradictions and inefficiencies, which has a flow-on effect to teacher capability and student outcomes.

A 2015 report commissioned by DFAT stated that a greater focus on quality was central to Australia's education-focused aid investments². One of the recommendations contained in the report stated that teacher development interventions should be coordinated with government education policy reforms and broader system-wide improvements, to avoid isolated or unsustainable investments. Thus, there is a need to embed teacher capacity-building in existing systems and structures.

The education policy of PNG has been undergoing a transformation since at least 2002³. Between 2002 and 2012, education reform in PNG was focused on educational equity, access and relevance. Part of this reform involved the restructuring of basic education to consist of three years of elementary education and six years of primary education (3-6 structure). Prior to this decade of reform, up to 16,000 elementary teachers were trained throughout PNG, initially through on the job training. However, in some instances this training was not completed. As a result, by 2002 there was a population of partially trained elementary teachers in PNG. This group remained partially trained, until it was decided in 2016 that their contracts would be terminated if they failed to complete their training, as PNG began efforts for further reform, largely around schooling structure and the continuation of the Tuition Fee Free (TFF) policy. Thus, the period of 2016-2018 has presented a critical window to intervene meaningfully and sustainably in teacher training, with a focus on leveraging existing government systems rather than operating outside of it.

¹ World Bank, *System Approach for Better Education Results (SABER): What matters most in teacher policies? A framework paper*, 2013, p. 5; OECD, *Teachers matter. Attracting, developing and retaining effective teachers*, 2005 cited in: ODE, *Supporting Teacher Development: Literature Review*, 2015, p. 8.

² Investing in teachers. Office of Development Effectiveness. 2015. Access online: <https://dfat.gov.au/aid/how-we-measure-performance/ode/Documents/teacher-development-evaluation.pdf>

³ Brownlee, Joanne M.; Farrell, Ann; and Davis, Julie (2012) "Understanding Learning and Teaching in Papua New Guinea: Elementary Teacher Trainers Engaged in Cultural Authorship in the Context of National Educational Reforms," *Australian Journal of Teacher Education*: Vol. 37: Iss. 2, Article 2.

BACKGROUND TO TEACH FOR TOMORROW

Background to TFT

In 2016, the National Department of Education (NDoE) announced that it would terminate the contracts of over three and a half thousand partially trained teachers within twelve months, if they did not complete the outstanding training requirements for certification. KTF entered into a partnership with the National Department of Education and the PNG Education Institute (PNGEI) to train the teachers. This involved the delivery of a mixed-mode, multi-grade, self-instructional Certificate of Elementary Teaching, for partially trained teachers across fourteen provinces. KTF commenced the training in Oro, before extending to Gulf and the Autonomous Region of Bougainville (ARoB).

The NDoE agreed to extend the deadline for terminating the contracts three times. It was eventually agreed that all outstanding contracts would be terminated at the end of 2018. Between 2016 and 2018, KTF delivered TFT in fourteen provinces and trained 3685 elementary teachers in partnership with the PNGEI.

In thirteen of the fourteen provinces, six-week trainings were held to complete the remaining curriculum for partially-trained teachers. In Milne Bay, both a six week training and a six month training were held, as part of a special agreement with the provincial and national governments. The six month training was held for participants who had undertaken no formal training, and were therefore completing their entire Certificate of Elementary Teaching. Milne Bay presented a particular shortage of teachers, largely due to being a maritime province with remote outlying islands.

TFT formally concluded at the end of 2018. Planning is now underway for TFT-II. Funding for TFT came from a variety of donors, including grants provided by the Australian Department of Foreign Affairs and Trade, KTF's Australia NGO Cooperation Program funding, and KTF's largest consortia or corporate and philanthropic donors to date (see Appendix A).



EVALUATION APPROACH & METHOD

Evaluation Approach and Method

Primary research for this evaluation was conducted in Southern Highlands, Eastern Highlands, Milne Bay and Central Provinces in PNG. The primary evaluation method was semi-structured face to face interviews in Southern Highlands, Eastern Highlands and Milne Bay. Semi-structured phone interviews were conducted with stakeholders in Central Province.

TFT was conducted in fourteen provinces. This evaluation involved interviews with teachers from two provinces; all of the teachers who were interviewed had completed their teacher training in 2018. Interviews were also conducted with other stakeholders from six provinces, including:

- Southern Highlands
- Milne Bay
- Morobe
- Hela
- Sanduan
- Manus



EVALUATION APPROACH & METHOD

In addition, interviews with PNGEI and KTF staff were conducted which focused on TFT as a whole, including insights across all fourteen provinces. This evaluation is not intended to capture the experience of all teachers in all provinces which TFT operated in. However, given the common challenges facing teachers across PNG, it is assumed that the findings of this evaluation are likely to be relevant across most provinces. A larger-scale evaluation of TFT is expected to be conducted in the next twelve to eighteen months. This evaluation is therefore interim in its nature.

Demographic of research participants.

Fig. 1 - Location of research participants

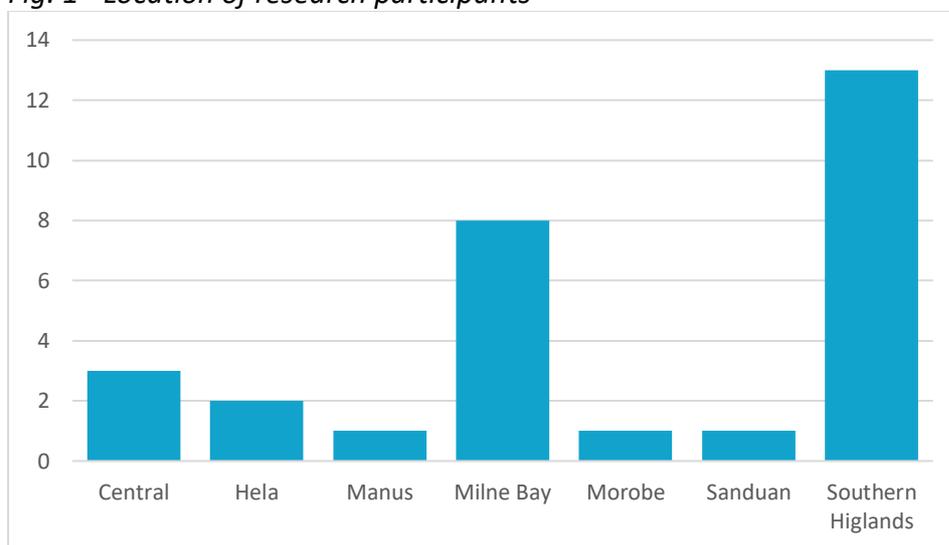
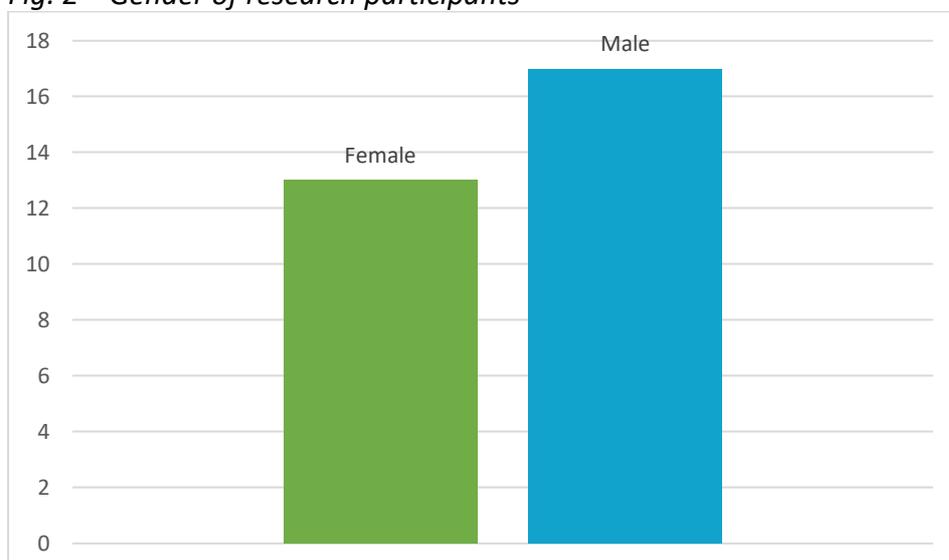
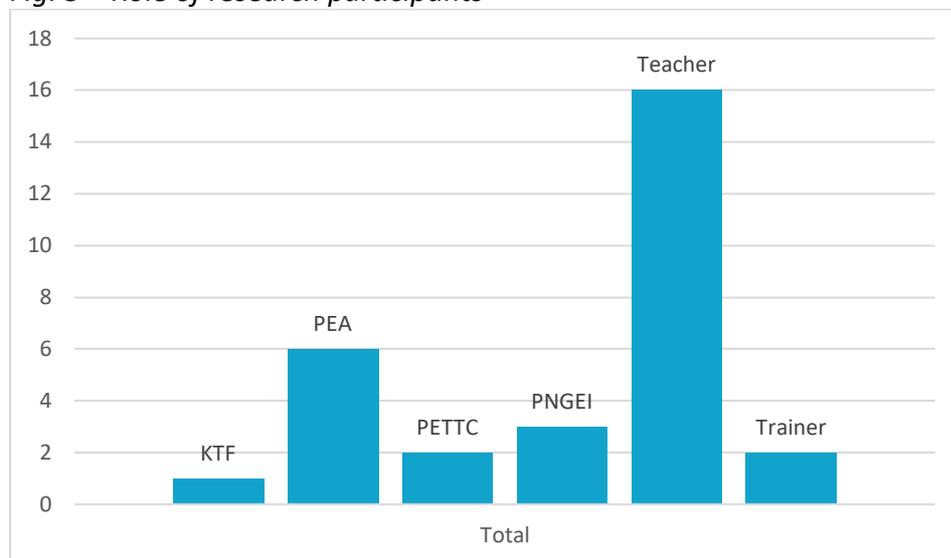


Fig. 2 – Gender of research participants



EVALUATION APPROACH & METHOD

Fig. 3 – Role of research participants



OUTPUTS OF TEACH FOR TOMORROW

Outputs of Teach for Tomorrow

TFT was undertaken in fourteen provinces of PNG. These provinces are highlighted in order of delivery in Fig. 4.

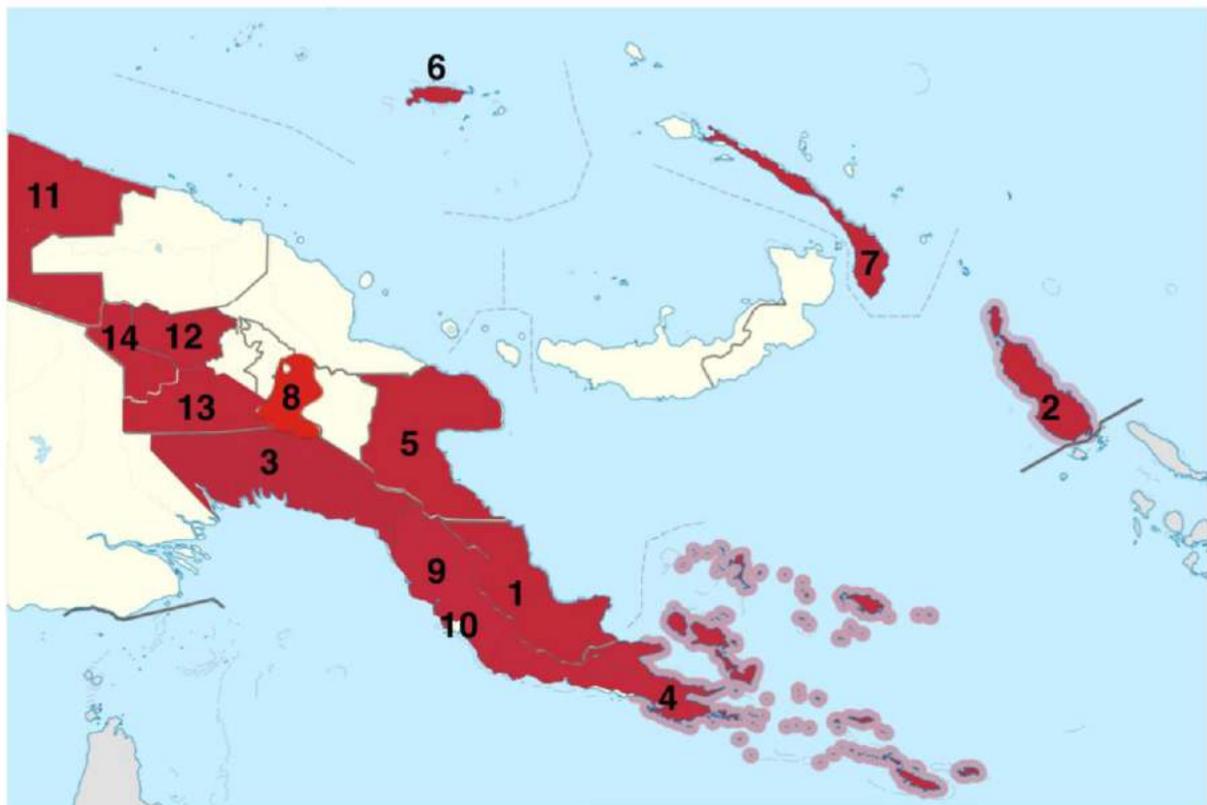
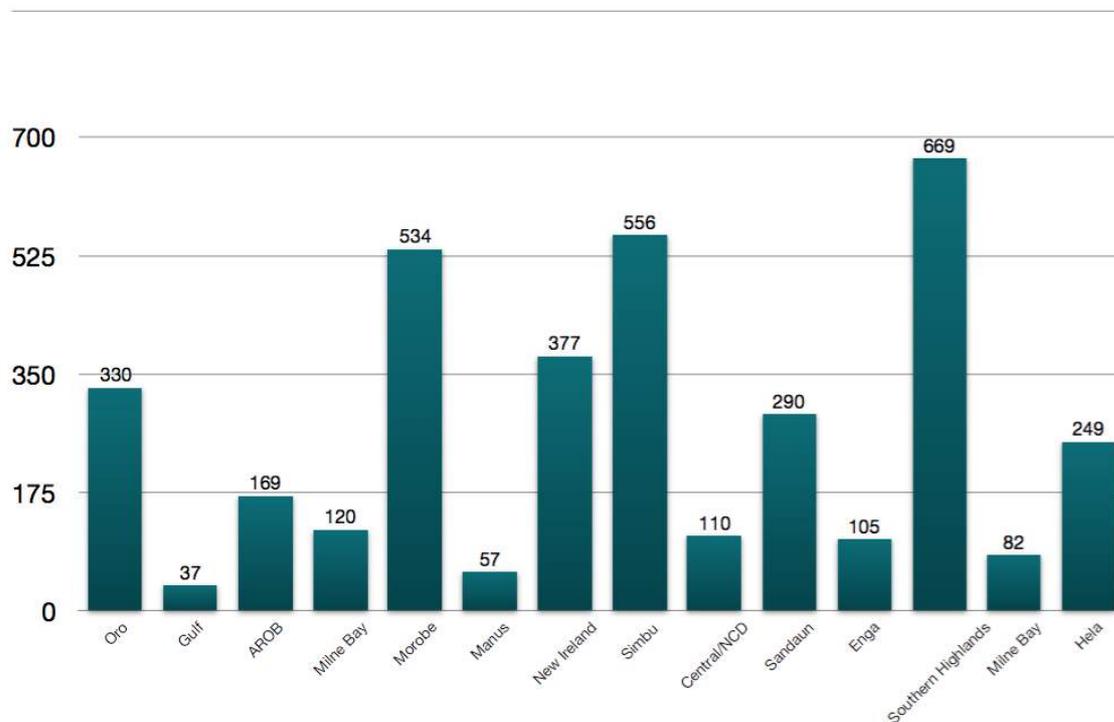


Fig. 4 – Location of Teach for Tomorrow

A total of 3685 partially-trained teachers participated in TFT and completed their Certificate of Elementary Teaching, across the fourteen provinces.

OUTPUTS OF TEACH FOR TOMORROW

Fig. 5 – Number of teachers trained per province



Teacher trainees were selected according to pre-determined lists representing those trainees who had previously enrolled in and completed a portion of the mixed mode multigrade Certificates of Elementary Teaching. Data collected by KTF during the roll-out of TFT indicates that some teachers began their training more than a ten years prior to enrolling in Teach for Tomorrow. As such, KTF did not have control over the number of trainees enrolled per Province or the gender or disability diversification within each Provincial cohort. The number of trainees enrolled in each province also varied due to Provincial population size, remoteness, and previous attempts by the Provincial Departments of Education to deliver and complete the training of all trainees.

FINDINGS

TEACHERS

2. Findings

2.1 Teachers

Elementary teachers who had received only part of their formal training were the primary beneficiaries of TFT. The teachers were provided with a six-week training in their home province, including all materials, tutelage, accommodation and meals.

Finding 1.1 – The resources provided to teachers during the six-week training were critical to their learning outcomes. The self-instructional unit (SIU) textbooks provided to teachers enabled easy access to the curriculum and learning activities. In addition to the textbooks, the teachers received stationery, as well as tutelage from their trainers and PNGEI staff.

“For the first time, we had enough of everything” – Teacher, Milne Bay

In addition to resources, the teachers emphasised the value of the accommodation and meals that were provided to them. In particular the ability to stay in a local village, generally in a home-stay capacity, added significant value to the experience of the teachers; many teachers noted that they felt welcome, and part of a local community, which made them feel comfortable and connected to others. In many instances the teachers had to travel a significant distance from their own village to attend the training. The connections formed with other teachers and trainers as well as with the local community enriched the experience. It is evident that new connections were formed as a result of the training.



FINDINGS

TEACHERS

Finding 1.2 – The teachers felt significantly more confident in their ability to teach as a result of the training. Many of the teachers noted that their previous training had occurred up to a decade or in some instances up to twenty years earlier. The training provided through TFT exposed the teachers to new teaching modalities and more up to date approaches for the classroom. This sense of ‘catching-up’ with new teaching norms was particularly evident amongst older teachers. Across the entire group, it was common for teachers to report an increased level of confidence in the classroom, and a significant improvement in the ability to sequence and structure classes.

“I didn’t see myself as useful until I gained more knowledge through the training”
– Teacher, Southern Highlands.

Teachers from Milne Bay who participated in the six month training had significantly stronger English speaking skills, when compared to teachers who had participated in the six week training. The extent to which the six week training resulted in improved English skills varied between participants; some teachers were clearly uncomfortable using English to converse, whilst others were proud to demonstrate their English skills.

“I learnt a lot from the training (and now I can) impart the knowledge back to the children”
- Teacher, Southern Highlands.

The six month training held in Milne Bay had a particularly strong impact on classroom confidence and capabilities. Teachers who participated in the six month training noted that their literacy, numeracy and language skills had improved significantly.



FINDINGS

TEACHERS

Finding 1.3 – The teachers felt more committed to continuing their teaching careers after the training. Many teachers who were interviewed spoke of a desire to continue their teaching careers for as long as possible, largely motivated by the idea of equipping the next generation with skills and capabilities. Teachers felt a lot of pride in themselves after completing the training. Adjacent to this feeling of pride was a sense of relief that they had a qualification which enabled them to have a meaningful job. Many teachers spoke of their relief at not being subsistence farmers or villagers.

“Teaching is very important. I should be a villager or a hunter. When I went to the training, I felt like I improved myself” – Teacher, Southern Highlands.

The significance of having a teaching qualification was evident in the interviews, particularly the social status that it came with. Therefore, a long-term commitment to teaching appeared to be partly motivated by the pride and status in which teachers felt. For older teachers who had been teaching for many years prior to TFT, the training appeared to reinvigorate their commitment to teaching.

However, some of the teachers did note that they were not being paid, and questioned how long they could continue to teach full time in the absence of a salary. This was particularly evident in Milne Bay, where some teachers noted that relatives who were not teachers were able to earn an income through farming or producing handicrafts, and in some instances the teachers were having to ask relatives for financial support.

Finding 1.4 – Teachers felt they could contribute to their households and communities with their knowledge. Many teachers recognised that they had an elevated role in the community since completing their training. They felt they were representatives of the value of education, and many stated that they encouraged their relatives and communities to send their children to school. Teachers also noted that they used their teaching skills outside of the classroom, such as in the village and at church. Teachers felt that this was a valuable contribution to make, and that they were contributing more to their communities after participating in the training.

“If my neighbours don’t send their kids to school – I tell them to.”
- Teacher, Southern Highlands.

However, many teachers felt that they could not contribute financially, which offset a portion of this finding. Once again, the impact of not being paid was particularly evident in Milne Bay. Some teachers did note that being paid was not as important to them as contributing to their communities, however in many instances teachers noted that they were financially dependent on their relatives, and found it hard to hide their financial stress when teaching the students.

FINDINGS

TEACHERS

“Sometimes I want to complain, but we can’t be upset when we’re around the children. I face problems. I am a married woman and it’s difficult when I can’t provide for my family after 6 years of being a teacher” – Teacher, Milne Bay.

“Sometimes I feel like giving up. Everything costs money.”- Teacher, Milne Bay.

Finding 1.5 – Teachers felt more aware of the specific needs of students with disabilities following TFT. Teachers noted that the TFT curriculum including specific content on teaching students with physical or mental disabilities. Many teachers were able to explain their methods for teaching these students, including seating the students close to the front of the room, and working with parents to ensure alignment of approaches. Teachers also made the point that they taught male and female students in the same way, and did not privilege either gender in the classroom.



Finding 1.6 – Life for teachers would be very different if they hadn’t participated in TFT. Teachers felt their lives were significantly better off as a result of the training. In particular, teachers noted that they felt happiest being in the classroom, amongst children, and TFT had enabled them to continue doing that. Teachers felt that their lives would have less meaning and purpose had they not have participated in TFT. There was a clear delineation between being a villager or farmer, and being a teacher. The latter was valued as emblematic of a meaningful, purposeful life, whilst the former was not. In this way, TFT allowed the teachers to be formally recognised as something they had aspired to be.

“I am happy because I should be at home doing nothing, but this is an opportunity for me” – Teacher, Southern Highlands.

FINDINGS

TEACHERS

“I’m feeling very happy. The Government pays me, I make some income. It saves me from staying in a particular place, or roaming around looking for a job. It saved my life”
– Teacher, Southern Highlands.

“I learnt something and I am somebody in the community now. I am one of the fortunate ones” – Teacher, Milne Bay.

TFT provided an opportunity to be upskilled and assisted in a way that many participants had not experienced before. The training distinguished them from others in the community, resulting in a feeling of recognition and status.

“If I had not attended the training then my life would be meaningless. I would be in the garden looking after pigs”- Teacher, Southern Highlands.

“If I didn’t attend the training, I would be a simple villager” – Teacher, Southern Highlands.

Teacher Case Study – Daniel Mitei, Milne Bay

Daniel is from an island twelve hours by boat off the coast of Milne Bay. The island has never had a school, and has never had any qualified teachers. When the opportunity to participate in a six month elementary teacher training became available, the islands residents nominated Daniel to travel to the mainland and undertake the training.

Daniel had a very positive experience throughout the training. He said that over the six month period his English skills improved significantly, and he became confident in teaching language and phonics to his students. Upon returning home, Daniel worked with the local community to build the first ever school on the island out of locally-available materials. Daniel is the only teacher on the island and therefore the Head Teacher at the school. Upon opening, 23 elementary students enrolled in the school, as well as 18 students from older years. However, since opening the school, Daniel has not been paid a salary, and has been unable to raise the money to purchase materials for the school. He teaches the students without any exercise books, pens or other resources

Daniel has a wife and three children to support, and can no longer continue with his previous livelihood of producing handicrafts because all of his time is taken up running the school. He therefore is earning no income to support his family or the school, and relies on the small donations that other members of the community make to him.

FINDINGS

TEACHERS

Despite this, Daniel expressed his pride in being a teacher and his gratitude to KTF. Since he began teaching the students, he has seen improvements in their English skills. Daniel also reflected that he is “somebody in the community now” and regards himself as “one of the fortunate ones” given that the vast majority of adults on the island are illiterate.



Daniel asked that KTF and other stakeholders support him to be formally recognised as a teacher and therefore be paid a salary. Once he has a salary, Daniel says he will invest in materials for the school and also invest in further training for himself. Daniel also expressed his concern and confusion around the proposed changes to the education system as part of the 1-6-6 reforms, particularly around whether he would be qualified to continue teaching his existing students under the new policy.

Daniel stated that without KTF he “would not be a teacher and there would be no school” on his island. **As a result of KTF, 23 students are receiving an elementary education that was not available to them prior to Daniel becoming a teacher.**

FINDINGS

OTHER STAKEHOLDERS

2.2 Other Stakeholders

Finding 1.7 – Trainers are satisfied in their roles, but require further professional development. Trainers were aware that their roles tangibly impact upon the lives of teachers and therefore students. The social purpose felt by teachers was also felt by trainers. However, the trainers felt that they weren't receiving adequate professional development themselves.

"I am willing to have more training, but the opportunities don't come"
– Trainer, Hela Province.

The capabilities of the trainers were inconsistent across TFT. Representatives of PNGEI noted that they had to provide substantial assistance to the trainers during training in some areas. Insufficient capability amongst trainers can be attributed to insufficient training opportunities. Some trainers noted that they were having to cover the costs of their own materials, and did not receive adequate remuneration from the provincial government. However, the trainers did note that during TFT, they felt supported both in terms of resources and in terms of the guidance provided by PNGEI and KTF. All of the trainers had a positive opinion of KTF. In particular, the trainers noted that due to KTFs support, the training included meals and accommodation for teachers, which had a significant impact on the comfort and participation of the teachers.

Finding 1.8 – Each province faced distinct challenges in providing training to teachers. Interviews with Provincial Education Advisors (PEAs) demonstrated that each Province faced a distinct set of challenges with regard to teacher education. These challenges included the geographical isolation of schools, the availability of funding to supplement that provided by KTF, confusion over education policy and accreditation standards, the availability of suitable training venues, tribal fighting restricting movement of teachers, and the availability of trainers.

Beyond this, there were significant differences between the provinces with regard to teacher accreditation and salary, with some provinces reporting that all teachers were being paid by the government, whilst others reported that no teachers were being paid. KTF was able to assist the PEAs in offsetting most of these challenges, and as a result the training was able to go ahead in all targeted provinces.

FINDINGS

OTHER STAKEHOLDERS

Trainer Case Study – Mary Alkend, Southern Highlands

Mary began training elementary teachers in 2004, after a previous career as an elementary teacher herself. Mary facilitated the six-week elementary teacher training in her home province of the Southern Highlands, funded and co-managed by KTF. Throughout the six-week training, participants had access to all materials, including Self-Instructional Unit (SIU) textbooks and stationary. The teachers were also provided with community-based accommodation during the training, as well as three-meals per day.



Mary reflected that over the six-week period, teachers significantly increased their competency in literacy and numeracy, as well as class sequencing, administration and assessment. Prior to the training funded and co-delivered by KTF, Mary noted that previous trainings were under-funded and lacked the necessary materials and resources, and also had to limit food rations to one or two meals per day, rather than three.

Many of the teachers that participated in the training felt that teaching was the only formal qualification available to them. If the participants did not become qualified teachers, they would be villagers and most likely would have no source of income.

FINDINGS

OTHER STAKEHOLDERS

Whilst the teachers received a high-quality training program by KTF, Mary has received almost no professional development opportunities since a previous AusAID funded program in 2005. She also receives no financial compensation for the expenses she incurs visiting schools, and usually travels to schools via PMV with her own money. Mary expressed that she would like more support from the Provincial Government, both financially to cover expenses, as well as by providing opportunities for training and professional development.

Without KTF Mary said “the training would not have gone ahead” and expressed her gratitude that the training was able to be conducted “without any hiccups”. **This allowed 669 teachers in her Province to be trained in a timely manner with access to all required financial and material support.**

Finding 1.9 – The provinces would have encountered difficulty, or been unable to facilitate the training at all, if KTF had not intervened. The PEAs noted that without KTFs support, they would not have had the resources to run the teacher training, and as a result many teachers would now be disallowed from teaching and as a result students would be either out of school, or being taught in overcrowded classrooms. All of the PEAs interviewed were satisfied with the intervention of KTF, and emphasised that TFT should be available across all provinces in PNG.

“Without KTFs support, the training wouldn’t have eventuated and we would just be stagnant” – PEA, Hela Province.

The main barrier to providing teacher training in the provinces was the lack of available funding. KTF provided the necessary funding, and also provided the logistical support that was lacking, including the provision of training materials, accommodation and transport.

Finding 1.10 – KTF was viewed as a consistent and reliable partner. The PEAs noted that KTF provided consistent funding, and maintained their involvement in TFT throughout the entire program. All stakeholders who were interviewed had a positive opinion of KTF, and wished for their relationship with KTF to continue.

“KTF provides much needed expertise.” – PEA, Manus

As the PEAs recognised the need for further training opportunities for trainers as well as teachers, they wished to continue working with KTF on the roll-out of these subsequent programs. The PNGEI also viewed KTF as a consistent and reliable partner, and said that in the absence of KTF they would have had to look for another donor, who would have been unlikely to provide the financial and other support KTF did.

FINDINGS

OTHER STAKEHOLDERS

PEA Case Study – Joanne Puname, Hela

Joanne is the Provincial Education Advisor in Hela Province. The Province had never hosted an elementary teacher training in the past, and the Provincial Government supported KTF to fund the training by contributing to logistical costs incurred by trainers. For example, materials for the training were provided by KTF and the Provincial Government assisted by picking up the materials from Mt. Hagen.



Hela is a new Province, without any training venues able to accommodate large groups. The 2018 earthquake also resulted in the loss of the already limited infrastructure in the Province. In addition, the tribal fighting in Hela meant that teachers from particular regions could not travel freely to attend the training. Eventually a space was located which was both large enough to accommodate the group and accessible for participants from all regions.

After completing the six-week training, teachers expressed their appreciation to KTF and the Provincial Government. After becoming accredited elementary teachers, the participants have been able to receive a government salary, allowing them to support their families and provide assistance to their school and community. Not all teachers have had their qualification recognised by the National Department of Education however, and some have been teaching without pay for five or more years.

FINDINGS

OTHER STAKEHOLDERS

Joanne noted that the school infrastructure in the Province is sufficient, however additional classrooms will be required if the proposed 1-6-6 changes go ahead. Furthermore, part of the payment meant to be issued by the National Department of Education to elementary schools as part of the Government's Tuition Fee Free (TFF) Policy has not been paid, specifically the material component. In 2018, at least 100 schools did not receive funding for materials. The infrastructure component of TFF was paid to the District Development Authorities (DDAs) however other challenges were incurred in making and distributing these payments. Cumulatively, TFF funding is not sufficient to run schools in Hela for an entire twelve month period, and other stakeholders including parents are having to supplement the funding.

Students in Hela have done poorly in their recent benchmarking exams, and require more intensive support in literacy and numeracy, as well as improved resources in schools. This reiterates the need for further training for both elementary teachers and trainers.

Joanne stated that as long as she is the PEA, she will prioritise working with KTF. She noted that KTF is available "before, during and after" the training and provides consistent, reliable support to Hela. KTF's staff have had a strong on-the-ground presence in Hela, and have a firm grasp on the complexities of the Province. Without KTF, Joanne stated that the training would not have gone ahead, which would have worsened an already very challenging time for Hela. **The training delivered by KTF provided a morale-boost to Hela at a time when it was needed most.**

OTHER FINDINGS

2.3 Other Findings

In addition to the above findings which were directly related to TFT, the following trends also emerged through the evaluation relating to the PNG education sector more broadly.

- **There is widespread confusion about the proposed 1-6-6 policy.** School infrastructure and training infrastructure varies between provinces; if the proposed 1-6-6 changes are to go ahead, a thorough assessment of infrastructure needs will be required across all provinces. Stakeholders in each province are primarily concerned with their capacity to implement 1-6-6, particularly around infrastructure and teacher numbers. There is also confusion about when and how 1-6-6 will be implemented.
- **Funding for the Tuition Fee Free Policy is insufficient in some provinces.** In Southern Highlands, the TFF policy resulted in increased student enrollment but insufficient teacher numbers. In Milne Bay this is also the case, whereby schools have become increasingly crowded since TFF was implemented. Some PEAs reported that insufficient funds had been allocated to their province, and thus the costs of TFF were not being covered by the Government, requiring others such as parents to supplement the funding. As TFF funding is divided into materials, infrastructure and administration, there were differences in how funding for each of the three areas was being received and used. Some PEAs reported that they personally monitored how TFF funds were distributed, and found the process to be efficient, whilst others noted that TFF funding was often delayed, resulting in temporary shortages of resources such as school books.
- **Knowledge of the teacher accreditation process is inconsistent and often contradictory.** Different stakeholders had a different understanding of how teachers were to be accredited following training, and the timeline that they can expect to follow. Information about accreditation was often contradictory, and some teachers in Milne Bay had almost no information about the accreditation process.

CONCLUSIONS & RECOMMENDATIONS

3. Conclusion and Recommendations

Conclusions

1. The TFT program could not have gone ahead in the way it did without the intervention of KTF. Without KTF delivering the program, and advocating at a national and provincial level, it is likely that the contracts of thousands of teachers would have been terminated.
2. TFT had a significant impact on the lives of teachers, primarily because it enabled them to either continue teaching or to commence teaching careers, thus distinguishing them from others in their community who were unemployed or illiterate.
3. Whilst trainers were able to provide training to a satisfactory level with the support of KTF and PNGEI, further professional development is required for trainers themselves in order for them to provide ongoing upskilling to teachers.
4. The lack of clarity around both accreditation and policy reform is causing confusion and stress to teachers, trainers, and PETTCs and resulting in contradictory understandings amongst PEAs and others.

Recommendations

1. The results of 6 month training in Milne Bay for Elementary 1, 2 and 3 were highly satisfactory. There was a marked improvement in the English language skills of the teachers who participated in this training. TFT-II should look to further the six-month training in other Provinces, in order to increase teacher numbers nationally.
2. Teachers who received 6 week training will require further training and professional development opportunities, particularly on English-language skills. They also require monitoring and evaluation to assess teaching performance and provide timely feedback.
3. Trainers require further training, professional support and financial support for expenses incurred during training. The trainers feel they are under-resourced and have little to no opportunity for professional advancement, which is impacting on both their skill-set and their morale.
4. This evaluation has not resulted in any data on the connection between teacher training and student learning outcomes. In order to assess the effectiveness of TFT on student outcomes, this should be considered as an inclusion in future evaluation.

APPENDIX A

DONORS

Appendix A - Donors

This evaluation is supported by the Department of Foreign Affairs and Trade's Australian NGO Cooperation Program.



KTF thanks the National Department of Education, PNG Education Institute and fourteen Provincial Departments of Education (Oro, Gulf, Milne Bay, Morobe, New Ireland, Simbu, Central, Sandaun, Enga, Southern Highlands, Hela and NCD and AROB) for their dedication, commitment and partnership.

A consortia of donors from PNG and Australia generously supported KTF's Teach for Tomorrow project:

