

DECEMBER 2021



Evaluation of the **Kokoda College** **FODE Program**



EQUITY ECONOMICS



KTF

About us

About Equity Economics

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Image source: Kokoda Track Foundation, ktf.ngo



Executive Summary

Introduction

Working in partnership with Papua New Guinea (PNG) communities for over a decade, the Kokoda Track Foundation (KTF) has delivered a range of education, health and other projects along and around the Kokoda Track and elsewhere in PNG. One aspect of KTF's Education Program is the Kokoda College Flexible Open and Distance Learning Education (FODE) Program. Based in Kou Kou Village, Oro Province, it trains around 180 students annually to upgrade their Grade 10, 11 and 12 studies.

The establishment of FODE at Kokoda College was in response to a recent national re-structure of the schooling system to a 3-6-6 model. This required the upgrading of teacher qualifications to a minimum Grade 12 level, and expanded teaching infrastructure at many schools across the country to accommodate grades 7 and 8¹. As many teachers and health care workers have not finished Grade 12 studies, many were at risk of losing their jobs due to limited opportunities to complete their schooling. Kokoda

College's provision of FODE enabled local teachers and health workers to continue working, thus preventing widespread job losses across vital industries in the region.

The purpose of this evaluation is to examine the impact and effectiveness of the Kokoda College FODE offering in creating and supporting pathways for people into formal, second-chance education opportunities and then onto tertiary training and careers in teaching and health work.

1. Goro, Jeremy (2021) Is Papua New Guinea ready to implement the new 1+6+6 basic education system? National Research Institute

Executive Summary

Methodology

The review was conducted through consultations with KTF staff and College students in November 2021 as well as analysing a range of literature and data provided by KTF.

The evaluation drew on the OECD's evaluation guidance on using and applying evaluation criteria. The OECD recommends six kinds of evaluation criteria – relevance, coherence, effectiveness, efficiency, impact and sustainability. These criteria can be viewed as a set of lenses to understand and analyse an intervention and as a basis for consultation².

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

Findings

The review found that students were very well supported to upgrade their studies through Kokoda College.

Over the past three years, on average, 81.7% of enrolled students completed a full academic year including the national exams. Women and students with disabilities felt included and empowered to study in a respectful and considerate environment. Support was given to students to travel from remote areas to

attend the College and boarding facilities enabled remote students to stay at the College to get the support required to learn and study effectively. The provision of tablets, lighting and energy was cited as being integral to being able to connect with the College remotely and access material easily. Students noted some deficiencies in the support provided by the College, namely the lack of sufficient teacher support, particularly in relation to maths. The charging of tablets was also cited as a problem that reduced effective and efficient learning practices.

This evaluation has found that the Kokoda College FODE program is highly relevant, coherent and high impact – these criteria score 4 out of 5 (refer table below). While it is also an effective and efficient program, challenges in terms of teaching time and power supply for the charging of tablets, reduce the effectiveness of the program's learning support structures. KTF should seek to clarify the intentions of students when they leave the College to confirm that their graduates are likely to go on to support the health and education needs of the local community and surrounds. While demand for the intervention is strong, sustainability would be strengthened by diversifying income sources to reduce reliance on donor support. Effectiveness, efficiency and sustainability score 3 out of 5.

| Criteria | Score (Out of 5) |
|----------------|-----------------------|
| Relevance | 4 |
| Coherence | 4 |
| Effectiveness | 3 |
| Efficiency | 3 |
| Impact | 4 |
| Sustainability | 3 |
| Total | 21 (out of 30) |

2. OECD 2021, Applying Evaluation Criteria Thoughtfully, OECD Paris

Executive Summary

From the information available, the program is highly relevant and fills a critical gap that addresses important workforce needs in critical sectors. Demonstrating effectiveness however, will require greater investment and resourcing of program measurement and evaluation. This will also help with identifying and attracting sustainable funding sources as donors look for demonstrated results and effectiveness.

Recommendations

This review makes seven recommendations to help support the Kokoda College meet its objectives in 2022 and beyond:

- 1. KTF should conduct a commencement survey** to capture student's intentions as they enter study and ensure courses are aligned to student goals. The entry survey will also allow an assessment of how student's goals and aspirations change over time at the College and provide a baseline for evaluation over time.
- 2. KTF should conduct a student leaving survey** to identify where students intend to go the following year, what they intend to study or where they may work. For those that fail to complete the academic year, it would be important to know why they have dropped out and what supports may have encouraged them to complete their studies. Individuals' commencement and leaving surveys could be compared to gain insights into how students perceptions of their futures change through their participation at the College.
- To gain insights into how the College supports students through their academic journey, it would be useful to **conduct cohort analysis over multiple years** to see the journey of a group that enters Grade 10 – do they all go on to Grade 11 and Grade 12? If not, why not and where do they go? Do men drop out more than women? Do the students envisage a different future for themselves and their communities after spending time at the College?
- Subject to available resources, **a follow up survey or "check-in" with graduates of the College at least 1-year after course completion** will provide further insight into program effectiveness, determining whether students have applied skills and retained or engaged in employment as a result of their College studies.
- The College should clarify expectations around teacher support** and if teachers are over-utilised, the College should consider providing additional learning support in the form of web-based tutorials or educational applications to support learning, particularly in relation to maths and science. Partnerships with the Kokoda High School could be further explored.
- Ongoing close consultation and relationship building with local district education officials as well as national department heads** will help ensure the College continues to meet the needs of local clinics and schools and continues to align itself with the frequent changes in national education policy. Continued relationship building with the local community and landowners remains important.
- To promote sustainability, **KTF should explore further through a separate review other funding models and options**, possibly drawing on the experience of private sector operators such as Ok Tedi Development Foundation or Oil Search Foundation.

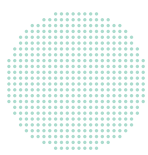
Without Kokoda College's FODE program, many teachers and health workers would have lost their jobs, and health and educational outcomes would have suffered. All interviewees in this review commented that they would have been very unlikely to upgrade their studies without the College. KTF has effectively modelled a FODE College that provides sufficient support to ensure upgraders are provided a genuine opportunity to continue their studies. Replicable and scalable, this model of FODE provision could be piloted by other donors interested in providing real second chance learning opportunities.

“ KTF has effectively modelled a FODE College that provides sufficient support to ensure upgraders are provided a genuine opportunity to continue their studies. Replicable and scalable, this model of FODE provision could be piloted by other donors interested in providing real second chance learning opportunities.”





Image source: Kokoda Track Foundation, ktf.ngo



Introduction

Working in partnership with Papua New Guinea (PNG) communities for over a decade, the Kokoda Track Foundation (KTF) has delivered a range of projects along and around the Kokoda Track and elsewhere in PNG. These programs have promoted better health, education, livelihoods and leadership opportunities for PNG communities in 17 of PNG's 22 Provinces. KTF's Education Program aims to improve access to education and student learning outcomes across remote and rural communities in Papua New Guinea (PNG).

One aspect of KTF's Education Program is the Kokoda College Flexible Open and Distance Learning Education (FODE) Program. Based in Kou Kou Village, Oro Province, it trains around 180 students annually to upgrade their Grade 10, 11 and 12 studies.

The purpose of this evaluation is to examine the impact and effectiveness of the Kokoda College FODE offering in creating and supporting pathways for people into formal, second-chance education opportunities and then onto tertiary training and careers in teaching and health work.

Education in PNG

While progress has been made towards achieving universal education, few students complete schooling to Grade 12. The mean years of schooling for males is 5.3 years and females 4 years and the literacy rate of adults aged 15 and over is 61.6%³. The number of adults aged 25 and older with at least some secondary education is only 12.5%⁴. There is a paucity of teachers nationwide, resulting in many out-of-school children as well as over-crowded classrooms; and existing teachers struggle to access support, upskilling and in-service opportunities.

3. UNDP Human Development Report Papua New Guinea 2020, <http://hdr.undp.org/en/countries/profiles/PNG>

4. Ibid.

Introduction

Delivering high-quality schooling across remote and rural PNG is a difficult process. PNG is highly diverse, with more than 850 languages spoken across the country. A harsh terrain presents immense challenges for the delivery of education, impacting the ability to circulate resources, deliver in-service and professional development opportunities, and provide supervision and monitoring for teachers who often find themselves isolated and with no support⁵.

In addition, various new policies and education reforms have provided some new challenges to the system⁶. Most pertinent to this review, the recent re-structure of the schooling system to a 3-6-6 model requires the upgrading of teacher qualifications to a minimum Grade 12 level, and expanded teaching infrastructure at many schools across the country to accommodate grades 7 and 8⁷. As many teachers and health care workers have not finished Grade 12 studies, they are at risk of losing their jobs due to limited pathways into upgrading. Many communities are at risk of losing their crucial teaching and healthcare personnel as a result of these changes unless opportunities for upgrading exist. These issues are compounded in remote and rural areas.

Flexible Open and Distance Learning Education (FODE)

Distance education has been ongoing in PNG since the College of External Studies was established in 1957, but in its most recent iteration, the curriculum-aligned PNG Flexible Open & Distance Learning (FODE) launched in March 2017 and was recently updated to reflect the latest 5 year FODE strategic plan (2020-2025)⁸.

FODE is designed to enable those who have had not continued in the formal education system to have access to a high school education and potentially sit their national school examinations to make them eligible for selection into higher learning institutions.

While conventional schools have face to face teaching and learning, FODE is usually provided through study materials and learning aids. At other FODE centres in PNG, the FODE acts as an administrative hub where a student can:

- Take a Pre-Enrolment Test (PET) or an exam;
- Enrol and collect assignments;
- Hand in workbooks or assignments for marking;
- Collect marked workbooks or assignments; and
- Get advice from your Provincial Coordinator, Assistant Coordinator and Supervisor.

Currently PNG FODE is one of the biggest education institutions in the country serving a total of 35,000 students, 22 registered study centres and 67 sub study centres across PNG⁹. Some of the challenges faced by FODEs around PNG include:

- Logistics of sending the printed study materials to districts and FODE centers around PNG is challenging given its geographic diversity and shortfalls in transport infrastructure, including air, land and sea options;
- Limited support from teachers makes it difficult for students, who may be still learning to study independently to teach themselves. Tablets and other technological device provided to support learning also comes with challenges including charging and technical knowledge on functionality;
- Limited community support with students struggling to find quiet space at home to study; and
- Limited vacancies at tertiary institutions.¹⁰

A review of FODE will be conducted by the National Department of Education (DoE) in 2022 to determine the future of the institution, and to consider making the institution a Division of its own within the DoE or becoming autonomous.¹¹

5. KTF 2019, KTF Formative Evaluation https://static1.squarespace.com/static/5bea4ca150a54fcc72890ee8/t/5bee65b86d2a73433f-377fd5/1542350274329/Formative+Evaluation_Kokoda+College_FINAL+REPORT.pdf

6. Walton, G., Davda, T., and Kanaparo, P., (2017). The challenges of providing free education in Papua New Guinea / devpolicy.org/publications/discussion_papers/DP61_Challenges-free-education-PNG.pdf

7. Goro, Jeremy (2021) Is Papua New Guinea ready to implement the new 1+6+6 basic education system? National Research Institute

8. <https://studyinpng.com/2020/06/png-fode-launches-five-year-2020-2025-strategic-plan/>⁹. <https://studyinpng.com/2020/06/png-fode-launches-five-year-2020-2025-strategic-plan/>

9. <https://studyinpng.com/2020/06/png-fode-launches-five-year-2020-2025-strategic-plan/>

10. <https://studyinpng.com/2020/07/all-districts-to-have-fode-centres/>

11. National Education Plan 2021-2029 <https://www.education.gov.pg/documents/nep-final-2021-2029.pdf>



Program overview

Kokoda College

KTF's Kokoda College project is a collection of several projects that are co-hosted and delivered at the College facility. This review focuses on the FODE element of the College. See Appendix A for the suite of other projects also delivered at the College.

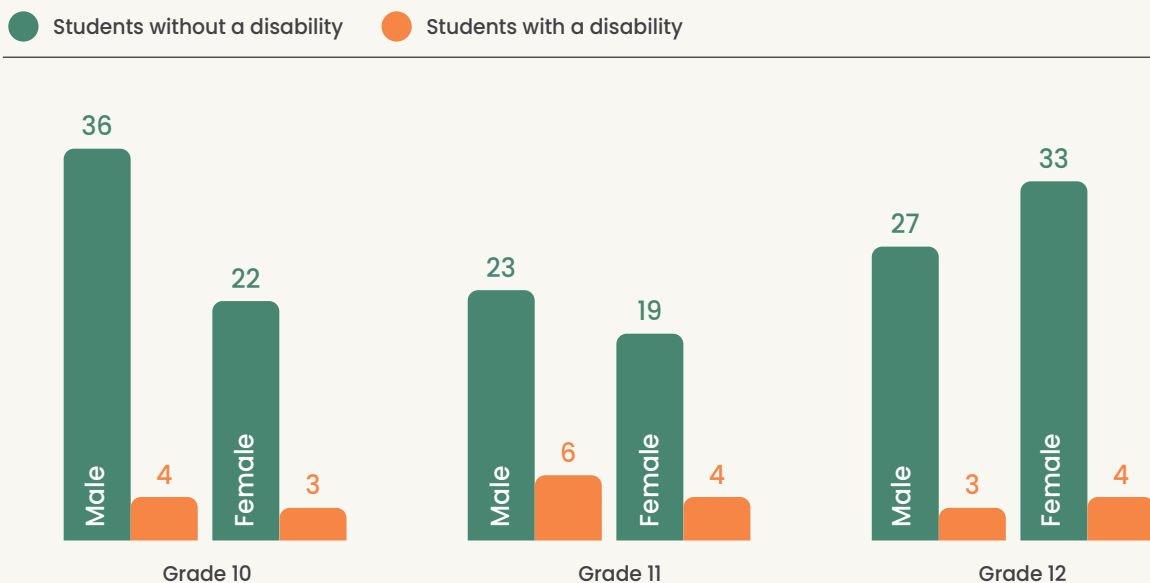
The FODE program was established at the Kokoda College in 2017 with a small pilot cohort of Western Province students. It began in response to the increase in minimum entry requirements for the new Certificate of Elementary Teaching. Based in Kou Kou Village, Oro Province, it trains around 180 students annually to undertake their studies with a view to becoming teachers and health workers.

Unlike other FODE models, the Kokoda College has 2 teachers to support students with 1-2 weeks of teaching per term (depending on COVID-19 requirements for social distancing). Students are provided with a tablet and can communicate with teachers via online platforms such as Facebook.

Other learning materials provided to the students include course materials and assignments. While tuition and materials are free, students are charged a deposit for the tablet. Students are provided boarding facilities, meals and safe transportation to and from the College free of charge (except for the 10 kina PMV fee where applicable).

Kokoda College students are selected based on interview, application and aptitude scores (conducted via the PET). The application process involves a student applying either directly through the College or to another FODE based at Popondetta. The student needs to bring identification, take an aptitude test and fill out some application forms about their interests to learn as well as meet with the College Principal.

Fig 1: Number of students enrolled in 2021. **Source:** KTF data provided by email, November 2021



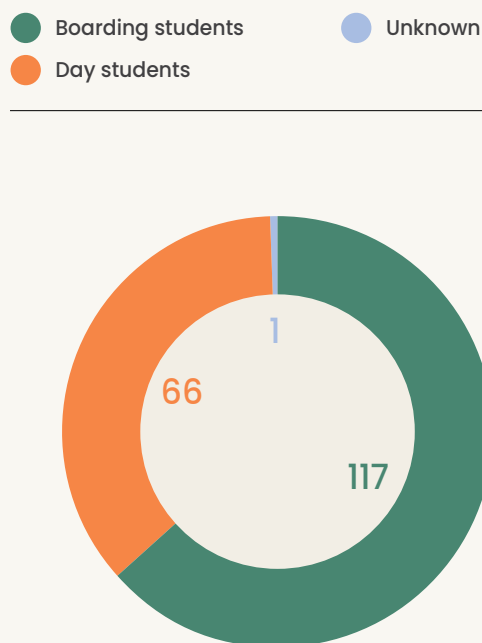
In addition to the interview and aptitude test, KTF uses two criteria to assess whether the student is suitable:

1. Student needs to have a desire to train as a teacher or health worker after they complete their FODE studies; and
2. Student must come from a community where they have a need for either teachers or health workers and have a strong intention to return to this community and work in the teaching or health profession.¹²

The College supports a wide range of students from varied backgrounds. In 2021, the College had an enrolment of 184 students with an average age of 28.9, with the oldest student 54 years of age and the youngest student 17 years of age. The majority were unmarried, with 65% identifying as single and 35% identifying as married. While most students had no children, 38% had at least one child, and of these 6% had five children or more. Of all enrolments in 2021, 99 were men and 85 were women. As shown in Fig. 1, the numbers of men and women students in 2021 vary in each grade, with the ratio of men to women highest in Grade 10 and lowest in Grade 12. On average around 10% of students identify as having some form of disability.

The majority of students board at the College, as shown in Fig 2.. Those that live in the local community, commute from home to attend sessions during the day. Those that board, in some cases, come from very remote distances and many commute vast distances sometimes at great peril and very much dependent on weather conditions. Safety is also a concern with much travel having to be supported by the local community to get students safely from one community to another.

Fig. 2. Number of boarding and day students
Source: KTF data provided by email, November 2021



28.9
years old

Average student age

54
years old

Oldest student

17
years old

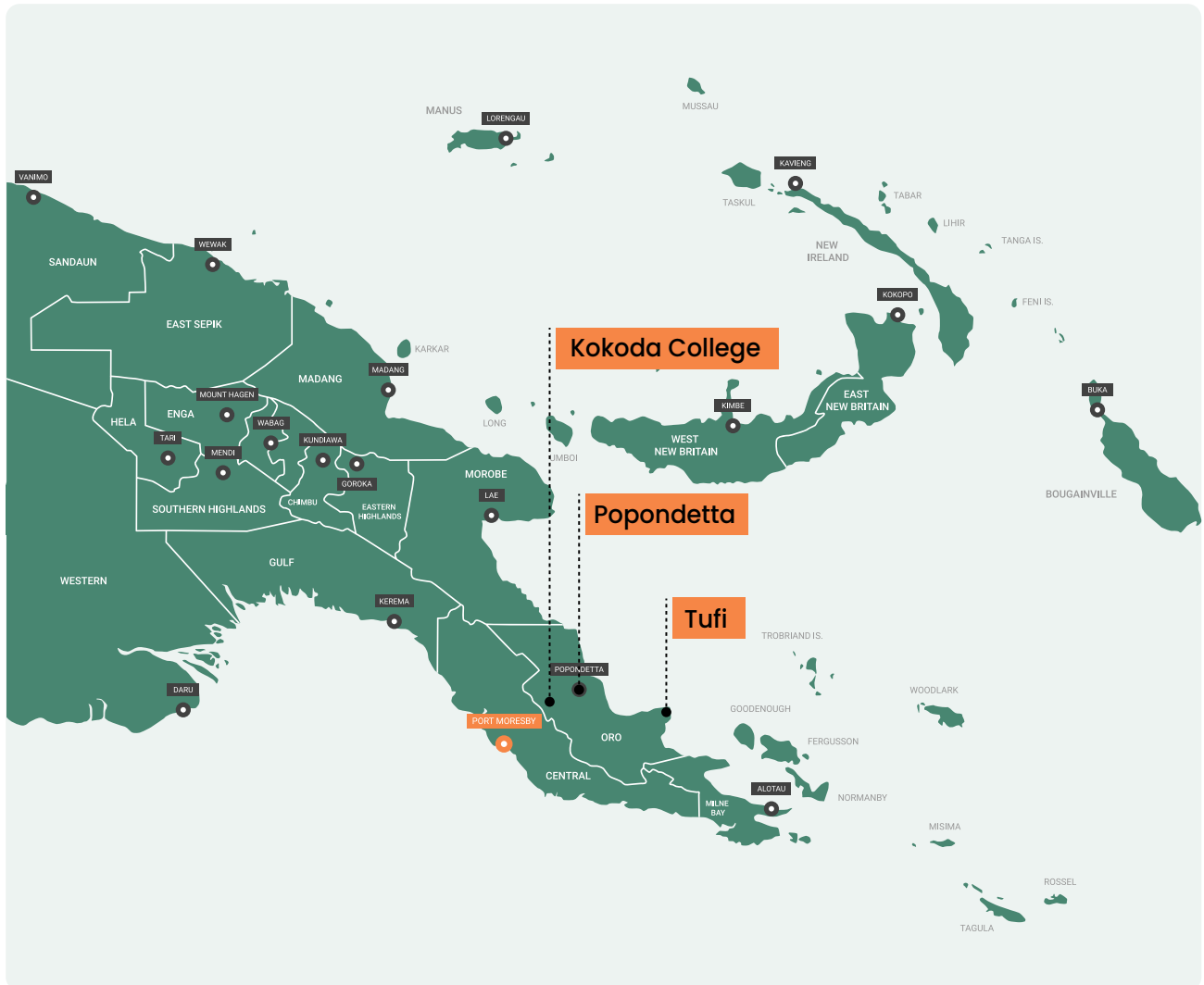
Youngest student

10%

Students identify as having a disability

¹² KTF 2019, KTF Formative Evaluation https://static1.squarespace.com/static/5bea4ca150a54fcc72890ee8/t/5bee65b86d2a73433f-377fd5/1542350274329/Formative+Evaluation_Kokoda+College_FINAL+REPORT.pdf

Program Overview



Location

The map above shows the location of Kokoda College and Popondetta, the next closest FODE centre. It also shows Tufi, one of the most remote communities from which students travel many hours to attend the College.

Program Overview

Objectives of Kokoda College

KTF's Education Program Theory of Change is provided in Appendix B and summarised in the table below.

| | |
|------------------|--|
| Theory of Change | High functioning and resourced, locally relevant, empowered education system which enables every rural elementary and primary aged child the opportunity to go to school. |
| | ED.1 Sufficient number of qualified and committed teachers engaged in rural schools on secure payroll. |
| | ED.2 Readiness and preparedness for formal schooling for early childhood aged children with local communities engaged and leading efforts to deliver early childhood education. |
| Outcomes | ED.3 All school-aged children have reliable access to high-quality education, year-round. |
| | ED.4 Access to formal and alternative schooling pathways across rural areas to maximise opportunities for all people to complete Grade 12. |
| | ED.5 Grade 12 school leavers are engaged in teacher training pathways across rural areas, providing a pipeline of teachers into the profession. |

The main objectives of Kokoda College are to:

- Attract and support good teachers and health-workers (via in-depth community-consultation, community-needs analysis, and selection);
- Develop the most effective teachers and health-workers possible;
- Ensure women and people with a disability are supported to pursue their education;
- Work with key partners (especially provincial government) to ensure that graduates enter the formal tertiary system.
- Develop a pipeline for students into second-chance education, putting them on pathways to gain entry into tertiary teaching and health studies
- Deliver high quality second chance secondary education for people who have been out of the formal schooling system for some time

For the purposes of this review, these objectives will be summarised as two high level points that speak to the College's objectives as well as KTF's overarching Education Program Theory of Change.

1. Support students from different locations, genders and abilities, to upgrade their studies in an inclusive way.
2. To ensure courses and pathways are locally relevant, aligned to existing PNG systems and meet the needs of the local community by filling gaps in local health clinics and schools.



Methodology

The evaluation was conducted based on a review of documents provided by KTF and through interviews with KTF staff and students. KTF provided the review with data on student numbers by gender, marital status and numbers of children, health/education pathway enrolments, numbers of students enrolled to sit exams, travel time and methods, numbers of boarders and day students. The review also had access to some longitudinal data to enable some year on year comparisons. The review also drew on literature on best-practice evaluation and web-based information on the PNG FODE system and broader educational system in PNG.

Consultations

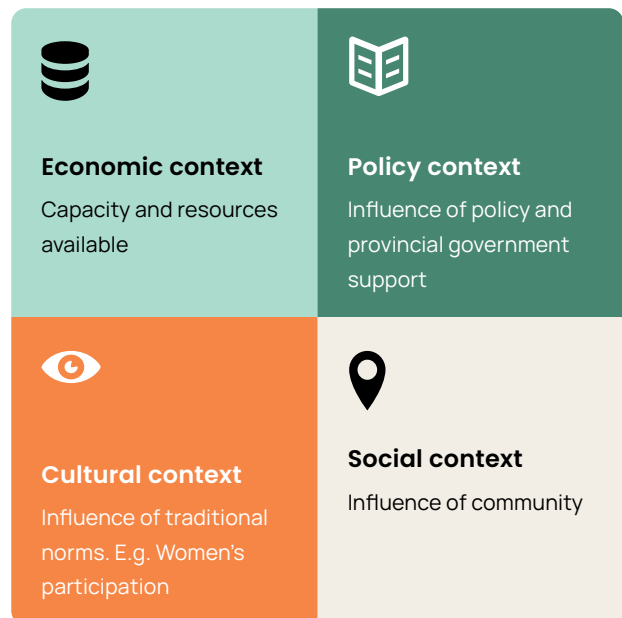
Consultations took place in November 2021 with PNG-based students and teachers and Australian-based coordinators of the College. The table below shows the KTF personnel consulted, their role, and gender. KTF also selected 8 students to be interviewed over Whatsapp/ mobile phone for the review, 4 from the Health Pathway, and 4 from the Education Pathway. Of the 8, 1 was from Grade 10, 2 from Grade 11 and 5 from Grade 12. Six were female and 2 were male. Two identified as having some form of disability.

| Name | Surname | Position | Gender |
|-----------|----------|----------------------|--------|
| Genevieve | Nelson | Founder and Director | F |
| Martha | Bently | Head of Education | F |
| John | Yandawai | Principal | M |
| Patricia | Diveni | College Support | F |

Evaluation Framework

The evaluation

The purpose of this evaluation is to examine the impact and effectiveness of the Kokoda College in creating and supporting pathways for people into formal, second-chance education opportunities and then onto tertiary training and careers in teaching and



health work. The evaluation took place with reference to the particular context of the Kokoda College, in particular its economic, policy, cultural and social context, as shown in the graphic below. This context helps situate the review in its broader operating environment.

The evaluation drew on the OECD's evaluation guidance on using and applying evaluation criteria. The OECD recommends six kinds of evaluation criteria – relevance, coherence, effectiveness, efficiency, impact and sustainability. These criteria can be viewed as a set of lenses to understand and analyse an intervention and as a basis for the consultation questions.¹³

13. OECD 2021, Applying Evaluation Criteria Thoughtfully, OECD Paris

Methodology

- **Relevance:** are the project's aims and objectives still relevant and important and are the project activities consistent with the aim of the project?
- **Effectiveness:** is the project achieving its intended objectives; what has happened as a result of the project?
- **Efficiency:** are the activities cost-efficient and do they deliver on intended outputs in a timely manner?
- **Impact:** what difference does the intervention make?
- **Coherence:** how well does the intervention fit?
- **Sustainability:** to what extent will the benefits of the project continue after the donor funding ceases? What are the recommendations for ongoing sustainability of the Kokoda College operations beyond 2024?

Consideration was given to whether these criteria should be weighted equally when evaluating the Kokoda College FODE program. Consultations highlighted that all six criteria were integral to the program and thus the review concluded that all six criteria should be weighted equally. Specific consultation questions are provided in Appendix C.

The criteria are scored using a scoring system designed by Equity Economics for evaluative purposes. The scoring criteria are provided in Appendix D.

Limitations

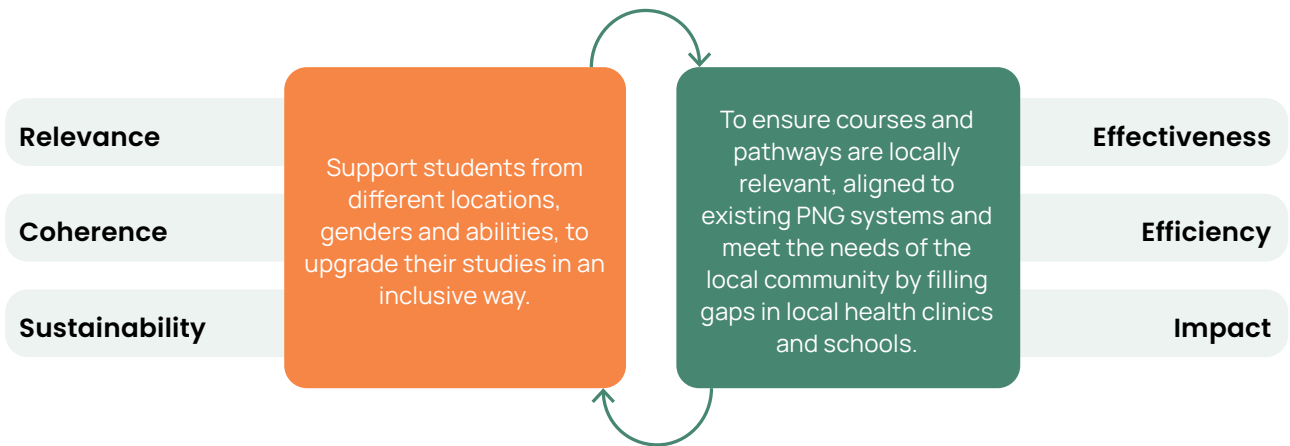
This evaluation report was limited by the inability to travel to PNG and undertake in-person consultations, given travel restrictions imposed by the advent of COVID-19. It would have been preferable to interview students, teachers and community members in person, onsite. It would also have been preferable to speak with local government and district representatives to ascertain the level of community and local government support enjoyed by the College and to garner views on any ways the College could improve its contribution to the local community and surrounds.

The review was limited by the availability of financial data. It is unable therefore to comment more specifically on the financial sustainability of the program. It also limits insights into the program's efficiency and value for money.

Finally, this review can provide suggestions for program improvement but more formal analysis and benchmarking of the program against other FODEs, for example, would require a more extensive evaluation.



Findings



The review considered Kokoda College’s high level objectives with regard to relevance, coherence, effectiveness, impact, efficiency and sustainability.

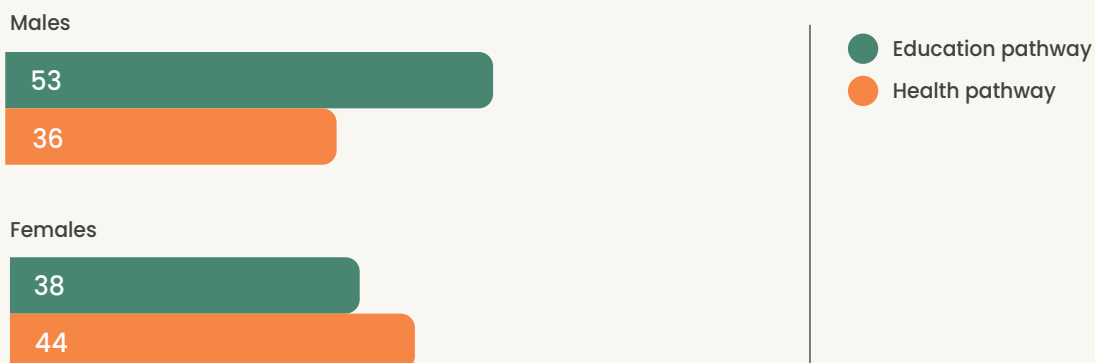
Relevance

The review considered whether the program’s objectives are relevant and important and whether the project activities are consistent with the aim of the program.

The College’s support for students is highly relevant. There is consistently high demand for positions at the College which is currently over-subscribed as COVID-19 social distancing requirements have reduced the number of students permitted to enrol. Interviews indicated the College was highly regarded as a place of supported learning.

The courses provided by the College are highly relevant as they enable students to upgrade their studies. As outlined earlier, due to changes in policy regarding the qualifications required by health workers and teachers, many practicing in these areas have been required to upgrade their studies to continue in their field of work. Furthermore, many students in the area did not complete their schooling through traditional community schools. The College provides the mechanism for the effective completion of studies with a view that many will go on to study and work in education and health in the local community and surrounds.

Fig 3. Number of students in health/education pathway **Source:** KTF data provided by email, November 2021



Findings

Fig. 3 shows that in 2021, 91 students (53 males and 38 females) were on the education pathway and 80 students (44 females and 36 males) were on the health pathway. Without the College, it is likely that many of the teachers and health workers of the local communities and surrounding remote regions would be unable to continue practicing and therefore rural and remote health clinics and schools would be lacking experienced staff and health and learning outcomes would decline as a result.

“I enrolled in the College as an upgrader. I was at home doing bits and pieces and I decided it was time for me to go back to school and basically I hated Maths! It gave me the opportunity to face these challenges, to face maths and in particular algebra. I did Year 12 this year. I went there to upgrade my mathematics.”

– Male student, 45

The College is also locally relevant by providing the opportunity for students from remote areas to access educational supports. In this regard, by situating itself within the rural area, the College helps support teachers and health workers to educate themselves locally and return to their villages with their skills. Students noted that the College was a great opportunity for the rural community.

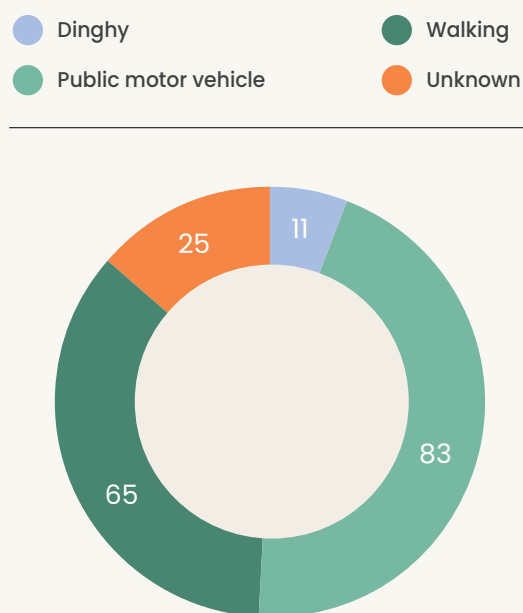
The college has come to the doorstep of the rural population. It’s a blessing to the province given the FODE itself provides services at low cost to the student.

– Kokoda College Student

Fig. 4 illustrates that many students travel using a variety of means to access the College, with Public Motor Vehicle (PMV) the most common mode of travel. Students travel vast distances often via dangerous

Fig 4. Students’ mode of travel

Source: KTF data provided by email, November 2021



routes affected by harsh weather and tribal conflict.¹⁴ Data on time taken to attend the College shows that several students, particularly those travelling from Tufi travel for over a day to access the College. One student walks for 7 hours to arrive at the College, many students travel 8-10 hours in a dinghy or a whole day in a PMV to access the College. The cessation of the trekking industry due to COVID-19 has made it more difficult for students to safely access the College as previously they would have joined a trekking group to ensure their safe travel into the College each term.¹⁵

Given the difficulties faced by many students accessing the College, consideration could be given to establishing satellite centres along the Kokoda Track or in other appropriate locations, to increase engagement of Kokoda Track communities to ensure that students can upgrade their studies and do so safely.¹⁶

14. KTF 2021, ANCP 2021-21ANCP Project Annual Performance Report 2020-21

15. Ibid.

16. Ibid.

Findings

The College is relevant to both men and women and people with disabilities, as illustrated by the enrolment of all kinds of students. Gender inclusion will be discussed further in the next section.

I came to the College in May 2019 as the nurse to take care of Kokoda College aid post. I then enrolled to do Grade 11 and I just finished Grade 12 this year. I'm considering studying medicine if my marks are good enough. I was jobless for 2 years and then someone mentioned this job and so I decided it would be good to study more. I like the tablets which make studying so easy. I also like how they planned our assessment periods. It's more like being in a conventional school. I am so thankful for the job opportunity and the education opportunity!

- Female student, 29

Coherence

The review considered how well the intervention fits and is compatible with other interventions in the country, or the sector.

At the time of this review, the courses offered by the College align with the formal tertiary system and efforts have been made to ensure that Grade 12 results are received early enough to enable students to enrol in tertiary courses for the following year. KTF recognises that supporting the government to create an efficient education system is the most effective and sustainable approach to delivering education services of an internationally accepted standard.¹⁷ KTF's Education Program seeks to align itself to the National Education Plan (NEP) 2020-2029 and be responsive to changes and reforms of the education system.

The program is also internally coherent such that there are synergies and interlinkages between the program and other interventions carried out by KTF. With KTF's strong focus on education through its other programs such as Teach for Tomorrow, Teach for Tomorrow II as well as its provision of health worker training through its Village Health Training program, Kokoda College FODE program is internally consistent across KTF's strategic priorities.

Relevance
score

4/5

Coherence
score

4/5

17. KTF 2019, KTF Formative Evaluation https://static1.squarespace.com/static/5bea4ca150a54fcc72890ee8/t/5bee65b86d2a73433f-377fd5/1542350274329/Formative+Evaluation_Kokoda+College_FINAL+REPORT.pdf

Findings

Effectiveness

The review considered whether the project is achieving its intended objectives and what has been achieved as a result of the project.

In order to look at the College's effectiveness in supporting students to upgrade their studies, this review considered the number of graduates and the proportion of graduates that successfully completed their studies and exams. In terms of the number of students that sat examinations, the chart below shows that numbers have increased for each Grade since 2019 except for Grade 10 when there was a dip in enrolments in 2020 and a resurgence in enrolments to nearly 2019 levels in 2021. These numbers build on total enrolments of students from 2017 when a pilot cohort began with a total of 38 students and 2018 with a total of 47 students.

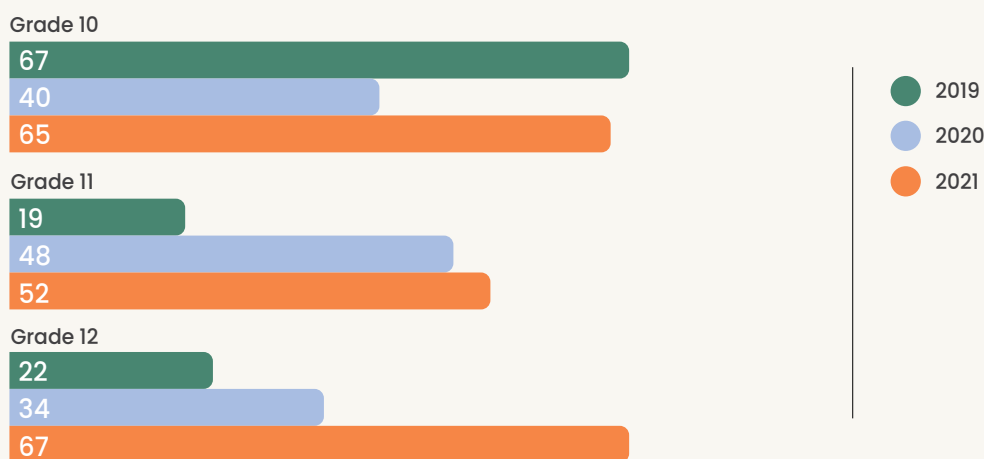
The proportion of students that successfully completed their studies and exams is very high. The review found that students were well supported to upgrade their studies through Kokoda College. Over the past three years, on average, 81.7% of enrolled students complete a full academic year - as shown in the table below.

| Year | % of enrolled students that completed their full academic year and national exam |
|-----------------------|--|
| 2021 | 82% |
| 2020 | 78% |
| 2019 | 85% |
| 3 year average | 81.7% |

Of the Grade 12 cohort in 2020, 34 out of 42 originally enrolled Grade 12 students (81%) completed a whole academic year in 2020. 99% of exams were passed across the cohort.¹⁸ Looking at results per student, 94% of students passed 100% of their exams. The 6% that failed one exam were given the opportunity to upgrade that subject area in 2021. All students who sat exams matriculated.

To compare the effectiveness of the College in supporting students to pass their PNG-wide standardised exams, it would be useful to compare the College against the pass rate at other FODEs in PNG. Unfortunately this data does not yet exist. On face value however, such high completion and pass rates from a cohort that did not complete regular schooling and potentially more challenged by learning difficulties, is significant.

Fig. 5. Number of students who sat examinations **Source:** KTF data provided by email, November 2021



18. KTF, 2020 Effectiveness Results, Kokoda Track Foundation

Findings

In terms of the teaching and support by staff, while most interviewees appreciated the support provided, it was noted that teaching support was not always available. Some queried whether the College needed more teachers. Teachers were reportedly unavailable or did not answer student phone calls. One student commented that the teacher simply wrote notes on the board and then left. It was also noted that frequent Principal turnover meant that the College lacked some consistency with relation to College policies. With reference to maths and sciences, several students said that it was difficult to get any support from teachers as they were not appropriately skilled in this area or not available. The interviewees also noted the errors and typos in the resources and queried whether some corrected versions could be provided on-site.

While Kokoda College provides significantly more support than the average FODE, the students felt that the teachers were not as available as they had expected. This could partly be explained by the impact of social distancing requirements around COVID-19 and the requirement for only one week's teaching support per term rather than two. This requirement reduced by half the teaching support provided to students.

In order to clarify students' expectations, the College needs to be more specific about what level of support students can expect from their teachers. Several students interviewed through this review felt that the teaching support did not meet their expectations. They saw the teachers there to teach them lessons rather than guide them through the course and steer their learning through the provision of materials. If resources and time do not permit the closer engagement of teachers at the College, then the College should be more clear with the students from the outset about what they can and can't do and where students can turn for help.

The College could also consider other options, for example, it could give further consideration to providing a guide to relevant online content. One

student interviewed spoke about how the discovery of websites such as Eddie Woo's online maths tutorials significantly increased his ability to do maths. It would be important to ensure that this content could be downloaded and accessed remotely. Downloading learning apps on to the tablets could be a way to reduce the amount of required data and could support the students to learn the course in a more supportive way. One interviewee noted the link with the high school mathematics department. The College could further explore developing these links. Finally, providing further support to the teachers through the provision of mentoring, professional development and in-service training, could ensure the College teachers are up to date with latest practice to learn how to support their students in the most effective way.

In terms of inclusivity, all student interviewees felt that women were effectively supported by the College, noting that it was a respectful and supportive environment where women were treated very well and had their voices heard.

Women's voices are heard. We are 100% respected.

– Kokoda College student (female).

Students cited the availability of separate charging points for men and women to ensure that both genders had equal access. Students noted that policies, rules and regulations were in place that supported women and ensured it was a safe place free of harassment or bullying. College Support Officer, Patricia Diveni's contribution to the supportive and respectful environment was also noted. Some concerns, however, were noted with regard to the safety of travel to the College from distant communities, as well as the location of bathing facilities. It is interesting to note that as shown in Figure 1. Number of students enrolled in 2021, there are proportionally more women undertaking Grade 12 than Grade 10. The collection of cohort data on when students start would help explain some of these findings.

Findings

The College has several students with disability. The percent of students with a disability was 6% in 2020 and 13% in 2021. KTF reports that this increase is likely the result of: (a) wide scale awareness conducted through Tok Saves and radio announcements that encourage students with disability to enrol; (b) campus logistics changes at the College to ensure all infrastructure is accessible; and © improved data collection and self-report of disability by students.¹⁹

With regard to people with disabilities, students reported that only one student had a recognisable disability and that they were well supported by the College. Many students identified as having some kind of disability but very few recognised disability in the students among themselves. This evaluation interviewed several persons with a disability and no student identified ways in which they lacked support from the College. Student interviewees also noted that the College's respectful environment also supported older students and students from different backgrounds.

Even if you are a chief you come here and you are equal – equal opportunity for female students and male students.

– Kokoda College student

Whether the College effectively ensures that courses and pathways meet the needs of the local community by filling gaps in local health clinics and schools, is harder to determine. KTF doesn't currently collect data on where students go after the completion of their Grade 12. To appropriately capture this information and also other feedback on students' experience at the College it is recommended the College undertake

a number of student surveys. These surveys would help provide insight into the degree to which students stay on their specified "pathway" and the likelihood that they will return to their communities to practice in their chosen fields.

- KTF should conduct an entry survey to capture student's intentions as they enter study to ensure courses are aligned to student goals and provide a baseline for evaluation over time.
- KTF should conduct a leaving survey to identify where students intend to go the following year, what they intend to study or where they may work.
- Cohort analysis over multiple years would help yield insights on the journey of a group that enters Grade 10 – do they all go on to Grade 11 and Grade 12? If not, why not?
- A follow up survey or "check-in" with graduates of the College at least 1-year after course completion will provide further insight into program effectiveness, determining whether students have applied skills and retained or engaged in employment as a result of their College studies.

Close community consultation by KTF on the perceived gaps in the health and education workforces would also help ensure that the College continues to meet the needs of the local and remote communities supported by the College. As the flow of graduates take up roles as teachers and health workers in their local community, it would be valuable to be in close consultation with these communities to ensure that the emerging graduates are meeting community needs.

**Effectiveness
score**

3/5

19. ANCP 2020–2021, ANCP Project Annual Performance Report 2020–21, Application: Kokoda Track Foundation

Findings

Impact

The review considered the extent the College has generated or is expected to generate significant positive or negative impact, intended or unintended. Impact addresses the ultimate significance and potentially transformative effects of the intervention, beyond the immediate results.

The broader impact can be seen by considering what may happen if Kokoda College did not offer FODE or upgrading opportunities. In all interviews, it was clear that without the College most of the participants would not have been able to continue their education in any other respect. They cited the distance and difficulty travelling to Popondetta (the nearest educational centre) was prohibitive.

Many students said that without Kokoda College, they would have been unlikely to upgrade and probably would have lost their jobs. Not one of the 8 interviewees were confident that they could have successfully upgraded their studies elsewhere. The impact of these job losses would not have only been felt by the individuals and their families but many communities throughout Oro Province and surrounds. Many schools would have lost teachers, many health centres would have lost nurses and community health workers. The impact would have been significant on the region's education and health outcomes.

If the College wasn't here I don't know what I would have done.

-Kokoda College Student

The broader impact of the program can also be considered through the influence on the lives of individuals. As highlighted by the views of the female student (aged 43) described below, the opportunity

for her to attend Kokoda College FODE transforms her life personally, giving her greater self-esteem and confidence, and also her community by her potential contribution to Tufi as a community health worker. Her dedication to her study, as demonstrated by the time and effort required to make the long, and at times, dangerous journey (due to the impacts of weather or due to the possibility of tribal violence) in addition to the impact on her family, highlights the importance she places on her own education and her future contribution to her family and community.

I first attended the College in 2018. I live at Tufi in Oro Province with my 7 children. It is a very isolated place. I normally travel by dinghy for 3-4 hours then travel to Popondetta, then get on a PMV to travel to Kokoda. It takes me more than a day to get to the College. My husband accompanies me part of the way because it can be dangerous. I am a Grade 10 leaver so I'm upgrading my Grade 11 and Grade 12. My hope is to study nursing in 2023 so I can work as a community health worker at the Tufi Health Centre. I want to be able to look after my family and my community.

- Female student, age 43

**Impact
score**

4/5

Efficiency

The review considered whether the activities are cost-efficient and whether they deliver on intended outputs in a timely manner. It is not possible to comment specifically on financial cost-effectiveness as the review did not analyse data on course costs and the operating costs associated with FODE at the College. Further examination on cost effectiveness would be required through a separate review.

In terms of resource efficiency, the major resources used at the College are:

- **Infrastructure:** including school and boarding facilities;
- **Staff:** including teachers and support officers; and
- **Educational resources:** including tablets and course material.

All students noted that the College was an appropriate place to study and the boarders appreciated and valued the facilities provided. As discussed above, teaching support was valued but it was thought that teachers were not as available as students expected. Patricia and other support staff were considered an asset to the College and their contribution, particularly Patricia's, was highly valued. The existence of the on-site aid post was regarded as a significant attribute to the College. School and boarding facilities were considered appropriate.

Students also valued the provision of access to solar lighting and energy through KTF's Light for Learning program which helps to ensure students have a well-lit place to study and are able to charge their tablet when they are continuing their studies at home.

The provision of tablets was prized by the students, however, it was noted by almost all interviewees that it was difficult to charge their tablets while at the College due to high-demand for charging points and the lack of power, reducing the efficacy of the tablet. Fig. 6 shows the different types of charging access ports used by students with the highest being "unknown" – possibly indicating students have

Fig. 6 Type of student access to charging port
Source: KTF data provided by email, November 2021



no reliable charge point – and the second highest response being "solar power". Interviewed students suggested the College acquire more solar power systems or printers such that resources could be printed and therefore available for study for the occasions when it was not possible to charge the tablets. 80% of schools in PNG do not have access to electricity²⁰ so while it is not unusual that these issues should emerge, it is important that tablets are used efficiently by giving the students more effective access to charging points.

The impact of COVID-19 on students and learning was experienced differently by different students. KTF used the College to provide COVID-19 awareness. According to its project outputs 2021-21, 184 students and 12 staff received ongoing COVID-19 awareness training and 18,400 people were reached with COVID-19 awareness messages from college students

20. UNICEF 2021, "A new normal for education in PNG" accessed online <https://www.unicef.org/png/stories/new-normal-education-papua-new-guinea>

Findings

on-delivery, and 184 tablets were uploaded with COVID-19 awareness materials.²¹ Some interviewees cited that COVID-19 impacted the timely delivery of their books. Interviewees noted that there were rules on the numbers of student in the College at any one time and these rules limited the amount of College contact and days on site. Some interviewees spoke about how the College was trying to support vaccination but many students were reluctant. KTF's Annual Performance Report 2021-21 notes that due to travel restrictions and the resulting impact on the trekking industry, COVID-19 reduced the participation rates of students living along the Kokoda track. COVID-19 has reduced the efficiency of the program with the facilities not able to be used to their full capacity. More students could enrol if social distancing rules were not in place.

**Efficiency
score**

3/5

Sustainability

The review considered whether the benefits will last and the extent to which benefits of the intervention continue or are likely to continue. The review also considered the ongoing sustainability of the Kokoda College operations beyond 2024 in terms of ongoing donor funding and other funding options.

The College currently relies on donor funding and is unlikely to become self-sustaining in the short to medium term as students are not required to pay fees. Small steps towards sustainability have been undertaken by the College, however, in recent years. The College is currently working toward supporting the PNG-based administration to be more independent of the Australian office by providing the staff with financial management training to promote greater financial responsibility and support the College's ability to manage tablet deposits and other fees in the future.

Another way in which the College has sought to be more self-sustaining is through establishing high-quality facilities that reduce costs long term such as through the establishment of several solar power panels. The College has also considered encouraging the use of gardens by the students to reduce the costs of food. Tourism associated with Kokoda Track trekking provides income to the region and it is feasible that students could contribute some portion toward the cost of their learning (board, food, etc) in the medium term when trekking resumes.

Other funding options that could be considered in the longer term include government funding, and private sector contributions. PNG Government funding is an option to pursue as the PNG Government supports FODE elsewhere. The KTF version of FODE however, is much more supportive and hence more resource-intensive therefore may still require additional donor support to fund the facilities and supports provided by KTF such as teacher salaries, boarding houses and tablets. KTF should consider exploring how private sector FODEs operate to see if there are other types of funding models worth considering. The Ok Tedi Development Fund, for example, supports nine FODE centres operating in Western Province. Oil Search Foundation also has experiencing in the operation of FODEs in PNG.

Assuming financial support for the College is ongoing and available to KTF, the sustainability of the College looks strong from the demand side. Interest in the College and demand for College places is very high and will likely continue. Even when local teachers and health workers have sufficiently upgraded their studies in response to policy changes, there will likely be very high demand from other students who have been unable to successfully finish their studies at regular schools. This is because the "drop-out rate" from schools continues to be very high, particularly in the region. It is estimated that only 65.4% of Papua New Guineans enter Grade 9 and only 58.3% continue into Grade 11.²²

21. ANCP 2020-2021, ANCP Project Annual Performance Report 2020-21, Application: Kokoda Track Foundation

22. PNG Government, 2021, National Education Plan 2020-2029

Findings

Two additional issues emerge when sustainability is taken into consideration. One is relations with the local community. While some interviewees spoke about the pleasant relations the College enjoyed with the local community, several students suggested that relations with the Kokoda Community were not at all times harmonious. They queried why the community did not appreciate the value provided by the College to their region. Some noted that the community worried the travel of remote students into the community could increase the incidence of COVID-19. While the College has implemented many activities to increase vaccination rates and provide information about COVID-19 prevention, the continued movement of students in and out of the College still poses a risk to the local community. Relationships with landowners often pose challenges and enduring good relations with the local community groups is a key priority to ensure the ongoing viability of the College.

The second issue is the place of the College within the broader context of PNG's education sector. The paucity of positions at tertiary institutions in PNG reduces the demand for students to complete their Grade 12 studies. Without more tertiary positions, there will never be sufficient incentive for students to continue their studies. The College has been, and will continue to be responsive to policy changes in the sector. A review of the FODE sector in 2022 by the DoE could provide opportunities or challenges to the operations of the College going forward. It will be important to maintain good relations with local and national education authorities to ensure the provision of FODE at the College meets PNG education requirements.

**Sustainability
score**

3/5

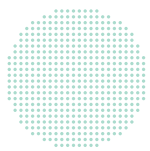
Summary of criteria scores

This evaluation has found that the Kokoda College FODE program is highly relevant, coherent and high impact – these 3 criteria score 4 out of 5. While it is also an effective and efficient program, challenges such as securing effective teachers and sufficient power supply for the charging of tablets, reduce the effectiveness of the program's learning support structures. KTF should seek to clarify the intentions of students when they leave the College to confirm that their graduates remain focused on supporting the health and education needs of the local community and surrounds. While demand for the intervention is strong, sustainability would be strengthened by diversifying income sources to reduce reliance on donor support. Effectiveness, efficiency and sustainability all score 3 out of 5.

| Criteria | Score (Out of 5) |
|----------------|-----------------------|
| Relevance | 4 |
| Coherence | 4 |
| Effectiveness | 3 |
| Efficiency | 3 |
| Impact | 4 |
| Sustainability | 3 |
| Total | 21 (out of 30) |



Image source: Kokoda Track Foundation, ktf.ngo



Conclusions and Recommendations

Drawing on KTF's overarching Education Sector Theory of Change and its stated program objectives, this review evaluated the way in which the College meets its key objectives, defined as:

1. Support students from different locations, genders and abilities, to upgrade their studies in an inclusive way.
2. To ensure courses and pathways are locally relevant, aligned to existing PNG systems and meet the needs of the local community by filling gaps in local health clinics and schools.

The review found that students were well supported to upgrade their studies through Kokoda College. Over the past three years, on average, 81.7% of enrolled students completed a full academic year including the national exams.

Women and students with disabilities felt included and empowered to study in a respectful and considerate environment. Support was given to students to travel from remote areas to attend the College and boarding facilities enabled remote students to stay at the

College to get the support required to learn and study effectively. The provision of tablets, lighting and power was cited as being integral to connecting with the College remotely and access learning material easily.

Students noted some deficiencies in the support provided by the College, namely the lack of sufficient teacher support, particularly in relation to maths. The charging of tablets was also cited as a problem that reduced effective and efficient learning practices.

From the information available, the program is highly relevant and fills a critical gap that addresses important workforce needs in critical sectors. Demonstrating effectiveness however, will require greater investment and resourcing of program measurement and evaluation. This will also help with identifying and attracting sustainable funding sources as donors look for demonstrated results and effectiveness.

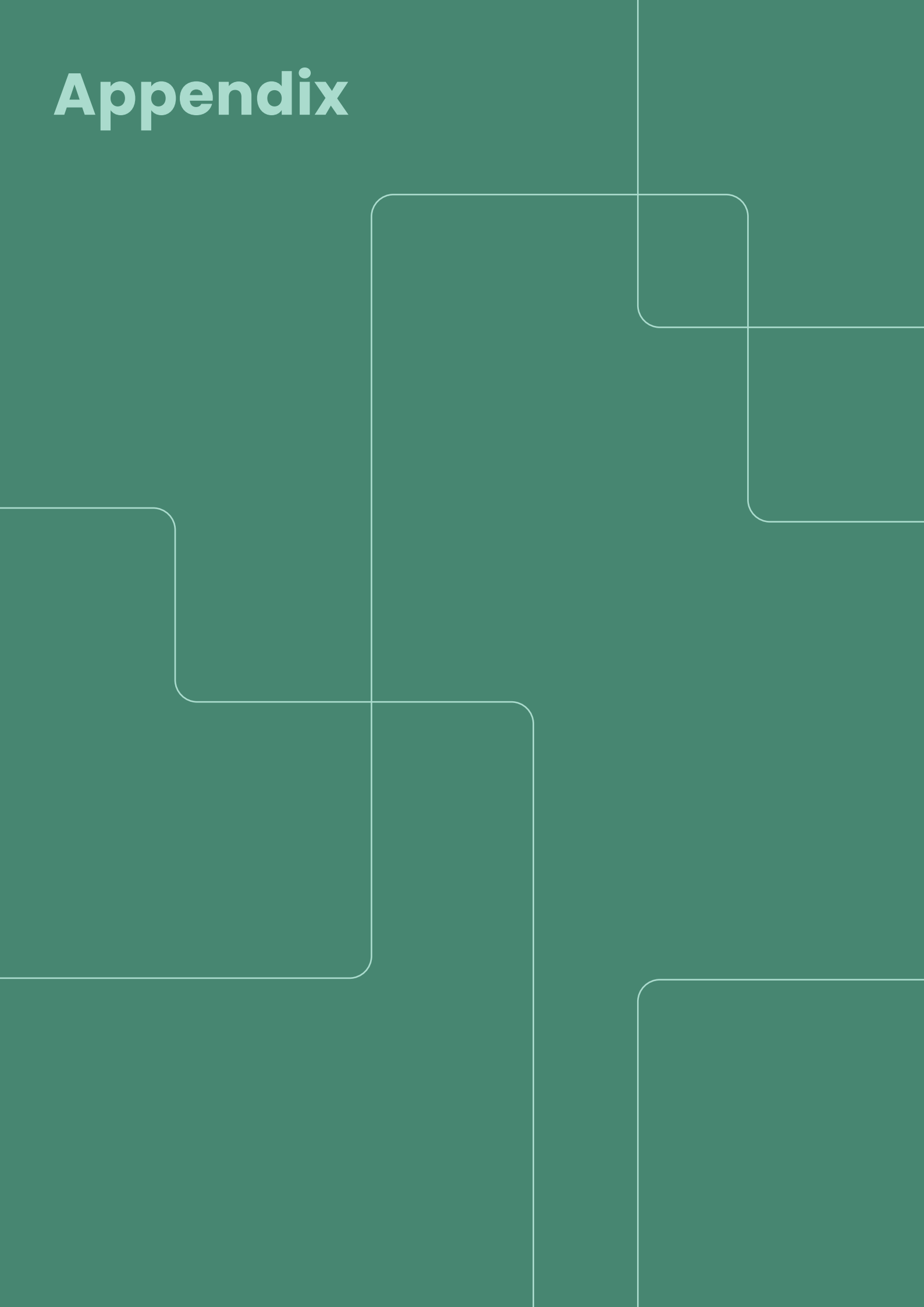
Recommendations

This review makes seven recommendations to help support the Kokoda College meet its objectives in 2022 and beyond:

1. KTF should conduct an entry survey to capture student's intentions as they enter study and ensure courses are aligned to student goals. The entry survey will also allow an assessment of how student's goals and aspirations change over time at the College and provide a baseline for evaluation over time.
2. KTF should conduct a student leaving survey to identify where students intend to go the following year, what they intend to study or where they may work. For those that fail to complete the academic year, it would be important to know why they have dropped out and what supports may have encouraged them to complete their studies. Individuals' commencement and leaving surveys could be compared to gain insights into how students perceptions of their futures change through their participation at the College.
3. To gain insights into how the College supports students through their academic journey, it would be useful to conduct cohort analysis over multiple years to see the journey of a group that enters Grade 10 – do they all go on to Grade 11 and Grade 12? If not, why not and where do they go? Do men drop out more than women? Do the students envisage a different future for themselves and their communities after spending time at the College?
4. Subject to available resources, a follow up survey or "check-in" with graduates of the College at least 1-year after course completion will provide further insight into program effectiveness, determining whether students have applied skills and retained or engaged in employment as a result of their College studies.
5. The College should clarify expectations around teacher support and if teachers are over-utilised, the College should consider providing additional learning support in the form of web-based tutorials or educational applications to support learning, particularly in relation to maths and science. Partnerships with the Kokoda High School could be further explored.
6. Ongoing close consultation and relationship building with local district education officials as well as national department heads will help ensure the College continues to meet the needs of local clinics and schools and continues to align itself with the frequent changes in national education policy. Continued relationship building with the local community and landowners remains important.
7. To promote sustainability, KTF should explore further through a separate review other funding models and options, possibly drawing on the experience of private sector operators such as Ok Tedi Development Foundation or Oil Search Foundation.

Without Kokoda College's FODE program, many teachers and health workers would have lost their jobs, and health and educational outcomes would have suffered. All interviewees in this review commented that they would have been very unlikely to upgrade their studies without the College. KTF has effectively modelled a FODE College that provides sufficient support to ensure upgraders are provided a genuine opportunity to continue their studies. Replicable and scalable, this model of FODE provision could be piloted by other donors interested in providing real second chance learning opportunities.

Appendix



Appendix A: Suite of Offerings at Kokoda College

- **Flexible Open Distance Education** – preparing a cohort of Grade 10 high school leavers with commitments to the teaching and health work professions to undertake their matriculation studies and gain entry to tertiary studies in teaching and/or health work. An important part of this project is to foster pathways into teaching and health careers and ensure students are supported to continue these pathways.
- **Teach for Tomorrow** – completion of the mixed-mode, multi-grade, pre-service Certificate of Elementary Teaching for elementary teachers from Oro and Central Provinces. Partnering with the National and Provincial Departments of Education and PNG Education Institute to complete the “old-system” of training elementary teachers across PNG as we prepare to collectively transition to the new system of elementary teacher training.
- **Teach for Tomorrow II** – in-service, professional development training and support for existing cohort of elementary teachers in Oro Province. The project improves the skills, knowledge, confidence and morale of elementary teachers in remote and rural areas who previously have had no access to professional development an in-service.
- **Eye See PNG** – in-service, professional development course for Community Health Workers in eye care and eye health. The training gives the health workers the knowledge and specialized skills needed to detect and diagnose various eye issues including refractive error, stigmatism, myopia, cataracts, and eye disease and identify referral pathways for treatment and correction including KTF’s Sight for PNG project.
- **Village Health Training** – First aid and Village Health training delivered to surround communities to improve first aid understanding and skills and empower them to become first responders in remote locations.
- **Teachers College** – Once accreditation is secured, the Kokoda College will offer the new 12- month Certificate of Elementary Teaching and existing 24-month Diploma of Primary Teaching at the Kokoda College facility, training a new cohort of elementary and primary teachers for PNG.
- **Community Health Worker Training School** – Once accreditation is secured, the Kokoda College will offer the 24-month Diploma of Community Health Work at the Kokoda College facility, training a new cohort of health workers for PNG.

Appendix B:

KTF Education Program

Theory of Change

| | | | | | |
|------------------------------|---|--|--|---|--|
| Impact | High functioning and resourced, locally relevant, empowered education system which enables every rural elementary and primary aged child the opportunity to go to school. | | | | |
| Outcomes | ED.1 Sufficient number of qualified and committed teachers engaged in rural schools on secure payroll. | ED.2 Readiness and preparedness for formal schooling for early childhood aged children with local communities engaged and leading efforts to deliver early childhood education. | ED.3 All school-aged children have reliable access to high-quality education, year-round. | ED.4 Access to formal and alternative schooling pathways across rural areas to maximise opportunities for all people to complete Grade 12. | ED.5 Grade 12 school leavers are engaged in teacher training pathways across rural areas, providing a pipeline of teachers into the profession. |
| Intermediate Outcomes | <ul style="list-style-type: none"> Rural primary schools attach and operate early childhood centres, supporting children aged 4 and 5 to attend formal school. Primary and high schools, and FODE Centres, deliver Standards Based Curriculum under the restructured 3-6-6 schooling, and are resourced to do so. Elementary and primary teachers in rural areas are supported to meet their minimum qualification requirements to remain in the profession. Elementary teachers are supported to re-train as primary teachers or early childhood educators under the new 3-6-6 structure of education. Provincial trainers deliver ongoing, quality professional development to teachers, supporting their skills development and commitment to the profession. Teacher training and delivery of schooling is locally relevant, building on local knowledge, authority and expertise. Schools, teachers and students have access to infrastructure, resources, technology and power for sustainable and high-quality teaching and learning. | | | | |
| Outputs | <ul style="list-style-type: none"> Increased number of early childhood teachers in pre-service, in-service or informal ECE training. Increased number of schools piloting ECE add-on classrooms and class trials for 4 and 5 year olds Increased number of schools receiving regular, quality resources and teacher salaries for reliable teaching and learning. Increased number of students enrolled in second-chance FODE education pathways. Increased number of FODE graduates on pathways to train as teachers. Increased number of teachers upgrading their qualifications via FODE second chance education pathways. Increased number of elementary teachers re-training as primary teachers. Increased number of teachers receiving regular professional development and mentoring support. Increased number of teachers, students and schools with access to solar power and associated technology and other resourcing for teaching and learning. | | | | |
| Inputs | KTF Colleges: Kokoda, Balimo, MKA, Morehead, St Gabriel's Early Years Kokoda Schools & Subsidies Project | | Balimo Schools Project Teach for Tomorrow II Balimo Teachers College Light for Learning | | |

Appendix C:

Consultation Questions

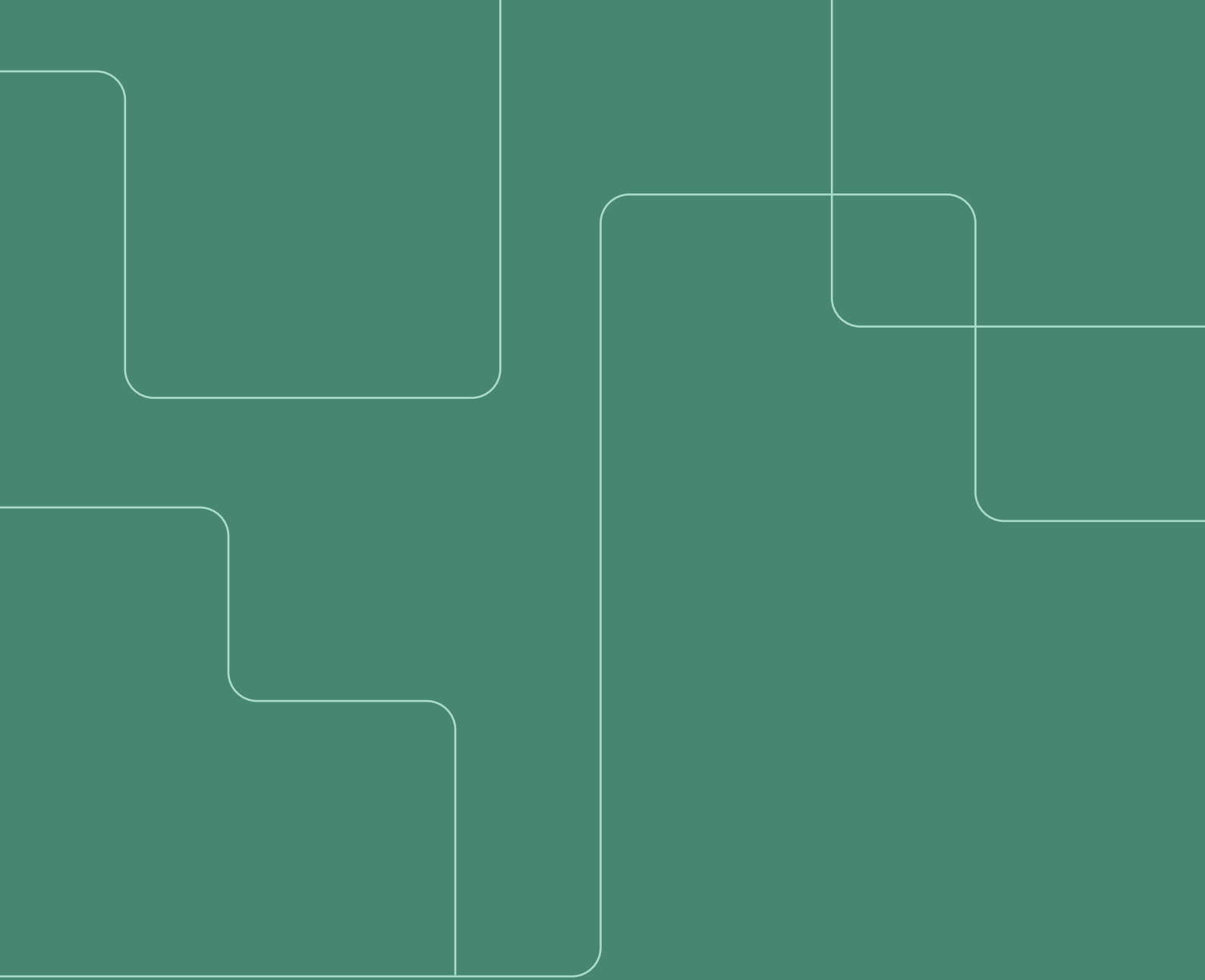
(Broad consultation questions to guide the student interviews).

- What are some of the strengths of the Kokoda College?
- What are some of the challenges faced by the Kokoda College?
- Do you have views or approaches on how some of these challenges can be overcome? What could be improved?
- What is the impact of the College for the students? Where do they go after their studies?
- What is the impact of the College for the local and broader community?
- What would be the impact for the students and community if the College were to cease? What alternatives exist?
- What is the impact of the College on women and how does the College encourage women's participation?
- What is the impact of the College on people with disabilities and how does the College encourage the participation of people with disabilities?
- Are there any unanticipated or unexpected impacts on the students from the College? on the community?
- What is the impact of COVID-19 on your experience of the College?

Appendix D:

Scoring of criteria

| Score (out of 5) | 1 | 2 | 3 | 4 | 5 |
|-----------------------|--|--|---|--|--|
| Relevance | The project's aims and objectives are not relevant or important and not consistent with the aims of the project. | The project's aims and objectives are only slightly relevant and slightly consistent with the aims of the project. | The project's aims and objectives are relevant and consistent with the aims of the project. | The project's aims and objectives are very relevant, important and very consistent with the aims of the project. | The project's aims and objectives are highly relevant and highly important and completely consistent with the aims of the project. |
| Effectiveness | The project has not achieved its intended objectives. | The project has fallen short of achieving its intended objectives. | The project has gone a long way toward achieving its intended objectives. | The project has achieved its intended objectives. | The project has thoroughly achieved its intended objectives. |
| Efficiency | The activities are not cost-efficient and they do not deliver on intended outputs in a timely manner | The activities are only slightly cost efficient and only slightly deliver on intended outputs in a timely manner. | The activities are reasonably cost-efficient and they deliver on intended outputs in a mostly timely manner. | The activities are cost-efficient and they deliver on intended outputs in a timely manner. | The activities are extremely cost-efficient and they deliver on intended outputs in a timely manner. |
| Impact | The intervention generates broader negative impacts. | The intervention generates slightly negative impacts. | The intervention generates moderately positive impacts. | The intervention generates positive impacts. | The intervention generates extremely positive impacts on a broad and transformative scale. |
| Coherence | The intervention does not fit and is not consistent internally or externally. | The intervention only slightly fits and is only slightly consistent internally or externally. | The intervention mostly fits and is mostly consistent internally and externally. | The intervention fits and is consistent internally and externally. | The intervention fits and is extremely consistent internally and externally . |
| Sustainability | The project is not sustainable and funding sources are very limited. | The project is not very sustainable and funding is difficult. | The project is sustainable and funding is available but donor funding is still the major source of total funding. | The project is -sustainable but relies on some donor support. | The project is entirely self-sustaining. |



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