

# Final evaluation report

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## Executive summary

This report presents the findings from our evaluation of Equal Playing Field's (EPF) work in schools in Port Moresby, Papua New Guinea (PNG). The research was commissioned by EPF as part of its monitoring and evaluation program. EPF began delivering their EPF4S (Equal Playing Field for Schools) program in 2015 and the evaluation commenced in mid 2016.

EPF works on the prevention of violence against women and children. Key activities include the implementation of prevention of violence against women programming to primary school children in Port Moresby. Over the past two years Equal Playing Field has trained over 90 volunteer facilitators, who have worked with over 3000 young people and 80 teachers at ten primary schools in Port Moresby.

Dr Ceridwen Spark and Lauren Siegmann from RMIT University, and Dr Dora Kuir Ayius (Lecturer, Social Work, UPNG) conducted the research. Data collection took place in Port Moresby in September 2016 and May 2017. Junior Muke from EPF provided support to the evaluation team.

The data was analysed according to the Gender At Work Framework. Categorising the data in this way allows insight into four quadrants: women's and men's consciousness; informal cultural norms and exclusionary practices; women's access to resources and: formal institutions, laws and policies. This accounts for the need to address both individual and systemic change. In this report, we assess the EPF program in relation to impact, effectiveness and relevance, giving due consideration to the views of students, teachers, volunteers and staff.

Using the gender at work analysis, we found that EPF is more effective at contributing to changes in informal norms that contribute to gender equality. When the program is considered in the context of a range of more formal and structural violence against women programming that is occurring in PNG, we consider that EPF plays a valuable role in contributing to informal changes that contribute to the prevention of violence against women.

Providing insight into the experiences of those who take part in the EPF program, the report makes recommendations to support EPF to develop their positive contribution to the advancement of gender equity in Port Moresby and PNG.

# Background

## Equal Playing Field in Papua New Guinea

Equal Playing Field (EPF) is an organisation based in Papua New Guinea. EPF works on the prevention of violence against women and children. Key activities include the implementation of prevention of violence against women programming to primary school children in Port Moresby. EPF's key programming activities are informed by the 'Respectful Relationships' model. Respectful Relationships is a school-based programming model that aims to contribute to a reduction of gender-based violence through promoting respectful behaviour and gender equity principles among young people. At the time of writing, there were three key components to the delivery of the EPF programs in schools:

1. The EPF4S program, which consists of an eight-week curriculum that is delivered to year seven students by volunteers who are trained by the EPF staff.
2. The Dolphins for Change, School Action Groups. This program is intended to run in schools post EPF4S. To support this, EPF staff and volunteers work with a smaller number of students who continue to develop and implement activities in the school that focus on gender equality and preventing gender-based violence.
3. Provision of training to teachers so that they can implement the EPF4S curriculum.

Over the past two years Equal Playing Field has trained over 90 volunteer facilitators, who have worked with over 3000 young people and 80 teachers at ten primary schools in Port Moresby.

Since this evaluation began in 2016, Equal Playing Field has expanded operations – having started implementing its program in primary schools in Bougainville and more recently, begun respectful relationships programming in Universities in Port Moresby and a pilot program of the EPF4S program in the Solomon Islands. Both these activities are outside the scope of this evaluation, which focuses exclusively on the delivery of respectful relationships programming in primary schools in Port Moresby.

## History of Equal Playing Field

Equal Playing Field was founded by Adam Everill (former CEO and current board member) and Jacqui Joseph (current CEO). Adam and Jacqui met at the Global Changemakers Asia Youth Summit in 2011. At the time, Adam (an Australian national) had an interest in the relationship between HIV and STI prevalence and violence, with a particular focus on PNG, and Jacqui (a PNG national) was working to support literacy development among young people in PNG.

The program was founded in 2012 as 'Rugby League Against Violence' and was initially a sport for development program. At this stage, the program design included the provision of funds to local sporting clubs and training for local football club members on matters relating to violence against women and children and gender equity.

Initial fundraising was small, piecemeal, and event-oriented. The program enjoyed great success raising small amounts of funds through concerts and sporting events (including the 'Celebrity Swim for PNG' event) and was successful in securing small change-making grants.

After a significant amount of time had been invested in piloting a sport for development model and concomitant consultation with a range of stakeholders in Port Moresby, the program underwent a period of redesign. This redesign was largely informal and built upon opportunistic partnerships with Australian practitioners in social services. At this time the scope of programming transformed to school-based interventions modelled on 'Respectful Relationships' programming. These programs intended to contribute to a reduction of intimate partner violence through the delivery of school-based educational activities on matters relating to gender equity and healthy relationships. This new model involved an eight-week training module designed to be implemented in primary schools in Port Moresby.

The newly designed program was piloted in Australia in 2014 through support from the British High Commission in Port Moresby. The first iteration of the PNG program was implemented among 270 students at Waigani Primary School in 2015. At this time the program changed its name from Rugby League Against Violence to Equal Playing Field.

Currently, the EPF4S program focuses on working with year seven students, linking participants, teachers, volunteers and Equal Playing Field staff. The program received funding from Australian Department of Foreign Affairs and Trade (DFAT) in May 2015. At this time EPF began a formal relationship with Plan International Australia. PLAN auspice the DFAT funds and provide technical support including in relation to program development.

### **Theory of change**

A theory of change was developed by staff at Plan International Australia in 2015 (see Appendix One for the theory of change).

In this theory of change, the overall goal of the Equal Playing Field program is to contribute to '*less gender-based violence and violence against women in PNG*'.

Because the program was new at the time of the development of the theory of change, many of the foundational activities focused on establishing operations, including setting up an office, employing staff, training volunteers and developing program documents.

The theory of change identified four key activity streams:

#### **1. School-based respectful relationships program**

It is expected that students who undertake the eight-week program will interact with volunteer facilitators who role model respectful behaviour and who promote messages about gender equity. As a result of their engagement in the program, students will have a greater understanding of matters relating to gender equity, respectful relationships, and human rights. They will also develop knowledge about and access to support networks (although the details of these networks are not identified in the theory of change).

The December 2016 review we conducted of pre and post surveys for students identifies the following expected changes for students:

- Improved awareness of and understanding of interpersonal violence and its consequences
- Improved capacity for negotiation and communication
- Improved attitudes to gender norms and matters relating to violence against women and girls

#### **2. Support and training to volunteer facilitators**

The theory of change indicates that volunteer facilitators who undertake training through the EPF program should have increased knowledge, skills, and confidence, and increased relationships with other like-minded people. It is expected that much of the learning will be reflective, with volunteers sharing personal experiences of matters relating to gender equity and violence against women and children. The theory of change does not specify what changes in skills and knowledge are expected as a result of participation.

#### **3. Teacher training**

The theory indicates that the EPF program will provide training and material resources to teachers so that they have the skills to implement the respectful relationships programming with the support of EPF staff and volunteers. The theory of change does not describe what kinds of knowledge and skills are needed to implement the school-based programming. Conversations with the program team indicated that this stream of the theory of change is behind schedule. Because of this, the majority of the present evaluative inquiry will focus on the changes for volunteers and students as well as an assessment of the potential relevance, effectiveness, and sustainability of the program.

#### **4. Creating evidence**

The last component of the theory of change centres around the need to synthesise, interpret, and disseminate learnings from the program. The program intends to share evidence with local stakeholders in Port Moresby (although these stakeholders are not specified). This too appears to be behind schedule. Consequently, the evaluation will not test this stream of the theory of change in

regards to promoting and disseminating evidence to stakeholders. It will investigate the utility and efficacy of the current monitoring and evaluation design.

The theory of change articulates the following four program goals:

**1. *Students at participating schools engage in healthier and more respectful relationships and experience less violence***

It is expected that as a result of the respectful relationships programming, students will: have increased empathy for other students, behave more respectfully to other students, begin to treat other boys and girls equally, and change attitudes to gender equity and violence against women. It is also expected that students will share this information with other family and friends.

**2. *EPF volunteers are motivated and inspired and have skills to become change-agents for GBV***

There are two elements sitting under this program goal. Firstly, through the provision of training the EPF program will develop a pool of skilled facilitators to support program activities.

The theory of change expects that volunteers will undertake a reflective journey where they themselves are changed by their involvement in the program and then, as a result become change-agents in relation to gender equity, respectful relationships, and violence against women.

**3. *The EPF4S program becomes part of the curriculum at selected schools***

This program goal relates to the expected outcomes of providing training and resourcing to teachers to implement the EPF4S program. As a result of increased skills and knowledge, it is expected that teachers and schools will be willing and able to implement the EPF curriculum. This appears to be a key strategy for achieving sustainability of the expected program outcomes.

**4. *An effective model of working with young people in PNG schools to prevent violence against women is developed***

The theory of change expects that as a result of the development of a monitoring and evaluation system, the program will be able to share its learnings with a range of other actors, including the Department of Education. It is expected that the dissemination of this knowledge will lead to increased support for EPF from the schools and the Education Department.

## Evaluation purpose

This section outlines the evaluation criteria which informed the development of the Key Evaluation Questions and hence informed the scope of this evaluation.

### Evaluation criteria

The evaluation used three key criteria and two cross-cutting criteria to examine the achievements and challenges experienced by the EPF program. These criteria are drawn from the Organisation for Economic Cooperation and Development's Development Assistance Committee.<sup>1</sup>

The evaluation criteria are:

1. Relevance
2. Effectiveness
3. Impact

And included two cross-cutting criteria: gender equity and value for money.

### Key evaluation criteria

#### **Impact**

This criterion is concerned with the changes that occurred for students, teachers, and volunteers as a result of their participation in the EPF program.

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<sup>1</sup> <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

The evaluation investigated changes to students, volunteers, teachers and schools.

- For **students**, the evaluation investigated the potential emotional development including capacity to form positive relationships with members of the opposite sex, changed attitudes to gender norms, increased awareness of self-care and help-seeking behaviours.
- For **volunteers**, the evaluation investigated changes to attitudes to gender norms, changes in capacity to teach and lead students, connectedness to other volunteers and the impact of this.
- For **teachers** the evaluation investigated changes to gender norms, changes in attitudes to pedagogical approaches, and changes in behaviour in the classroom setting.
- For **schools** the evaluation investigated changes in school culture and in particular the activities of the school action groups, how they work and what they do well. We also investigate what schools can do in the future to support whole-of-school approaches to addressing gender equity and violence against women.

### **Effectiveness**

This criterion is concerned with the major factors influencing the achievement or non-achievement of intended and actual outcomes.

This evaluation investigated:

- The **management and operations** of EPF – with a focus on supporting the organisation for future growth. This includes analysis of governance, management of program, existing quality and monitoring activities, and the ways in which the management of the program is conducted in line with best practice principles around culturally inclusive practice and commitment to culturally appropriate adaptation of gender equity principles. It also includes an investigation of where the program operations need to be to ensure future growth, an investigation of the formal and informal programming elements, and how the informal elements of the program contribute to program effectiveness.
- The quality of the delivery of the **school-based programming**, the type and quality of the pedagogy, the quality of the volunteer facilitators, which types of students appear most engaged and why, and investigating the ways in which the **use of sport** contributes to program outcomes.
- Recruitment, training, and management of the **volunteer facilitators** and their effectiveness in delivering the program. We also assessed the strategies used to provide support to the volunteer facilitators.
- The effectiveness of **teacher training**, how well it is implemented, what types of teachers are most suited to this training, what support they need to implement school-based activities post-training (being mindful that the program is in the early stages of delivering this aspect of the program).

### **Relevance**

This criterion centres on the extent to which the stated and actual processes and objectives of the EPF program are suited to the priorities of the people of PNG and the extent to which these changes are needed in the current PNG context.

This evaluation investigated:

- The appropriateness of the current curriculum and pedagogical approach in the school-based education programs in the context of the PNG education system
- The appropriateness of the current curriculum and pedagogical approach for the students participating in the program
- The extent to which the program has adapted to the local context (operationally, and in delivery of the program)
- EPF's relationship with the Department of Education and the possibility, value and challenges of collaboration with the Department and other community organisations

## **Cross-cutting criteria**

### **Value for money**

The evaluation investigated the extent to which program activities are efficient and sustainable. The evaluation will make judgements about:



- Whether the outcomes represent reasonable value for money given the investment in the program- including assessing the scale and depth of reach of the program
- Whether program activities have been implemented efficiently
- The extent to which program outcomes are sustainable

### **Gender**

The evaluation investigated the extent to which all aspects of the program are aligned with international understandings of the relationships between gender equity and violence. It also considered the ecological model of violence for violence prevention, the extent to which this international best practice is suited to the PNG context, and the extent to which the program is able to successfully mediate the tensions between international and local best practice in gender equity programming.

## **Key evaluation questions**

The key evaluation questions are high level questions that were developed as a result of an analysis of relevant literature (as represented in the 2016 Evaluation Plan), a desk review of program documentation, and conversations with EPF program staff.

These questions guided the development of evaluation sub-questions and provided a high-level framework for the development of evaluation tools and a frame for analysis of evaluation data. They also informed the structure for the interim and final reports.

### **Impact**

This criterion investigated the changes that have occurred for students, teachers, volunteers and schools.

1. What were the most significant expected and unexpected changes for students?
2. What were the most significant expected and unexpected changes for volunteers?
3. What were the most significant expected and unexpected changes for teachers?
4. What were the most significant expected and unexpected changes for schools?

### **Effectiveness**

This criterion investigated the major factors influencing the achievement or non-achievement of intended and actual outcomes.

1. How well are EPF operations managed and what is the organisation's current potential for growth?
2. How effective is the current EPF model likely to be in regards to achieving its stated objective of contributing to gender equity principles and a reduction in violence against women and girls?
3. Which parts of the model are most and least effective in contributing to its intended and unintended short-term outcomes?

### **Relevance**

This criterion investigated the extent to which the stated and actual processes and objectives of the EPF program are suited to the priorities of the people of PNG and the extent to which these changes are needed in the current PNG context.

1. What is the role of the EPF program in regards to promoting gender equity and primary prevention of gender-based violence in Papua New Guinea?
2. What learning can other community organisations and educational institutions in PNG take from this program in regards to gender violence prevention initiatives?
3. Is the program model (volunteer and teacher training and school-based programming with a gender equity focus) appropriate for the local PNG context?
4. Are the current outcomes as identified in the theory of change the most appropriate and relevant outcomes for the program?

## **Cross-cutting key evaluation questions**

**Gender**

1. To what extent is the program model informed by and implemented in line with international best practice in the delivery of gender equity and violence against women prevention programming?
2. To what extent is the program able to adapt international best practice in gender equity and prevention of violence against women to the Papua New Guinea context?

**Value for money**

1. Do the scope and depth of the actual outcomes of the program represent reasonable value for money given the level of investment in the program?
2. To what extent are the current outcomes sustainable?
3. Have program activities been implemented efficiently?

## Methods

Data collection was conducted by Dr Ceridwen Spark, Lauren Siegmann, and Dr Dora Kuir Ayius (Lecturer, Social Work, UPNG). Data collection took place in Port Moresby in September 2016 and May 2017. This final report is the third and final evaluation report that has been delivered by the evaluation team.

### Stage one: 2016 data collection

<b>Timeframe</b>	September 2016
<b>Activities</b>	<ul style="list-style-type: none"><li>• Semi-structured interviews and focus groups with students, teachers, volunteer facilitators, program staff, and key informants</li><li>• Review of program documentation</li><li>• Review of existing monitoring and evaluation data</li><li>• Program observation</li></ul>

The first visit by the evaluation team to the Equal Playing Field project took place between Monday the 5<sup>th</sup> of September - Thursday the 14<sup>th</sup> of September 2016.

The key activities at this visit included interviews with key stakeholders, EPF staff, volunteer facilitators, and teachers and students who participated in the program, as well as observation of the EPF program as delivered at schools.

The evaluation team visited the following schools:

1. Boreboa Primary School
2. Tokarara Primary School
3. Bavaroko Primary School
4. Coronation Primary School
5. June Valley Primary School
6. Ted Diro Primary School

The evaluation team conducted interviews with:

- Thirteen volunteer facilitators
- Nine teachers from across six schools– these teachers were a mixture of teachers who had and who had not participated in the EPF teacher training
- Five Equal Playing Field staff
- 64 students from six schools – who represented a mix of students who were currently participating in the Equal Playing Field program and those who had participated in the past year

The evaluation team also interviewed the following key informants:

- Susan Ferguson, Counsellor for Sport and Development, Department of Foreign Affairs and Trade, Australian High Commission
- Representatives from the Family and Sexual Violence Action Committee
- Philip Soon, Assistant Secretary Guidance and Counselling Division, Department of Education
- Jennifer Elsibai, Country Director, Save the Children

### Stage two: 2016 sense-making and reporting

<b>Timeframe</b>	September-October 2016
<b>What was delivered</b>	<ul style="list-style-type: none"> <li>• Analysis of the evaluation data by the evaluation team</li> <li>• First interim evaluation report</li> <li>• Second interim evaluation report</li> </ul>

### **Data analysis**

The qualitative evaluation data collected (interviews and focus groups) were analysed against the following frameworks:

1. Analysis of data against the **evaluation criteria** and **evaluation questions** (relevance, effectiveness, and impact, gender and value for money)
2. Analysis of the impact, effectiveness and relevance of the program against the **Gender at Work** framework was conducted to analyse the extent to which the program activities and outcomes make individual and systemic/structural change, and the extent to which these changes were situated in formal or informal spaces. The Gender at Work framework was included as an Appendix in the Evaluation plan.

### **Reporting**

To date two reports have been provided to the EPF team.

The first was an interim evaluation report. Produced in October 2016, this provided a high level analysis of the qualitative data collected by the evaluation team. The report was provided to the project advisory committee (among these only EPF and PLAN staff responded).

At this point a decision was made by the evaluation team not to include the quantitative data that has been collected by the EPF program under their existing monitoring framework. To justify this, a second report analysing the existing quantitative monitoring data was developed outlining the various ways in which the EPF monitoring surveys could be improved to better capture the immediate outcomes associated with the program. This report was provided to EPF and PLAN in December 2016.

### **Stage three: 2017 data collection**

<b>Timeframe</b>	29 <sup>th</sup> May – 2 <sup>nd</sup> June 2017
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Survey development</li> <li>2. Curriculum review</li> <li>3. Interviews with teachers</li> <li>4. Interviews with students participating in the Dolphins for Change program</li> <li>5. Evaluation summit</li> </ol>

#### **1. Survey redevelopment**

After the second interim evaluation report it was proposed that, as part of the evaluation, the evaluation team redevelop the current survey tool that EPF was administering to students at the conclusion of the program. The evaluators were interested in redeveloping the survey so that it:

- Better captured the immediate outcomes that could be reasonably expected to occur at the conclusion of the program
- Was more closely aligned to what the evaluation evidence indicated were the positive outcomes for students who were completing the program
- Was written in a language that was easy for students to understand
- Ensured that changes asked about in the survey matched how students would themselves describe the changes

In order to create a survey that fulfilled this criteria, the evaluators conducted the following activities:

1. The evaluators conducted a Most Significant Change workshop with EPF volunteers and staff, where volunteers and staff read students' stories of change and identified the most significant changes in the students' stories. These stories were collected by the evaluation team during the first evaluation visit.
2. The findings generated from the Most Significant Change workshop were aggregated by the evaluators into 14 key areas of change that highlighted the most significant changes as reported by students at the conclusion of the program.
3. Once we had the 14 key areas of change the evaluators reviewed the most significant change stories and identified single paragraphs from the stories that related to the 14 key areas of change.
4. The evaluators then held a workshop with 12 students at Coronation school. These students were selected because they were current members of the Dolphins for Change program and consequently had a good understanding of, and commitment to, the EPF program could provide insight into changes for other students. At this workshop students read the paragraphs that had been selected by the evaluators and were asked to write a short statement that identified what change was being described in the paragraph. These statements were collected by the evaluators and the team used the statements written by the students to develop survey questions that aligned to the 14 key areas of change.
5. Once these statements were written the team worked with the students to translate the questions from English to Tok Pisin.

The output of this process was: a bilingual survey that was aligned to constructs identified in students' stories of change, and survey questions that reflected the ways in which students described changes.

The redeveloped survey was then tested by the evaluation team in a workshop with nine students who are part of the Dolphins for Change program at Gerehu Primary School. This student group reviewed questions and ensured that the questions could be understood in English and *Tok Pisin*.

Finally, the survey was administered to 123 students from Hagara Primary School who had completed the EPF4S program in Term One of 2017. The survey data was analysed by the evaluation team and by Associate Professor Andrew Singleton – who provided expert advice about the quality of the survey data and advice about changes to the survey that could be made to improve survey validity. His feedback about the redeveloped survey is included as Appendix Two. We amended some aspects of the survey based on the feedback by Associate Professor Andrew Singleton – this amended version is the one at the back of the report and has also been supplied to Junior Muke (EPF's monitoring and evaluation officer) in response to his request.

## **2. Curriculum review**

The evaluators held two workshops with EPF staff and volunteers to review the curriculum and toolkit used to inform the delivery of the respectful relationships program in schools.

The evaluators then recruited a curriculum expert, Kirsty Buchecker, who reviewed the toolkit to assess the quality of the curriculum. Kirsty has experience in the design of curriculum for hard-to-engage populations, such as the national Hippy curriculum<sup>2</sup> and within Aboriginal populations. High level themes arising from the two focus groups which discussed the toolkit were provided to Kirsty to inform her review. This feedback is included as Appendix Three.

## **3. Interviews at schools**

The evaluation team visited Coronation and Gerehu schools. Four teachers were interviewed and the evaluators held one focus group with nine students who are part of the Dolphins for Change program.

## **4. Evaluation summit**

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<sup>2</sup> HIPPY is a two-year home-based early learning and parenting program for young families living in marginalised communities. <http://hippyaustralia.bsl.org.au/>

An evaluation summit was held on Monday the 29<sup>th</sup> of June 2017 with EPF staff and volunteers.

At this summit, participants:

- Participated in a 'most significant change' exercise – reviewing students' stories of change and identifying the most significant changes for students who are part of the program
- Reviewed issues identified by evaluators and ranked these issues as being of high, medium, or low importance
- Developed recommendations for the future of the program

The main purpose of the summit was to test the initial findings developed by the evaluators. The outputs generated from this summit were coded against the key evaluation questions - alongside all other sources of evaluation data and in this way informed the findings and recommendations that are presented in this evaluation report.

# Findings

The findings are presented as follows:

1. Impact – this section describes the changes that occurred as a result of the program
2. Effectiveness – this section describes what parts of the program were most and least effective
3. Relevance – this section reports on the appropriateness of the model

## Impact

This section describes the observed changes for students, teachers, schools and volunteers as a result of the EPF program.

The key findings in this section are presented against the key evaluation questions. Under each question we provide a general description of changes that were observed, then we look at how the changes compare to what was expected in the program's theory of change. We then consider the extent to which the observed changes align with what is considered best practice in the respectful relationships literature (as reviewed in the 2016 Evaluation Plan and shared with the team leaders).

Following this, we aggregate the observed changes against the gender at work framework to examine the extent to which these may or may not lead to changes that would contribute to gender equality in Papua New Guinea.

This section only describes the observed changes. It does not discuss why certain changes did or do not occur. A description of what changes did or did not occur is explored in the subsequent section on effectiveness.

## Analysis against the key evaluation questions

<b>What were the most significant expected and unexpected changes for students?</b>
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The response to this question is divided into two sections. In the first section we describe the reported changes for students who participated in the EPF4S eight-week respectful relationships program. In the second session we describe changes for students who participated in the Dolphins for Change school action groups.

The 27 student interviews and 123 surveys responses from students that were analysed for this report featured a roughly equal mix of data from boys and girls. This data was coded separately by gender and compared. The analysis of the qualitative and quantitative data indicated that there was very little significant difference in outcomes for boys and girls. The differences that were observed were as follows:

- Some boys were more likely to not enjoy playing touch rugby with girls as they perceived that girls had less physical skill. Some girls did not enjoy playing with boys as they perceived that boys were too rough.
- Boys indicated a reluctance to be seen with female friends due to fear of being seen as feminine. Girls indicated a reluctance to have male friends as they perceived that boys were too rough with them. However both boys and girls indicated a greater desire to have positive relationships with the opposite gender as a result of the program.
- Boys appear slightly more likely to not want to engage with the program, but the numbers are not such that this evaluation in itself can make any casual and correlative statements about the relationship between boys and the EPF program

## Changes for students who participated in the EPF4S program

By June 2016 EPF had delivered EPF4S training to 1920 students in Port Moresby. As stated in the annual report, 86% attended five of the eight sessions and 51% attended all sessions.

The changes discussed in this section were reported to the evaluation team by students, teachers, and EPF staff and volunteers. The changes experienced by students are summarised into the following categories:

- Internal changes: this includes greater self-awareness and greater understanding of what others may be feeling and thinking, and greater appreciation for the concept of gender equality
- Behaviour changes: this includes changes in the way that students interact with others and changes in the ways that boy and girl students interact

### *Internal changes*

The main changes that students reported involved greater self-awareness and increased skills which can be used to effectively communicate with others. During the course, students learnt about different types of behaviours and they used this learning to reflect on themselves and the way they react in situations. Activities such as the use of the jellyfish (passive), shark (aggressive), and dolphin (assertive) metaphors appeared to be particularly effective in assisting students to understand how they behave in their interactions and which types of interactions are most and least effective for them. In the 2017 survey, 69.1% of students surveyed reported that because of EPF they had learnt that they had the right to say no and 65% reported that they learnt how to express their feelings. Some students indicated that after completing EPF, they reflected on their behaviour (which was frequently expressed as being the Jellyfish, Dolphin, or Shark) and thought about the benefits of being more 'dolphin-like' in their relationships.

*I learnt to become a dolphin and a jellyfish. Dolphin is something like you are being good to others, like you're not fighting, you're quiet. Something like that. I mean me, I'm a stubborn kid.*

*Student*

*My favourite thing about the program is the three types of behaviour, like the dolphin. The dolphin is pretty good behaviour, and the shark was aggressive behaviour, and the jellyfish was the shy behaviour. The shark likes to bully around and the dolphin is very good behaviour, he can stand up for himself. My favourite one is dolphin.*

*Student*

Students also learnt about the importance of thinking about others and the value of empathy. Most commonly, students reported learning about the value of respect. Students reported that learning about respect including thinking about how others might be feeling, what they might be thinking, and considering how they would like to be treated. In the 2017 survey, 91.1% of students indicated that they learnt to respect others.

*What I learned from EPF program is how to respect, how to communicate with boys and talk to them. Also to be open to anyone. I learned most about boundaries in relationships, respecting people, how to solve problems in a conflict, fight or argument.*

*Student*

*I learnt about respect and act towards others, how to respect girls, boys, younger people, older people. I think respect is very important. Without respect, you can't be good friends with others. You must respect ideas and opinions, must not make fun of them. If they have something to say, they must not make fun of them. That is the main thing I got out of EPF.*

*Student*

*We learnt a lot. How to put yourself in other people shoes, this is my favourite topic, and to feel how they feel, when I learned that, I was like 'yeah that's true'. So now I try to put myself into other people's shoes. So whatever they do, especially my friends, I put myself into their shoes, like when they are hurt, I am hurt because I know how they feel. Even some girls and boys, they have these family problems, or they feel down, I advise them. And I tell them 'I know how you feel because I was in*



*that situation you are in, so if you need some advice, find me out and let's settle this down, you don't have to feel down, because you know, sometimes it's just trials.' I learned about the word empathy.*

*Student*

Students also reported learning about gender equality. Nearly all students discussed learning that 'boys and girls are equal'. Boys and girls were equally likely to discuss learning about gender equality in the interviews. They also discussed the concept of equality in general and reported that 'everyone should be treated the same'. The 2017 survey showed that 89.4% of students had 'learnt that they are equal with others'.

It appears that the combination of learning about the self, combined with learning about how others might feel, combined with learning about gender equality, sets the stage for a range of behaviour changes for some students.

### *Behaviour change*

Students reported behaving more respectfully to those around them, being more likely to invest in positive relationships with other people, and being more likely to interact with peers of the opposite gender.

Many students reported behaving in a more respectful manner towards teachers and family members. Many students referred to having been 'naughty' or 'misbehaving' at school or at home and they indicated that they were less likely to behave in these ways as a result of EPF. The evaluators attributed this desire to 'behave' to a desire to have positive interactions with those around them, rather than just simple obedience. Many students reported either being less likely to engage in bullying behaviour, or they reported that other students were less likely to engage in bullying. Students described bullying as being loud, 'bossing' other students around, not listening to what others have to say, and expecting others to do as you say. 97.5% of students who were surveyed reported that students were more likely to be kinder to each other because of EPF. 96.7% reported that they learnt how to stand up for themselves at least some of the time because of EPF.

Some students reported being more likely to intervene in situations with other students when they believed that someone was being treated badly or unfairly. 74.8% of students surveyed reported being more likely to talk to others about not engaging in violence. 90.2% of students surveyed reported being more likely to 'do what they think is right', meaning that they were more likely to be able to identify their values and act in accordance with these values.

Some students reported that as a result of EPF they became 'less shy' and more likely to attempt to make new friends and initiate contact with other students with whom they may not normally interact. They also reported being more likely to seek out support and assistance from others, and 91.1% of students who were surveyed reported being more likely to approach others for help as a result of EPF.

Most students who were interviewed reported being more likely to be friends with students of the opposite gender as a result of EPF. They indicated that boys were much more accepting of friendships with girls. Girls reported that they experienced less teasing and other forms of harassing behaviour from boys and that the behaviour of boys had become more respectful and supportive. 92.5% of students surveyed reported that they had seen boys become more respectful to girls at least some of the time, and 94.2% of students reported that they had seen girls become more respectful to boys at least some of the time.

### **Changes for students who are part of the Dolphins for Change school action groups**

At the time of writing this report EPF had implemented school action groups at Tokarara and Gere primary schools. A further four School Action Groups are being established at other primary schools.

The evaluation team interviewed students at Tokarara primary and Gerehu primary who were part of the Dolphins for Change student action groups. These action groups are established in schools that have already participated in the EPF4S program. The purpose of the action groups is to continue to

promulgate messages about gender based violence and gender equality at the schools. To date the key activities have involved recruitment of a small number of students who form the school action group and who participate in the development and delivery of school debates. The school debates are on topics relating to gender and gender based violence issues. Topics that have been covered to date included whether women are as good bosses as men, whether boys should also be involved in sweeping at school, and whether women should work whilst they have children.

This aspect of programming was relatively new to EPF when the evaluation was being conducted and it was not possible for the evaluation to assess the impact of the school action groups on the wider school. However, interviews with students who are currently participating in the school action groups has found that students reported increased confidence in their public speaking skills, increased knowledge and understanding of issues relating to gender and gender based violence, and increased and improved relationships with other students (particularly referring to the students who they are working with in the school action groups). Boys and girls in the school action groups also reported greatly valuing the opportunity to work more closely with the opposite gender in a supportive environment.

### **Extent to which the observed changes for students align with the immediate and intermediate outcomes in the programs theory of change**

The program's theory of change (Appendix one) states that students will learn or gain the following:

- Have an understanding of gender equality, gender-based violence, respectful relationships, and human rights and change their attitudes to these concepts
- Learn about support networks
- Empathy for others
- Effective communication
- Improved confidence

The program's theory of change states that students will start doing the following:

- Girls and boys playing together – and more equal participation and treatment of girls and boys at school
- Share knowledge and referral information with family and friends
- Students behave more respectfully

There is evidence that students are learning about and changing their attitudes to gender equality, gender-based violence, and being respectful. There was less evidence that students have a better understanding of human rights. There is evidence that students have increased empathy for others as a result of the program, that their capacity to communicate is improved, and that they have improved confidence. There is evidence of boys and girls being more likely to interact and play together. There was a small amount of evidence that students were sharing knowledge and information with family and friends, but mostly students do not appear to be sharing information.

### **Extent to which observed changes for students are aligned to what is considered best practice in the respectful relationships programming**

The literature review that was completed for the evaluation plan found the following key outcomes that could be expected from respectful relationships programming:

- Development of skills around capacity to form positive relationships/capacity for critical thinking
- Changes in attitudes about gender norms and patriarchal culture
- Demonstration of behaviours that are evidence of positive relationships and improved attitudes to gender norms

There is significant evidence that students are developing their capacity to form positive relationships and that they have the capacity to reflect on and modify their behaviour so that their interactions with others are more positive. There is evidence that there are changes in attitudes to the opposite gender, and evidence of changes in attitudes to gender equality. There is evidence of behaviours that demonstrate commitment to positive relationships and improve gender norms.

### **What were the most significant expected and unexpected changes for volunteers?**

By June 2016 EPF had provided training to 59 volunteers.

Many of the volunteers recruited for the EPF program are young, with limited work experience, and are volunteering in part to bolster their chances at entering into the workforce. They also volunteer because they have an interest in and dedication to social causes.

Many of the changes reported to the evaluation team by volunteers were similar to and reflect the types of changes reported by students.

Volunteers mostly reported increased confidence as a result of participating in the program. They also reported having improved their facilitation skills. Many volunteers reported learning about themselves as a result of presenting the course to students. Some volunteers reported greater awareness of themselves and like the students some volunteers reported being particularly influenced by the shark/jellyfish/dolphin metaphors in understanding how they react to other people and how they engage with the world.

Like students, volunteers reported learning more about gender equality and having a greater appreciation for the role of women. They also reported a more sophisticated understanding of what constitutes gender based violence – learning that gender based violence is more than just physical violence and having a greater understanding of other forms of violence including verbal, emotional, and financial violence.

Volunteers also reported feeling an increased sense of passion and dedication about working on issues to do with gender equality and community development. They reported feeling inspired by being part of a community of people who are also passionate and dedicated.

#### **Extent to which observed changes for volunteers align with the immediate and intermediate outcomes program's theory of change**

The theory of change states that volunteers will learn or gain knowledge skills and confidence in the following as a result of participation the program.

With this knowledge, skills, and confidence, it is expected that volunteers will:

- Build relationships with each other and with staff
- Share and reflect on previous experiences of violence
- Be empowered to talk and advocate about gender equality, gender-based violence, and respectful relationships
- Have a personal journey of change
- Become role models to students and others

There is evidence that volunteers are gaining knowledge, skills, and confidence as a result of participating in the program. They are gaining knowledge in the areas of gender equity, gender-based violence, and respectful relationships. They are learning public speaking and facilitation skills. They report increased confidence as a result of this new knowledge and skills.

There is evidence that volunteers are building strong and positive relationships with each other and with EPF staff. There is evidence that volunteers feel empowered to discuss gender and gender-based violence and respectful relationships. Reports from volunteers and from students provides strong evidence that the volunteers are seen as role models to students. There is evidence that as a result of all these changes the volunteers do go on a personal journey of change and that this is a positive experience for them.

#### **Extent to which observed changes for volunteers are aligned to what is considered best practice in the literature on respectful relationships programming**

The literature we reviewed does not directly address changes for volunteers, so here we are reporting on observed changes against what the literature says are expected changes for teachers:

- Changes in attitudes to gender norms and patriarchal culture
- Improved pedagogy and curricula skills
- Changes in teachers' relationships with male and female students,
- Changes in ways they implement classroom activities

There is evidence that the volunteers are experiencing changes in attitudes to gender norms and patriarchal culture.

Because volunteers are not teachers, there is no observed changes in the way that they deliver pedagogies, curricula, or classroom activities. But there is evidence that the way that the volunteers deliver EPF activities is a radical departure from the ways in which pedagogy, curricula, and classroom activities are implemented in schools, and this represents a significant change for the students who participate.

The volunteers do not experience changes in the way they relate to boy and girl students as such but there is evidence of strong and positive relationships between volunteers and students and gender does not appear to impact on the quality of these relationships.

<b>What were the most significant expected and unexpected changes for teachers and schools?</b>
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At June 2016 EPF provided two teacher training sessions to approximately 40 teachers.

This evaluation interviewed 13 teachers. These teachers were a mixture of people who had and had not participated in the EPF teacher training.

The teachers who participated in the EPF teacher training stated that they enjoyed the training and found it interesting. About half the teachers who had participated in the training went on to provide information to teachers at their school about the EPF program – either through providing their own in-service at their school or by presenting at a staff meeting.

Nearly all teachers interviewed reported observing changes in students who participated in the EPF program. Mostly they noticed that students tend to get along better with each other and were more likely to behave in a more respectful manner to teachers and other adults. Most teachers reported that male and female students get along better with one another after being in EPF.

However, while it was clear that teachers enjoyed the EPF program the evaluators did not observe any significant changes for teachers or for schools as a result of the EPF program. Teachers did not appear to demonstrate any significant changes in attitudes to gender, or to gender-based violence, and there was no significant evidence that their capacity to teach these subjects improved.

**Extent to which observed changes for teachers align with the immediate and intermediate outcomes program's theory of change**

The theory of change states that as a result of the program that teachers will have the knowledge and skills to deliver the EPF4S program, that they will have increased empathy for students, that teachers will act as a key referral for students and that teachers will deliver the EPF4S program to students.

There is limited evidence to suggest that teachers have the skills to deliver the EPF4S program themselves. There is limited evidence that teachers have increased empathy for students as a result of the program. There is a small amount of evidence that indicates that teachers have been acting as a key support and referral for students and there is no evidence that teachers have been delivering the EPF4S program to students.

**Extent to which observed changes for teachers and schools are aligned to what is considered best practice in the literature on respectful relationships programming**

The literature review that informed the evaluation plan identified the following expected changes for teachers and schools who participate in respectful relationships programming.

#### *Changes for the teacher*

- Changes in attitudes to gender norms and patriarchal culture
- Improved pedagogy and curricula skills
- Changes in teachers' relationships with male and female students,
- Changes in ways they implement classroom activities

#### *Change for schools*

- Changes in school policy that deals with violence
- Changes in school culture
- Changes to delivery of curriculum
- Changes in community partnerships

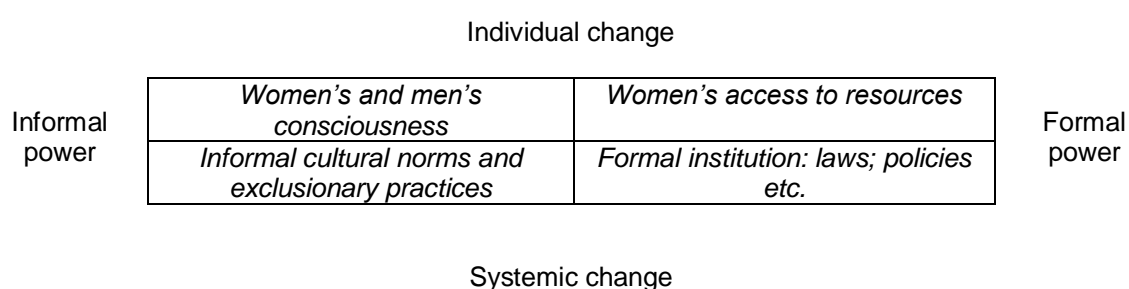
There is a little evidence that teachers change in their attitudes to gender norms and patriarchal culture. For example, some teachers reported having discussions with their partners and fellow teachers about aspects of gender based violence. There is a little evidence that teachers improve their skills around different types of pedagogies and curricula or in the way they implement classroom activities. For example, some teachers reported that they used some of the energisers they learned at EPF training. There is no significant evidence that teachers' relationships to boy and girl students is improved as a result of the program.

There no evidence of changes in schools. There was no evidence of changes in school policy, curriculum, school culture, or community partnerships.

### **Analysis of changes against the gender at work framework**

In this section the observed changes for students, volunteers, teachers, and schools, are thematically presented using the gender at work framework as the organising construct for the presentation of the data. The Gender at Work framework was developed by three gender specialists, Aruna Rao, David Kelleher and Rieky Stuart. The purpose of the framework is to describe a holistic approach to social change that would lead to gender equality. It includes an analysis of social roles, and institutions, both formal and informal, and how as a whole these differing elements contribute to gender equality.

#### *The Gender at Work Framework*



The Gender at Work framework is comprised of quadrants. The top two quadrants focus on measurable changes for individuals. The bottom two quadrants focus on measurable changes in systems. The quadrants on the left focus on informal norms and cultural practice. The quadrants on the right focus on the formal ways in which policies and procedures contribute to gender equality.

The four quadrants are:

- *Women's and men's consciousness* – this quadrant focuses on individual knowledge, attitudes, skills, and emotions and the ways in which these dimensions contribute to gender equality. In the framework, the way that gender and gender equality is thought about by

individuals contributes to cultural norms and exclusionary practices, and to women's access to opportunities.

- *Access to resources* – this quadrant focuses on the formal ways in which policies, rules, laws, and procedures contribute to access to resources and opportunities for women.
- *Cultural norms* – this quadrant focus on the ways in which groups of people behave in order to contribute to gender equality.
- *Formal institutions* – this quadrant focuses on the ways in which formal laws, policies, and procedures can create an enabling environment for gender equality.

The key observed changes have been aggregated against the gender at work framework and a diagram that shows key changes against the framework is on the next page.

We found that the program is most successful in contributing to changes in informal norms that lead to gender equality, and that it is most successful in instigating these changes among students and volunteers, and least successful in instigating these changes among teachers. It contributes to changes in consciousness – the way that students and volunteers think about gender - and it contributes to changes in cultural norms – the way that students and volunteers behave. These changes in behaviour are not always directly and explicitly related to changes in gender norms but they are indicative of changes in behaviours that will lead to more positive and respectful relationships between the genders. Because of this we believe it is fair to say the program is contributing to changes in norms around gender equality.

The program has had minimal observable impact on changes in formal practices in the school setting. This is very little evidence of significant changes in the ways that teachers conduct their work and there is no evidence of any changes in the ways that schools run as a result of the EPF program.

Summary of key findings against the gender at work framework

Individual change

Informal power	<p><i>Women's and men's consciousness</i></p> <ul style="list-style-type: none"> <li>Students demonstrating increased awareness of and appreciation for gender equality and ending violence against women: <ul style="list-style-type: none"> <li>More likely to believe that boys and girls are equal</li> <li>More likely to have empathy for others</li> <li>Have the skills to conduct respectful relationships</li> </ul> </li> <li>Volunteers demonstrating increased awareness of and appreciation for gender equality and ending violence against women: <ul style="list-style-type: none"> <li>More likely to believe that women and men are equal</li> <li>More likely to interact positively with the other gender</li> <li>Feel inspired to be advocates for gender equality and ending violence against women</li> </ul> </li> </ul>	<p><i>Women's access to resources</i></p> <ul style="list-style-type: none"> <li>The program itself represents increased access to resources because it is a resource available for students – however this access to resources is not evenly distributed across society</li> <li>No evidence of any changes to formal ways in which policies, laws, and procedures are changed to promote increased access for women</li> </ul>	Formal power
	<p><i>Informal cultural norms and exclusionary practices</i></p> <ul style="list-style-type: none"> <li>Evidence of students changing behaviours that could contribute to less exclusionary practices <ul style="list-style-type: none"> <li>More likely to behave respectfully to others</li> <li>More likely to tell others to behave respectfully</li> <li>More likely to interact positively with the other gender</li> </ul> </li> <li>Evidence of volunteers changing behaviours that could contribute to less exclusionary practices: <ul style="list-style-type: none"> <li>Build relationships with other volunteers and with students</li> <li>More likely to be advocates for changes in gender norms and prevention of violence against women</li> </ul> </li> </ul>	<p><i>Formal institution: laws; policies etc.</i></p> <ul style="list-style-type: none"> <li>No evidence of any changes in the schools, no evidence of any formal changes in institutions, laws, or policies.</li> </ul>	

Systemic change



## Effectiveness

This criterion investigates the major factors influencing the achievement or non-achievement of intended and actual outcomes.

**How effective is the current EPF model in regards to achieving its stated objective of contributing to gender equity principles and a reduction in violence against women and girls, and which parts of the program are most and least effective?**

What we found in the impact section is that the EPF program has been very effective at contributing to informal changes that could contribute to gender equality and a reduction of violence against women. The program has been very effective at helping students build skills that could contribute to more respectful behaviour, increased positive interactions between male and female students and contributed to an increased commitment to gender equality, and preventing violence against women. The evaluation has also found that EPF is building a pool of volunteers that have an increased commitment to challenging gender norms and advocating for the prevention of violence against women.

The impact section also found that the EPF program has been most effective at contributing to changes among students and volunteers and less effective at contributing to changes among teachers and schools. The program has also not been effective at engendering formal changes, such as changes to the school environment or contributing to changes in policies, rules, or access to resources.

In this section we examine the different elements of the EPF programming and investigate what is working and not working in order to better understand why some changes are occurring and not others.

This section is examining the effectiveness of the following programmatic elements:

- Delivery of the EPF4S program
  - Recruitment and management of volunteers
  - Delivery of the eight week curriculum
- Delivery of the Dolphins for Change School Action Groups
- Delivery of teacher training and school-based activities
- The monitoring and evaluation activities
- The program's value for money

### **Delivery of the EPF4S program**

Currently the EPF4S program involves the recruitment, training and management of volunteers who deliver an eight-week curriculum to students in year seven. This section looks at the following elements of the program:

- Recruitment, training, and management of volunteers
- Delivery of the eight-week curriculum

#### *Recruitment, training, and management of volunteers*

EPF appears to have been very effective in recruiting volunteers who are committed and dedicated to the program and its messages. The volunteers have mostly tended to be young and lacking experience but motivated and wanting to learn. For many volunteers the EPF program is seen as an opportunity to build valuable skills and as a pathway into employment.

The benefits of recruiting young volunteers are that the program is delivered by a cohort who is passionate, enthusiastic, and committed to the program. This enthusiasm and commitment is picked up by the students who participate in the program. We observed that students really draw on and are inspired by this enthusiasm and commitment. Students reported positive regard for the volunteers.



They regarded the volunteers as friendly, open, encouraging, and fun. Some students discussed the differences between the facilitators and their teachers, stating that teachers can be stricter, more serious, and less likely to engage in non-curriculum related discussion. In the 2017 survey 90% of students indicated that the EPF staff are supportive.

The lack of experience of most volunteers is both an enabler and hindrance to the delivery of the EPF4S curriculum. In some ways it is an enabler because the volunteers are not bound to traditional pedagogical methods. It was reported to the evaluators that in Papua New Guinea the teaching methods tend to be much more authoritarian, rule-based, and drawing on rote learning principles. The delivery of the EPF program is much more interactive, fun, and based on collaboration between teachers and learners. Because volunteers tend to have little to no formal teaching experience they appear to find it easier to adopt new and different ways of teaching. Based on program observations, the evaluators found the volunteers effective in working with students - given their skill level and experience.

*My favourite thing is having fun with the facilitators. The EPF staff and volunteers. They are different. The teachers at school are very tough with us, and talking like, talk strong, not in a friendly way. The EPF staff talk friendly to us.*

*Student*

But the volunteers do appear to struggle to use teaching and facilitation methods that can mobilise students who are quiet or reluctant to participate in activities and many volunteers reported that it can take several weeks to build relationships with students and get them to be more interactive. In the 2017 survey 70% reported that they were given opportunities to talk during the classes, but lack of participation of students in the classes appears to be an issues.

EPF volunteers need training to be better able to facilitate students who are shy or reluctant to participate. Currently EPF provides all volunteers with five-days of training before they commence working on the EPF4S program. Volunteers reported that although they enjoyed the training and found it valuable, they did not feel that the current volunteer training provides enough knowledge to deliver the EPF curriculum. EPF does pair up new volunteers with more experienced volunteers when delivering the program, but volunteers reported that they would appreciate and benefit from an opportunity to practice delivering the entire curriculum before they start delivering the program. This is because the EPF volunteers reported that they only practice one week of the curriculum before delivering the program. In our conversations we found that many volunteers and staff have informally been trialling various methods to encourage increased participation from students. However, while EPF asks volunteers to complete volunteer journals where volunteers are encouraged to provide ideas, many of the positive and effective adaptations that volunteers are making are not making their way into formal documents that could support volunteers to better implement the curriculum. The processes for capturing innovations and sharing these innovations with other volunteers could be improved.

#### *Delivery of the eight-week curriculum*

In this section we discuss:

- The quality of the current curriculum and toolkit
- The use of touch rugby and interactive learning to deliver the program

The EPF4S program is an eight-week curriculum. Each week the students play a game of touch-rugby and then break into groups of 6-8 and work with one or two volunteer facilitators who implement the curriculum. The volunteers are provided with a toolkit and presentation materials (flip charts and posters).

Currently, the eight-week curriculum is structured as follows:

#### *Week one: rules of the game*

Young people learn about teamwork and good sportsmanship on and off the field.

#### *Week two: RESPECT*

Young people learn how to identify different kinds of violence and abuse and the importance of respectful relationships.

*Week three: Everyone's Equal*

Young people learn why relationships are happier and healthier when men and women are treated equally.

*Week four: A mile in their shoes and styles of communication*

Young people learn about empathy and how to consider the impact of their actions on others.

*Week five: Setting boundaries*

Young people learn about the importance of consent and how to stay safe by setting personal boundaries.

*Week six: Walk and talk*

Young people learn how to develop a support network of people they can turn to when they need help.

*Week seven: Looking back, moving forward*

Young people revise key concepts and messages covered during the program.

*Week eight: Celebration*

Young people celebrate the end of the program and the 'Respect Bonus' awards are presented.

As part of this evaluation we had a curriculum expert, Kirsty Buchecker, review the EPF toolkit and provide guidance and feedback on how the toolkit could be improved. Kirsty is a former teacher with applied knowledge in curriculum development for young people living in disadvantaged communities. Kirsty's more detailed comments are included at Appendix Three, including a week-by-week assessment of the toolkit. Below we provide a summary of recommendations based on the evaluators' views and the feedback from the expert review:

We recommend the following:

1. Sequence the program in three parts: 1. Introduction (rules of the game), 2. Self-awareness (identifying and managing emotions, self-talk) and 3. Interpersonal skills/relationships (empathy, boundaries, gender equality, abuse, help seeking).
2. Include both knowledge and skill building in the learning objectives for each session. Relate session content back to the rugby game, for example students can be asked to reflect at the end of each session on the similarities and differences between behaviour on field and off. Questions might include: *How is self-awareness and managing emotions important in the rugby game and in daily life? Are boundaries more or less clear in a game of rugby compared to daily life?*
3. Include more interactive opportunities for students to engage in paired or small group discussions of key questions to build critical thinking skills. Utilise more games like the 'stuck in the mud' activity to explore key concepts.
4. Maintain a strengths based approach. An effective strategy is teaching self-awareness in the form of values and strengths that students can use to describe themselves. Facilitators could hand out a list of positive adjectives to describe strengths to help students decide. The use of images with the adjectives could support understanding. Possible adjectives include *accepting, adventurous, polite, patient, supportive, fair, funny, easy going, imaginative*. There might be local *tok pisin* words that can be included in the list.
5. The removal of the self-talk content has left a gap in the program for students to develop emotional literacy and coping skills. A possible strategy for teaching positive self-talk is the three step "I am, I can, I will". For example, not getting picked for the team where the positive self-talk would be "I am determined, I can stick at it, I will try again". The peer reinforcement of positive self-talk and acknowledging strengths has the potential to support positive interpersonal relationships within the group, and would be well suited to the suggested first section on self-awareness and emotional literacy.
6. The volunteers reported that many of the concepts that they teach are difficult to explain to students in English and they often use *tok pisin* to explain some constructs, especially in

relation to abuse and human rights. In the 2017 survey about 20% of students indicated that they often don't understand what is being taught, and there is a need for EPF to redevelop some of the training materials to better explain some of the more complex ideas and concepts. The training materials and posters that are used in the session should be in a mixture of English and *Tok Pisin*

7. The toolkit should include detailed strategies, embedded into each week's lesson plan, which the volunteers can draw on if students are very quiet or reluctant to participate, or don't appear to understand the content. There should also be multiple strategies included in the lesson plans for explaining some concepts, such as abuse, human rights, equality, and consent. The feedback we received from facilitators is that some students are continuing to struggle with these concepts. We believe that having examples that could be explained in Tok Pisin, using local examples, could be of significant benefit. If EPF is continuing to experience issues explaining human rights it could be valuable to speak to other organisations to get a sense of what they do in this area and how they explain these. Another option is minimising or even omitting this language in favour of an even greater focus on respect and gender equity both of which have significant traction among students and teachers and which do not seem to present the complex challenges that the language of 'rights' does in this context.
8. Create a book of energisers for the volunteers to draw on.

### *Issues with disclosure of abuse and help seeking for students experiencing abuse*

The evaluators are concerned about the content in week six of the curriculum. In this week students discuss who they can approach and where they can go for support if they are experiencing abuse or a problem in their lives. In this week facilitators are asked to provide contact details for support services, such as the *wantok* telephone counselling line. Some volunteers reported to the facilitators that they do not believe that these services have consistent capacity to provide support to students who are experiencing abuse. Although there have been significant developments in the provision of family violence and sexual abuse services (such as the Family Support centre and the Violence and Sexual abuse units in police stations) these services are under resourced and do not have the capacity to serve all those in the population. Staff are also likely not trained to work with children. In the program observation the evaluators saw volunteers recommending to students that students approach the police if they are experiencing abuse. If a student were to approach police about abuse it is likely that at best the police would provide some words of comfort to the students but would be unlikely to take action. Moreover, evidence of police relationships with community members in PNG indicates that there is a chance that approaching the police could actually make their situation worse.

EPF volunteers and staff also reported students disclosing incidences of abuse to them and it was reported that volunteers often feel hopeless when these disclosures are made. Some volunteers appeared quite distressed when they retold these stories to the evaluators. In talking with the volunteers it appears that the volunteers respond positively and appropriately to these disclosures. For example, they reported that when they hear a disclosure they validate the student's experience, confirm that it is not ok for the students to be having that experience, and validate the young person's rights to be living free from violence and abuse. The benefits that these words alone could have for a child that discloses should not be underestimated. But both the volunteer and the student are left in the position where a disclosure has been made and it is likely that neither of them can realistically take any action.

It is difficult for this evaluation to recommend a way forward on this issue because the capacity of the program to assist young people to seek support relies on so many variables that are outside of the scope of influence for the program. It is theoretically possible that the benefits of opening a door to discuss abuse and start naming this behaviour and stop being silent outweigh the potential problems that can arise from disclosure. *But* EPF does need to have a serious discussion about the appropriateness of asking students to approach adults and services when it does not have reasonable confidence that these adults or services will be able to respond positively, supportively and appropriately to protect the child from further harm. EPF has sought guidance about how to manage child protection issues and has attempted to implement a range of strategies for assisting children who respond to disclosure and providing a point of referral. The staff have built relationships with the local Family Sexual Violence Action Committee (who are not a service provider but a quasi-government department – but who have good relationships with service providers) and EPF has

attempted to establish a teacher at each school who acts as a focal point at the school. But many of the family and sexual violence services in Papua New Guinea are new, still finding their way, and are significantly under resourced. Teachers who act as focal points in schools are also likely to experience significant barriers to seeking referral and external support for children who disclose. Consequently we strongly recommend that EPF redesign this week so that the discussion around support networks is *more realistic and implementable for students in this context*.

#### *The role of using touch rugby during the game*

Most students enjoyed playing the touch rugby game. A small number of female students reported feeling that that boys were too rough. In the 2017 survey 51% of respondents indicated that the boys often don't pass the ball to girls during the touch rugby game. Some students noted that boys went out of their way to apologise for any rough behaviour. A small number of boys indicated that they did not enjoy playing touch rugby with the girls as they felt that girls were slower and less able to handle the ball. A moderate number of students (boys and girls) reported enjoying playing the game with the opposite gender. Without prompting, most students did not appear to link the learnings about respectful behaviour on the field with the learnings in the shared talks with the facilitators. Contrastingly, in the 2017 survey 91% of students reported that they learnt to be more respectful on the field, which suggests that students are taking on board the messaging about respectful behaviours.

The evaluators note that by using touch rugby during the game the program is drawing on an activity that is traditionally male dominated and in which the boys have a distinct advantage, because they have more experience playing the game. We believe it is worth considering the use of a different sport, or a mixture of sports during the eight-week program. It would be beneficial to mix the rugby games with a sport that is traditionally played by women, such as netball or volleyball. A quick internet search revealed that Papua New Guinea has an excellent national women's netball team who are 16<sup>th</sup> in world rankings! These netballer players could be positive female sporting role models for participants. This would promote discussions around the way that boys and girls felt playing a sport that tends to be dominated by one gender. Such discussions are highly likely to contribute to the objectives of the curriculum, including empathy building among students. It would also be good for boys and girls to play together in a sporting environment where girls have better knowledge and experience of the game, so the boys can get some insight into what it is like to take part in sporting events with little to no prior experience of the game.

#### **Delivery of the teacher training**

As stated in the impact section there was some small changes for teachers who participated in the EPF teacher training. They had a better appreciation for the concept of gender equality and for the need to provide support to students. The delivery of the teacher training program does not appear to have been effective in contributing to the changes that were expected in the theory of change. Teachers are not delivering the EPF4S curriculum to students. Some teachers are delivering in-service training to other teachers about the EPF program but this appears to have little impact on the school environment.

It is likely that the current model involving capacity building of teachers is not sufficient to contribute to structural changes at schools or changes to the way that teachers teach because the teachers and schools face such considerable challenges in their day to day working lives. During program observation and through interviews the evaluators were able to glean some understanding and insight into the very real challenges that teachers currently face in just meeting the basic requirements of their work. Firstly, class sizes are very large. At every school visited the evaluators observed class sizes of 50-70 students. Conditions at schools are basic and resources available to teachers are minimal. Teachers also have significant workloads, having to deliver the Government curriculum which takes up most of their time. Providing two days of training is not enough to enact behaviour change in an environment that experiences such challenges and is resource deprived.

Effecting change at the school level would likely require a significantly greater amount of time and greater investment. It would also likely require the development of robust and collaborative relationships with the Department of Education. Effecting any type of significant change at the school level would presumably need to be mandated by the Department of Education and be properly resourced.

Effecting the type of change in the education department would require EPF to have the human resources capacity to build strategic and collaborative relationships with the Department. It is also likely that the Department would require external investment from bilateral or multilateral aid sources to implement any activities around gender equality or respectful relationships programming. This is something that EPF could potentially have the scope to work towards but the organisation itself needs to build some human resources capacity and have a clearer strategic and long-term vision about how it hopes to effect structural changes at schools and how it intends to influence the Department.

### **Dolphins for change – school action groups**

This programming is in the early stages of development. Currently there are five school action groups operating. Interviews with students found that they are greatly enjoying being part of the groups, it strengthens their commitment to gender equality and they build a range of skills in critical thinking and develop stronger relationships with their peers. The key activity to date involves working with students to prepare for debates around a range of subjects to do with gender equality. For instance, students have presented debates on topics such as 'can women be good bosses.' The school action groups represent an opportunity for EPF to continue to strengthen changes that have occurred for students as a result of the EPF4S program. The School Action Groups also represent an opportunity for EPF to support students who have demonstrated commitment and interest in issues around gender equality, and this interest and commitment can then be parlayed into supporting students become the champions of gender equality in their communities.

Currently the way this program is delivered means that the program spends most of its time with a small cohort of students who, outside of the presentation of the debate, actually spend very little time promoting gender equality messages across the school. The volunteers we spoke to were aware of this and indicated that they were interested in continuing to develop the school action groups so that the participants in the school action groups can implement activities that consistently reach a greater number of students. The School Action Groups could become more effective at reaching a greater number of students if there was a greater focus on training and promoting leadership skills (among the school action group participants), so that members could have a greater focus on social marketing, advocacy, and peer education in schools.

### **Value for money**

One of the cross cutting criteria was the extent to which the program represents value for money. Our assessment is that the model for delivery of the EPF4S program represents value for money. The program is delivered by volunteers, who appear to be teaching the curriculum relatively effectively. Because the program uses volunteers it is able to reach a large number of students efficiently. There is also the added benefit of the program not only contributing to changes for students but also changes for the volunteers, who report increased awareness and understanding of gender equality and prevention of violence against women. Our only comment regarding investment is that several volunteers reported that they do not believe that their reimbursement is sufficient. Currently volunteers receive a small reimbursement per day of 20 kina per day. Volunteers indicated that this amount was not sufficient and they believe the daily reimbursement should be lifted to 50 kina per day. Staff at EPF reported that the reimbursement of 20 kina per day is on par with the minimum wage in Papua New Guinea, which is 3.5 kina per hour. They also expressed a commitment to recruiting volunteers to the program and expressed concern that if the daily rate were to be raised significantly than volunteers may be more motivated by the financial payment rather than the opportunity to contribute to their communities.

Volunteers also expressed the desire that they had more training time, particularly so that they could practise delivering all the training represented in the 8-week toolkit.

The investment in teacher training represents relatively low value for money because the part of the program that is intending to effect change at the teacher and school level is not sufficiently resourced. Effecting change at this level would require longer-term investment and probably more involved collaboration and investment from bilateral and multilateral agencies.

### **Monitoring and evaluation framework**

EPF has a well-developed theory of change and a well-developed monitoring framework which it has diligently implemented. The program has a monitoring and evaluation framework and toolkit that was

developed in partnership with the monitoring and evaluation staff at PLAN International in December 2015.

The tools included:

- Pre and post survey for the EPF4S program
- Attendance records
- Facilitators' journal
- Training debriefs
- MSC stories from students
- Video interviews (these don't appear to have been collected)
- Teacher interviews (these don't appear to have been collected)
- Volunteer feedback and assessment
- Reflection workshop agendas

The toolkit also provided some basic instruction on data analysis and reflection.

Our assessment is that EPF has collected a significant amount of monitoring data on program activities. They have been proactive and diligent in their data collection. However the program appears to have done very little to formally analyse the data and use the monitoring data in a structured way for learning, reflection, and communication.

The second interim report developed for this evaluation found that the survey was not well designed and that students appeared to have difficulties understanding the survey questions. This was borne out by the analysis of the survey data in which it was not possible to make any evaluative statements about the program from the data provided (see our second report from December 2016). Consequently, to address this, the evaluation team redeveloped the survey in collaboration with EPF students in May 2017. This survey was tested in June 2017 at Hagara Primary. The survey was analysed by the evaluation team and the data from this survey is woven into this report. Our assessment is that the survey is much improved and does a better job of capturing the outcomes expected at the conclusion of the EPF4S program.

There was some disagreement among staff and volunteers as to the extent to which the EPF staff actively reviewed the facilitators' journal and used feedback from volunteers at the training debriefs. EPF staff stated that they did take feedback into account and that the toolkit was amended based on this feedback. Volunteers reported frustration and said that while they provided feedback, there was never any sense that anything happened. A review of the facilitators' journals has found volunteers communicating many of the same issues we found as evaluators: namely that students are very quiet and struggle to understand some of the concepts being taught. Interviews with the EPF staff and volunteers also found that some staff and volunteers are generating interesting adaptations and innovations in the delivery of the program which the program is not capturing and documenting. Thus, despite what is on paper a fairly robust monitoring process, few positive changes are actually implemented and tracked.

The way that the MSC activity is implemented with students could benefit from improvement. Currently students are provided with a sheet of paper, they write an MSC story and then are put into pairs where they read the story to each other. The pairs are asked to select one story. The pair is then put with another pair and they read the two selected stories to each other. The two pairs then select one story from these two stories - and this process continues until the entire group decides on one story. This is fairly standard and appropriate process for MSC. In program observation, the evaluators noticed that some students struggled with the writing part of the process, and others would have been more comfortable communicating in *Tok Pisin*. We also noted that students tended to vote for their friends' stories – invalidating the purpose of the story selection exercise. We also found no evidence of formal review and analysis of all these stories, although EPF is using individual stories for effective communication and reporting.

### **Extent to which EPF programming is aligned to what is known in the literature around respectful relationships programming**

It is widely stated in the literature we reviewed for the development of the evaluation plan that the most effective gender equity programming focuses on working with young people to transform

attitudes about rigid gender roles. The evidence collected by this evaluation suggests that EPF is having some impact on students in this regard.

The literature indicates that programs require a program logic and framework that articulates why violence against women and children occurs (i.e. the program require meta-theories that centre around the ecological drivers of gender-based violence and relationship to gender norms and patriarchal practice). Currently the theory of change is not rooted in international knowledge about the ecological drivers of gender-based violence. We consider it would be helpful if EPF were to redevelop their theory of change so that it is more closely aligned to international best practice.

In regards to an effective curriculum, the literature indicates that effective respectful relationships programs are based on attitudinal change, behaviour change, and skills building. The programs must have an effective curriculum which is age-appropriate, interactive, participatory, and youth inclusive. As noted above, the EPF curriculum could benefit from redevelopment so that it can better engage students and also better explain key constructs and concepts in a way that students can easily understand. For the most part though our assessment is that the current curriculum is inline with best practice.

The literature states that effective implementation of school activities requires effective and skilled facilitators, with one male and one female facilitator. In the case of EPF, we are surprised by how effective the volunteers are given their relatively low level of skill in facilitation. And we theorise that it may actually be their lack of formal knowledge that contributes to program effectiveness because the volunteers are not bound by traditional teaching approaches (which in PNG tend to be very authoritarian) and so are better placed to build collaborative relationships with young people. They also go on a journey with the students because they are learning and changing as the students do.

Whole-of-school approaches (high-level support, policies, development of school culture, community partnerships), and the provision of appropriate support and resources for teachers are considered best practice. As noted in the literature, that very few respectful relationships programs actually undertake whole of school approaches because they are costly and time consuming and require significant collaboration. EPF is also experiencing these challenges.

#### **How well are EPF operations managed and what is the organisation's current potential for growth?**

The overall assessment of the evaluators is that program activities are currently well managed and that the organisation has potential for ongoing growth.

As seen in the impact section, the program has been very effective in contributing to change among students and there is evidence that the program is effective at contributing to changes that could contribute to gender equality and a reduction of violence against women.

The organisation could implement activities that are more effective and sustainable if they continued to grow and develop their policies and systems and increased the human resources capacity of the organisation.

At appendix four the evaluators analysed the current state of EPF operations against some of the DFAT accreditation standards and against some of the Australian Council for International Development (ACFID) code of conduct quality framework standards. Both DFAT and ACFID are important and influential actors in the development sector in Australia and their standards provide a good oversight as to what is considered best practice in NGO operations in Australia.

Below we provide a summary of the evaluation's assessment as to what EPF could do to continue to improve the quality of operations and program delivery.

#### **Governance**

EPF could develop documentation that outlines:

- Governing instruments that the board uses to monitor operations
- Processes for election to the board
- A policy about conflict of interest for board members
- Which members of the board currently fill the following roles: chair, treasurer, secretary

EPF could also start developing public annual reports that include the following:

- Information on breadth of stakeholder relationships
- Presentation of clear and measurable goals and explanations of how their work and these goals contribute to vision, mission, and values
- Information on outcomes and impact as well as outputs
- Disclosure of the source and sustainability of different types of funding
- A balanced disclosure of positive and negative impacts and performance
- Adaptation to challenges faced
- Environmental sustainability report

### **Strategic planning and program development**

- EPF could develop an organisational strategic plan that has a developed country strategy, a strategy for sustainability (including strategy for engagement with the education department, and other organisations working in education and the prevention of violence against women)
- EPF could recruit a person with expertise in program development and program design who has skills in contextual analysis and skills in building programs that seek participation from marginalised, vulnerable and less represented groups of people
- EPF could develop a manual which outlines programming procedures, standards, and guidelines for program management and ongoing risk assessment
- EPF could benefit from the development of tools and strategies that seek to build strategies with the participation of sectoral and primary stakeholders

### **Policies and procedures**

- EPF child protection policies are currently very strong and the organisation has a dedicated program officer
- EPF could develop the following:
  - A disability inclusion strategy – with a disability focal person tasked with monitoring the policy
  - A gender policy – with a gender focal person tasked with monitoring the policy
  - Policies to assess and mitigate environmental impact
  - A formal human resources policy and procedures manual which includes procedures for review of the human resources needs of the organisation

### **Human resources and capacity of staff**

In 2016 EPF had the following staffing structure:

- CEO
- Senior project officer
- Three project officers
- Finance and administration officer
- Volunteers – who deliver the programming

Currently most staff appear to have been recruited through informal networks or through the volunteer pool. This means that EPF is building a team of dedicated and trusted people but it also means that the team has relatively low experience. EPF mostly has program, finance and technical staff commensurate with the scope of its program portfolio. It could benefit from staff with greater experience and expertise in:

- Program development
- Business development
- Child development



- Working with the education sector and in the gender equality space
- Building sectoral partnerships

### **Financial management**

EPF currently appears to have reasonable financial procedures and a dedicated finance officer. The evaluation did not assess the extent to which EPF has financial systems for controlling risk, fraud, and corruption and the evaluation did not see any audited financial statements.

EPF could benefit from:

- Strengthening systems for management financial risks and fraud
- Providing documentation that outlines the role of the treasurer and processes for election for the treasurer

### **Monitoring and evaluation and reporting**

The current EPF monitoring and evaluation framework is in line with the type of work that would be produced by most Australian NGOs.

EPF could benefit from:

- Simplifying the current monitoring and evaluation framework and reducing the number of monitoring tools that are currently implemented
- Developing processes that allow for better analysis and presentation of monitoring data. (Currently the student survey data is the only data that appears to have formal processes for analysis and presentation)
- Improving mechanisms for feedback from volunteers and importantly, *improving the ways in which feedback from volunteers is integrated into program development*
- Redeveloping the theory of change based on the findings of this evaluation report

### **Communication, partnerships and collaboration**

While EPF does participate in meetings and forums with others working in the same sectoral areas, the organisation does not appear to have specialised partnership skills. EPF is a new organisation and it has tried to partner where possible with a range of stakeholders including Population Services International (PSI) (who are co-located). EPF have also engaged in fundraising with World Vision and UN Women and were successful in obtaining further funding from UNICEF for expansion into Bougainville.

Interviews with key informants working in similar sectors in Papua New Guinea and Bougainville found that EPF could be doing more to communicate its programming to its community and building stronger relationships with other NGOs and actors who are likely to be able to exert greater influence at the level of Government, such as DFAT. If EPF wishes to continue to exert influence at a structural level it would need to become more strategic about the relationships it develops, including the types of relationships most likely to be able to create leverage that would assist with systemic change.

EPF could benefit from having formal documented partnership management procedures receiving formal training around managing partnerships and building relationships with stakeholders.

It is stipulated in the current budget that EPF has a dedicated media and communications officer and EPF does have a dedicated communications budget and public documents which describe what the program does and what it wants to achieve.

## Relevance

This criterion investigates the extent to which the stated and actual processes and objectives of the EPF program are suited to the priorities of the people of PNG and the extent to which these changes are needed in the current PNG context.

**Is the program model (volunteer and teacher training and school-based programming with a gender equity focus) appropriate for the local PNG context?**

**What is the role of the EPF program in regards to promoting gender equity and primary prevention of gender-based violence in Papua New Guinea?**

Our assessment, based on analysis of the impact and effectiveness of the EPF program is that the program is appropriate for Papua New Guinea context and that EPF should continue to expand and continue to make its contribution to changes in gender norms and a reduction in gender equality. Our assessment is based on the following:

- There is significant need for programs that focus on reduction of gender-based violence because Papua New Guinea is widely considered to have the highest rates in the world for violence against women and girls.
- International literature clearly posits violence against women as the outcome of rigid gender roles and adherence to patriarchal beliefs and most literature asserts that addressing gender equality is a key factor for prevention of violence programs. There is evidence that EPF has been effective in contributing to changes in the way that young people think about gender roles.
- There is a small but growing community of people working on addressing gender violence in Papua New Guinea, and EPF can make a valuable contribution to this programming through building a community of people (students and volunteers) who are committed to changing gender norms.
- The gender at work analysis in this evaluation found that EPF is more effective at contributing to changes in informal norms that contribute to gender equality. When the program is considered in the context of a range of more formal and structural violence against women programming that is occurring in Papua New Guinea, we consider that EPF plays a valuable role in the informal space.

If EPF wants to strengthen its contribution to more structural and formal changes to institutions, it needs to continue to improve the way it collaborates with other actors in the development community. EPF, given the size of the organisation, is unlikely to be able to make a significant impact on formal structures without positive, significant, and enduring collaboration with a range of other NGOs and bilateral and multilateral actors. In the key stakeholder interviews conducted for this evaluation the evaluators received consistent feedback that EPF has not been effective at building collaborative relationships with other stakeholders and was relatively isolated. The next step for EPF in its journey is to continue to build relationships with other actors in the sector and to work collaboratively with these actors to try to collectively advocate for structural and systemic change. EPF is not the only NGO who reports difficulties in establishing meaningful dialogue with the Department of Education, and actors working in school based programming may find they are more effective at establishing meaningful dialogue if they work collaboratively to try and build this relationship.

**Are the current outcomes as identified in the theory of change the most appropriate and relevant outcomes for the program?**

Based on the findings from this evaluation, we believe that the EPF4S could benefit from a redevelopment of its theory of change. Our suggestions are outlined below.

1. Foundational activities should be revised to focus less on establishment of the program and more detailed investigation as to what activities EPF needs to do to ensure that the program is delivered to a consistently high quality.
2. The current line of the theory of change that pertains to students is reasonably accurate. It could benefit from a clearer understanding and more detailed descriptions of what types of outcomes are expected at the conclusion of the program, and how these outcomes lead to the expected behaviour change. It would be good to link these to a theory as to how these immediate changes lead to changes in gender norms that contribute to gender equality. In this way the theory of change could then be in line with international best practice – which stipulates that respectful relationships programs should be linked to known theories about how gender inequality causes violence against women.
3. Similar to students, the line that relates to volunteers could be redeveloped so that there is a clearer understanding of the types of outcomes that happen for volunteers in the short-term. Some of the intermediate outcomes in the current theory of change are actually activities. There needs to be a stronger connection between immediate and intermediate outcomes and how they contribute to gender equality.
4. The line about teacher and schools in the theory of change needs major redevelopment and should happen along with a more in-depth redesign of the activities that focus on teachers and students.
5. Similar to the teachers, the line that describes the changes around sharing the evidence based needs significant redevelopment and should happen along with a more in-depth redesign of activities that focus on building relationships with the education department and other key stakeholders.

# Recommendations

## Recommendations around EPF4S programming

1. The toolkit could benefit from redevelopment that:
  - Improves the sequencing of activities from week to week
  - Rethinks how to teach week six – asking people for help, so that the program does not unintentionally risk placing students in greater danger
  - Continue providing additional sports within the program, including sports in which girls traditionally have more experience
  - Provides strategies for facilitators to encourage participation from students
  - Provides strategies for facilitators to break down and better explain concepts that students find hard to understand
  - Has a mixture of materials in English and Tok Pisin
2. The training for volunteers could benefit from:
  - Providing volunteers with an opportunity to practice delivering the entire curriculum prior to entering a school
  - Providing opportunities for volunteers to learn skills that can help them facilitate when students are quiet or reluctant to participate
  - Providing strategies for explaining hard to understand constructs

## Recommendations for the Dolphins for Change School Action Groups

3. EPF should continue investment in the School Action Groups. The program should have a greater focus on change-making in schools. The students who participate in the School Action Groups could benefit from leadership training so that they are able to be gender equality ‘champions’ at their school and engage in social marketing, peer education, and change-making activities.

## Disclosure

4. The EPF policies relating to how to respond to and manage disclosure from students should be reviewed. There is a need to train volunteers on how to respond to disclosure and the organisation needs to have a position on duty of care in these situations. There is also a need for a formal process by which to support volunteers who have been themselves supporting students.

## Monitoring and evaluation

5. The monitoring and evaluation framework should be redeveloped
  - The new framework should have a theory of change that is aligned with theories around how gender inequality contributes to violence against women
  - There is a need to redesign the ways that feedback is captured from volunteers and integrated into program development
  - The way that the Most Significant Change process is currently implemented among students during the program needs to be redeveloped. We recommend either doing a post-program MSC interview with selected students one week after program completion or using the School Action Groups to collect MSC stories. The MSC process should also be redeveloped so that students can develop stories in English or *Tok Pisin*, and so that students are not publically voting for stories.
  - We recommend that EPF stop using their previous survey and begin using the survey that was developed by the evaluation team in 2017.
  - Each monitoring tool that is developed for monitoring the EPF program needs to have an accompanying strategy for analysis and interpretation of the monitoring data to minimise the risk that monitoring data gets collected but never analysed.

- The monitoring and evaluation plan needs a stronger plan for analysis and reflection of the data collected, with more detail about how to do this analysis and then how to incorporate this analysis into ongoing reflection and development.

### **Working with teachers and schools**

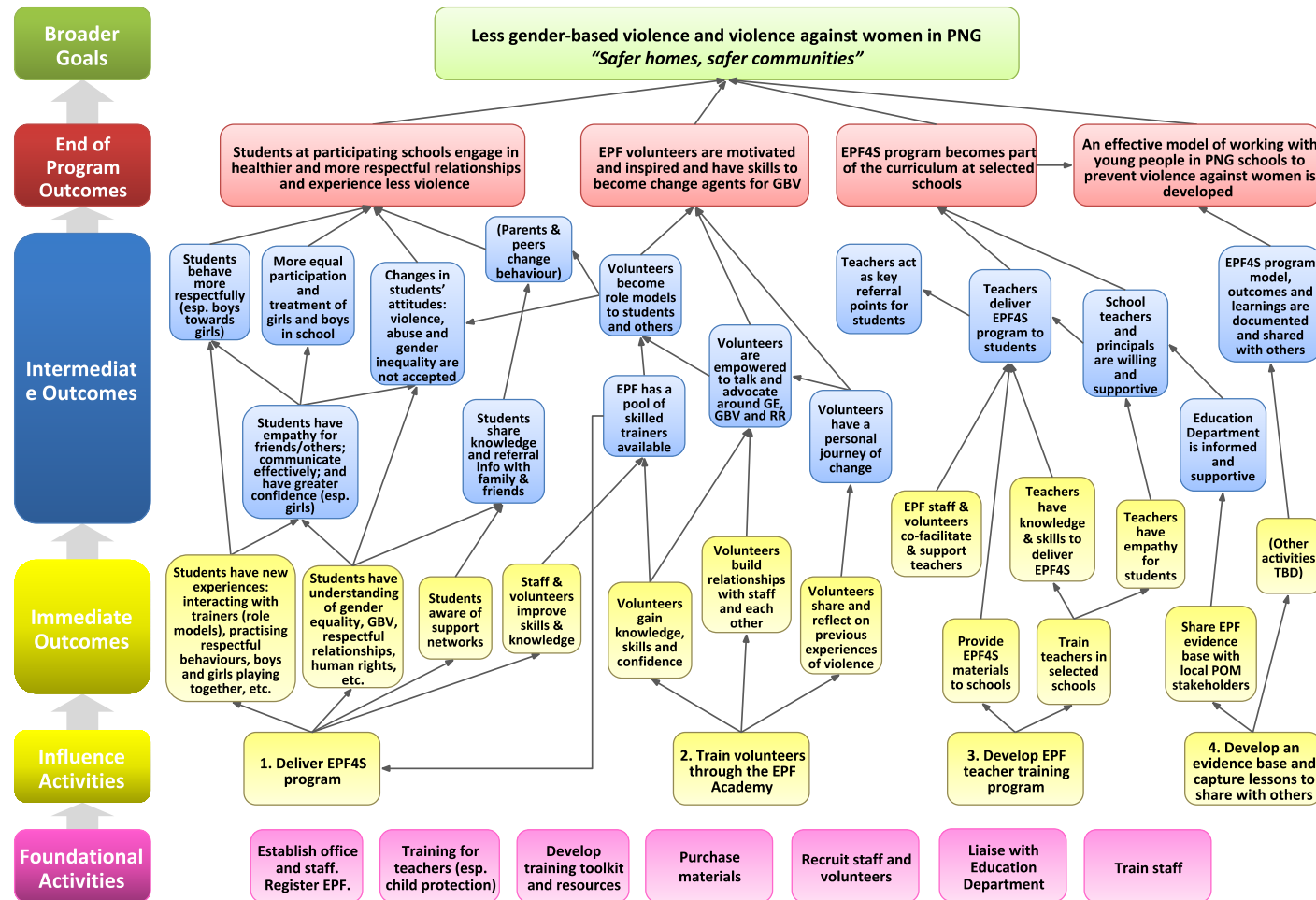
6. Elements of the program that work with teachers and schools need to be redesigned and costed so that an accurate picture of the level of investment needed for reasonable impact at this level can be developed. EPF should also investigate models that are co-located or integrated into the education department. EPF might benefit from exploring strategic relationships and partnerships that would allow greater opportunities for influence within the education department.

### **Organisational development**

7. EPF should develop a strategy for organisational development, using the review (using the ACFID and DFAT frameworks) developed in this evaluation report as the framework for the development and implementation of the strategy.

## Appendices

## Appendix One: Equal Playing Field theory of change



## Appendix Two: Expert assessment of the redeveloped EPF survey (Associate Professor Andrew Singleton)

There is a lot of positive testimony on some of the questions, and little disagreement, but that's okay. There doesn't have to be any kind of even distribution... some stats folk like to have even distribution of responses for parametric scaling, but you are trying to find out attitudinal change and program effect.

There is some variation by gender on some of the items, which is also helpful, because it's going to enable some robust comparisons.

I took nine of the variables from the first bank of questions (see below for why I chose these), and created a reasonably tidy little scale (EPFSCALE) that I then reduced into three categories (CONFIDENT) about how effective the program was.

CONFIDENT HOW CONFIDENT STUDENTS ARE ABOUT EPF helping					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1.00 Low	1	.8	.8	.8
	2.00 moderate	26	21.1	21.1	22.0
	3.00 high	96	78.0	78.0	100.0
	Total	123	100.0	100.0	

The syntax and data file I sent back, the syntax is on the bottom of this in case you want to cut and paste. This is legitimate enough that you could show your stakeholders some nice charts that shows the overall impact and talk about three kinds of students who were effected.

I would be looking to have a maximum of 10 questions in the first bank. Most people think that's about right. Here are a few that I think are a bit odd, don't quite fit:

- *Bikos lo EPF mi lainim olsem mi mas bihainim laik blo ol narapela (Because of EPF I learnt that I must follow others)* doesn't seem like the greatest question to me ... Isn't EPF supposed to encourage independent thinking rather than following the crowd?
- *Sapos mi bungim abuse mi ino gat ol narapela lain lo helpim mi (If I faced abuse I don't have anyone to help me)* I don't know what that question is asking?
- *The EPF staff didn't give me an opportunity to talk during the shed talk.* Please see comment below. This one needs a new home

### Reworking the response scale on the second page of the survey

I have a few thoughts about this. I think it is good to mix it up. It's simply too bruising to have the same set of responses scales for the entirety of the survey, that leads to response set answers or survey fatigue. But I do notice that there's a bit of a mismatch between the questions being asked and the response scale: 'never, some of the time, most of the time and all of the time'.

Some of those questions are asking about the **impact or effect of EPF** (which might be better measured with the strongly agree to strongly disagree scale), and others are asking about the **actions and activities of the teachers, or the EPF staff** (which *could* be measured by the never to all of the time scale).

Also complicating this is that questions like 'Sometimes the school teachers make us feel ashamed when we make mistakes' and 'sometimes the school teachers hit us where we make mistakes' are not clearly pre-or post EPF. In the student's mind, are they thinking of six months ago, 12 months ago or during the program?



And the response scale has as one of the responses, 'some of the time' yet the question starts with 'sometimes ...' So, you're asking someone 'sometimes the schoolteachers made us feel ashamed' and then perhaps wanting them to say 'sometimes'.  
I recommend this:

To give the students a break from the: 'strongly agree/strongly disagree scale' have a small bank of questions that asks about the **actions and activities of the teachers and EPF staff**. Make it clear if that is to be about their actions and activities **during the program**. And don't start the statement with the phrase 'sometimes'. What you want to know is whether or not the teachers made them feel ashamed when they made mistakes. A straight up concrete answer so it would be yes or no, or if you want a measure of frequency, something like the categories: never, a little, some, a lot, don't know.

During the EPF the school teachers hit us when we make mistakes: **never, a little, some, a lot, DK**

During EPF, When we played the game the boys did not pass the ball to girls  
the EPF people made us feel ashamed when we make mistakes  
I understood what was being taught during the shed talk

The EPF gave me an opportunity to talk during the shed talk: Then jump into another bank of questions that ask about the impact or effect of EPF, and you could use the 'strongly agree scale', because the students are familiar with it and you've given them a little break.

## Recommendations for future survey development/changes

In your first set of statements there's a lot of, 'Because of EPF,' this or that change occurred ... Trouble with because is that it attributes sole causality to EPF, that is, they are thing that caused the change. This kind of program only ever assists, informs, guides people ... a matrix of life factors causes change to happen, or prevent it from happening. You might want to ask for example: 'EPF **Taught Me** That I Have the Right to Say No', or 'EPF **helped me** to learn that I must not follow others', rather than having so many that say 'Because of ...'. Could say: 'Since EPF...' or 'After EPF ...' That might make for more credible outputs? Plus have some that are framed negatively. 'EPF **did not** teach me to respect others'. You've done that already, but make sure 3 of the ten run the other way ...

### SYNTAX:

#### RELIABILITY

/VARIABLES=

morerespect

learnrespect

equal

sayno

talkviolence

whatisright

help

feelings

helpothers

/SCALE('EPFSCALE') ALL

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE SCALE CORRELATIONS

/SUMMARY=TOTAL CORR.

\*\*\*create EPF scale.

COMPUTE EPFSCALE= MEAN.6 (morerespect, learnrespect, equal, sayno, talkviolence, whatisright, help, feelings, helpothers).

FREQUENCIES EPFSCALE.

DESCRIPTIVES EPFSCALE.

```
RECODE EPFSCALE (SYSMIS=SYSMIS) (1.00 thru 2.33=1) (2.34 thru 3.89=2) (3.90 thru 5.00=3)
INTO
  CONFIDENT.
VARIABLE LABELS CONFIDENT 'HOW CONFIDENT STUDENTS ARE ABOUT EPF helping'.
VALUE LABELS CONFIDENT 1'Low' 2'moderate' 3'high'.
VARIABLE LEVEL CONFIDENT (NOMINAL).
EXECUTE.
FREQUENCIES CONFIDENT EPFSCALE.
```

## Appendix Three: Expert review of EPF curriculum (Independent consultant, Kirsty Buchecker)

Support for social emotional learning (SEL) programs has grown recently with increased evidence supporting the effectiveness of such programs in enhancing interpersonal skills, emotional wellbeing and academic performance (Cahill, Beadle, Farrelly, Forster, & Smith, 2014; CASEL, 2003). There is empirical support for programs that address attitudes about the self and others and promote prosocial behaviour, which have been shown to decrease problem behaviours and emotional distress (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

Evidence suggests effective SEL programs share a common set of attributes described in one meta analysis (Durlak et al., 2011) by the acronym SAFE (Sequenced, Active, Focused, Explicit). The following review of the Equal Playing Field curriculum applies SAFE to each session plan to make suggestions for improvement. *Sequenced* refers to the way the program links the learning objectives together in a manner that enables students to make connections and builds on previous session content. *Active* highlights opportunities for students to act on the content covered, while *Focused* ensures that there is sufficient time and clarity for the learning to occur. *Explicit* refers to the clarity and specificity of learning objectives which should be shared with the students.

Evidence suggests that the best SEL programs are interactive, use coaching and role-playing, with structured activities linked to specific goals. The Collaborative for Academic, Social, and Emotional Learning (2003) describe the core competencies as:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

These competencies align to the existing EPF curriculum with some gaps in self-awareness and self-management which would integrate well in the first sessions.

A recent literature review (Cahill et al., 2014) recommended a number of collaborative learning strategies that add value to information provision in SEL programs. The following recommended practices are used to inform the review of EPF to highlight opportunities in each session to:

- Utilise participatory or collaborative teaching strategies
- Engage students in problem-solving and critical thinking
- Assist students to relate their learning to real life situations
- Incorporate messages which support development of healthy societal norms
- Make effective use of games to enhance peer relations
- Teach self-calming

### Week 1

#### Rules of the Game

*Sequence* Establishing rules is a great place to start as there is an opportunity to create a cohesive and positive group with clear and shared expectations. The link to relationships may stretch the learning a bit too far initially. It might be worthwhile considering how the program could scaffold key ideas to build the students' level of understanding.

*Active* The lesson plan has a heavy reliance on information provision dominated by teacher led discussion. An engaging activity to make sure all students participate rather than just those who volunteer an answer to the whole class is "Think Pair Share" this involves posing a question to the group and students turn to their partner to discuss, the facilitator can ask students to record their responses or share with the group. Some possible questions might include: *What kind of teams do you belong to? What behaviours are appropriate in a game of rugby that aren't appropriate off the sports field? How does it feel to be part of a strong team? What strengths do I bring to a team?* Adopting a strengths-based and positive perspective will help the facilitators emphasise desired rather than undesired behaviours.

*Focused* The group could then establish a set of rules for their group in class and on the field team that are agreed upon. The set of rules could be displayed during each session to support behaviour management, and acknowledge students who uphold the agreed upon rules. The key ideas might include teamwork, cooperation, respect, fairness which could lead up to the session on human rights.

*Explicit* A clear learning statement would focus this lesson on the expected skills and knowledge the students are expected to acquire. The learning objective might be along the lines of *To understand how rules apply to sports games and social situations*

## **Week 2**

### **RESPECT**

*Sequence* Given the sensitivity of this topic it may be worthwhile considering a reorganisation of the sequencing to ensure students feel safe and have developed strong relationships with the facilitators. It might be appropriate to introduce some self-awareness and emotion regulation topics in the second week to lead into the interpersonal skills and relationships sessions.

*Active* Instead of a discussion about the different types a violence, a possible activity could be tracing a body on butchers' paper (or drawing on the whiteboard, or in small groups) and asking the students to write around the body different actions that could hurt, distress or harm. Following this, students could then be asked to write the impact of these actions inside the body. For example, around the outside the actions may include *bullying, hitting, name-calling* while inside the impact could be described as *hurt, worried, feeling low*.

*Focused* Students could have an opportunity in groups to work together to come up with their own examples of violent or abusive behaviour and discuss the emotional impact. Definitions of the categories of violence could be given to the groups to support their understanding.

*Explicit* A clear learning statement could be *To understand the different forms of violence and abuse. To identify the emotional effects of violence and abuse.*

## **Week 3**

### **Everyone's Equal**

*Sequence* Everyone's Equal is a complex session and may be better placed after or sessions building self-awareness and empathy.

*Active* The session relies heavily on information provision. Students could be offered opportunities to share their ideas of what fairness and equality looks like and how it could be achieved. A strength of the session is the interactive step forward activity. A similar activity could be used to explore human

rights where students might respond to a list delivered by the facilitator and decide whether the item is a right or a privilege.

*Focused* The time spent on the silent reflection activity might be better utilised with small groups working together developing a list of ways gender roles and inequality can be limiting. It could be framed as a fill in the blank, for example, *As a girl/boy I'm supposed to \_\_\_\_\_ and if I don't people might think/say \_\_\_\_\_*

*Explicit* A possible learning objective could be: *To describe fairness, equality and human rights and reflect on gender based inequality*

## **Week 4**

### **A mile in their shoes and styles of communication**

*Sequence* This lesson on empathy might be better placed earlier in the program to develop a vocabulary of emotional literacy terms. Building emotional literacy into the program early will support later discussions around gender equality, violence, abuse and negative self-talk.

*Active* Whole group discussions can rely heavily on confident students to contribute answers. Building in Think, Pair, Share or small groups that report back gives a better chance of more students participating and sharing their ideas. Using visual tools is great for engagement however the labelling with shark, jellyfish or dolphin could be unnecessarily judgemental and contradict messages about empathy. Some of the language in the session notes is potentially victim blaming with statements such as "Passive (jellyfish) behaviour may increase the chance that someone will experience violence and abuse". It is important to emphasise the fact that victims are never responsible for any violence or abuse suffered.

*Focused* Some focused questions on empathy may include: *Why do we have the ability to empathise? What happens when people don't show empathy? How do you improve or develop your empathy?*

*Explicit* A clear learning objective could be *To understand the role of empathy in healthy relationships*

## **Week 5**

### **Setting boundaries**

*Sequence* Setting boundaries fits well within a section on positive relationships in the program sequence.

*Active* Rather than a single story read by the facilitator, a set of appropriate scenarios with different examples of individual boundaries being disrespected or pushed might engage the students in some critical thinking on the importance of respecting boundaries. Possible scenarios may include pressuring a partner to be more intimate than the other is comfortable with, a family member saying inappropriate things, a peer sending texts asking for intimate photos. Students could discuss these in small groups answering some key questions such as: *Has a boundary has been disrespected? How would it feel to have this boundary disrespected? Is there a way for the individual to assert their boundary?* (This may open an interesting discussion about power imbalances, and how it can be hard to set a boundary with someone who has authority over you)

*Focused* A focused session on respecting boundaries leads nicely into the help seeking lesson after students have built the critical thinking skill of identifying situations where boundaries have been disrespected.

*Explicit* A clear learning intention for this boundary setting may be *To recognise when boundaries have been violated and develop strategies to assert boundaries*

## **Week 6**

### **Walk and Talk**

*Sequence* This help seeking lesson flows well from the earlier work on respectful relationships.

*Active* The stuck in the mud activity is a great interactive strategy to illustrate the importance of seeking help. Building in some messages about how help-seeking can be a sign of strength and not weakness may enhance this great activity.

*Focused* A handy model to build positive help seeking skills is “No, Go, Tell, Change”. These four steps are easily remembered and help develop problem solving skills. Step one is saying no (if it’s safe to do so), two is leaving the situation (or turning off the phone/computer), three is telling a trusted adult, and four is being part of the change by being part of a group that doesn’t accept disrespectful behaviours.

*Explicit* A possible learning statement for this session might be *To identify situations requiring support from others and build strategies for help-seeking*

## **Week 7**

### **Looking back, moving forward**

*Sequence* A session reviewing the course material is a logical way to conclude the program and encourages reflection on learning.

*Active* The small group work is an interactive strategy but perhaps the ideas could grow rather than shrink as the group increases.

*Focused* The students could also focus on skills they have developed or are developing, for example, *I am good at being assertive and I am getting better at understanding other people’s emotions* or *I am good at empathising and I am getting better at challenging negative self-talk*.

*Explicit* A possible learning statement could be *To reflect on personal growth and acknowledge my strengths*

## **Week 8**

### **Celebration**

*Sequence* Celebrating achievements and looking to the future is a positive end to the program.

*Active* The wool activity ensures everyone contributes and it reflects peer connections. Students could be asked to think of a strength that describes the person they’re throwing the wool to, this could be an on field or off field strength.

*Focused* The session may repeat some of the content from session 7 and students might lose focus. It might be worth differentiating the two sessions, or having a single review session.

*Explicit* The final session could be differentiated from session 7 by having a focus on relationships, while session 7 could be a reflection on self.

### **Summary**

The curriculum has some strong features that align to the SAFE framework with detailed plans to support delivery. The inclusion of objectives for each session ensures there is an explicit learning intention and the use of games and active learning strategies align well to recommended practices. The program also aligns to many of the CASEL core competencies. The use of positive reinforcement is also evident in the program design.

## References

Cahill, H., Beadle, S., Farrelly, A., Forster, R., & Smith, K. (2014). Building resilience in children and young people: A literature review for the Department of Education and Early Childhood Development. Retrieved from <http://www.education.vic.gov.au/documents/about/departments/resiliencelitreview.pdf>

CASEL. (2003). Safe and Sound: An educational leader's guide to evidenced based SEL programs. *Learning*. Retrieved from <http://static.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/5331c141e4b0fba62007694a/1395769665836/safe-and-sound-il-edition.pdf>

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

## Appendix Four: analysis of EPF operations against selection criteria from the DFAT NGO Accreditation framework and the ACFID quality standards

### DFAT Accreditation Standards

<p>A2. The NGO has a governing body including identified office holders, a documented structure of responsibilities and appropriate systems to ensure accountability</p> <ul style="list-style-type: none"> <li>• The NGO has a governing body</li> <li>• The governing body functions according to its governing instrument</li> <li>• The process by which the governing body is elected is transparent and outlined in the governing instrument</li> <li>• There are established mechanisms to address conflict of interest</li> <li>• The NGO demonstrates autonomy from international affiliates</li> </ul>	<p>EPF has a board consisting of four members. There was no documentation of the following:</p> <ul style="list-style-type: none"> <li>• Governing instruments</li> <li>• Processes for election of the board</li> <li>• Policy about conflict of interest for board members</li> </ul> <p>In the trust deed EPF stipulates that the board will have a chair, a treasurer, and a secretary, but there is no documentation about who holds these positions.</p>
<p>B1. The NGO has a demonstrated record of undertaking international development activities</p> <ul style="list-style-type: none"> <li>• Objectives in the governing instrument of strategic plan include development activities in developing countries</li> <li>• There is a minimum two-year track record of development undertaken by the NGO</li> <li>• NGO can differentiate between development activities and non-development activities</li> <li>• NGO can demonstrate strategic approach to programming, with consideration of geographical or sectoral focuses, commensurate with capacity</li> <li>• NGO has developed country and/or sectoral strategies</li> </ul>	<p>EPF does not at the time of writing have a strategic plan and does not have a developed country or sectoral strategy.</p> <p>EPF has a minimum two-year track record of development.</p>
<p>B2. The NGO operates in a manner consistent with current good practice guidelines for the sector</p> <ul style="list-style-type: none"> <li>• NGO has child protection policy and procedures in place that comply with DFAT's child protection policy</li> <li>• NGO has gender policy and incorporates its principles into activities</li> <li>• NGO incorporates disability inclusive principles into activities</li> <li>• NGO has procedures to assess and mitigate environmental impact where appropriate</li> <li>• NGO can demonstrate it works with its partners to promote the following good practice: <ul style="list-style-type: none"> <li>○ Approaches to program design that include contextual analysis and sound program logic</li> </ul> </li> </ul>	<p>EPF has a child protection policy that is in compliance with DFAT's child protection policy.</p> <p>EPF does not have a documented disability inclusion strategy.</p> <p>EPF does not have a documented gender policy.</p> <p>EPF does not have a policy to assess and mitigate environmental impact.</p> <p>EPF does not appear to have the current capacity to engage in program design that includes a contextual analysis although it does have a program logic.</p> <p>EPF does not have a strategy for promoting the participation of marginalised, vulnerable, and less represented groups of people.</p>



<ul style="list-style-type: none"> <li>○ The inclusion of primary stakeholders throughout the development process</li> <li>○ Promoting the participation of marginalised, vulnerable and less represented groups of people</li> <li>○ Building local community capacity</li> <li>○ Strategies for sustainability</li> </ul>	<p>EPF does not have a strategy for sustainability.</p>
<p>B3. The NGO has the capacity to deliver its project program objectives</p> <ul style="list-style-type: none"> <li>• NGO has program, finance and technical staff commensurate with the scope of its program portfolio</li> <li>• NGO demonstrates its understanding of the stages of the project cycle</li> <li>• NGO is able to demonstrate influence on activities throughout the project cycle</li> <li>• NGO appraises potential activities against good development standards and DFAT requirements</li> <li>• NGO assesses and manages activity level risk</li> <li>• NGO has established programming procedures standards or guidelines for its approaches to development and program management</li> <li>• NGO has documented risk management strategies at both the organisational and activity levels</li> </ul>	<p>EPF mostly has program, finance and technical staff commensurate with the scope of its program portfolio. It could benefit from staff with greater experience and expertise in:</p> <ul style="list-style-type: none"> <li>• Program development</li> <li>• Business development</li> <li>• Child development</li> <li>• Working in the education sector</li> </ul> <p>EPF activities show awareness and understanding of the project cycle and it shows willingness to reflect on and adapt activities during the project cycle.</p> <p>The current EPF monitoring and evaluation framework is in line with the type of work that would be produced by most Australian NGOs.</p> <p>EPF developed a risk management framework for the DFAT funding but apart from the annual report for PLAN there is no evidence that EPF regularly reviews and appraises risk.</p> <p>EPF does not have established programming procedures, standards and guidelines for program management – but it does have guidelines for the delivery of program activities.</p>
<p>B4. The NGO can monitor, report, and rate the effectiveness of activities</p> <ul style="list-style-type: none"> <li>• NGO undertakes regular activity monitoring</li> <li>• NGO analyses project information to assess progress and constraints</li> <li>• NGO conducts activity evaluations commensurate with activity size</li> <li>• NGO reports to stakeholders including DFAT in a timely manner</li> <li>• NGO has an established system to assess the results and effectiveness of its development activities at the activity level and organisational level</li> <li>• NGO has an established system the captures documents and disseminates its results, good practices and lessons learned</li> <li>• NGO involves primary stakeholders in reflection, learning, and design adaptation processes</li> </ul>	<p>EPF has a monitoring and reporting framework that would be of a similar quality to what is produced in Australian NGOs. It is effective at analysing the success of activities but not the effectiveness of the organisation as a whole.</p> <p>EPF appears able to provide good quality reports as needed.</p> <p>EPF has policies and procedures for incorporating feedback from students and volunteers.</p>
<p>E1. The NGO has effective management, administration, and financial systems for</p>	<p>EPF has a budget that appears to be in line with what would be expected for good financial management of a program.</p>

<p>accounting for funding.</p> <ul style="list-style-type: none"> <li>• The NGO has a clear segregation of duties between procurement, authorisation of supplier invoices and the authorisation of payment</li> <li>• The NGO has financial systems controlling general ledger and project ledgers</li> <li>• The NGO has documented policies systems and processes to account for funding</li> <li>• The NGO has audited financial statements</li> </ul>	<p>The evaluation did not assess the extent to which EPF has financial systems for controlling general ledger and project ledgers.</p> <p>EPF has a dedicated finance officer.</p>
<p>E3. The NGO uses systems to assess and manage financial risk that are appropriate for its level of expenditure</p> <ul style="list-style-type: none"> <li>• The NGO has documented delegation and authorisation levels for personnel, including cheque signatories</li> <li>• The NGO has appropriate insurance policies (e.g. public liability)</li> <li>• The NGO has systems to conduct assessments of financial risks particular to the operating environments and activities it conducts</li> <li>• The NGO has processes and systems to effectively prevent, detect and investigate fraud and prevent corruption</li> <li>• The NGO has a conflict of interest policy</li> <li>• The NGO has a foreign currency exchange policy</li> </ul>	<p>EPF developed a risk assessment for the DFAT proposal but outside annual reporting to PLAN there is no documented evidence that EPF regularly reviews this risk assessment.</p> <p>There do not appear to be systems for managing financial risk.</p> <p>EPF has a trust deed which outlines the role of the board in reviewing the finances of the organisation but there is no documentation about the effectiveness of the board in this regard.</p> <p>There are no documented policies about controlling for fraud and corruption.</p> <p>EPF does not appear to have a conflict of interest policy.</p>

## ACFID Code of Conduct Quality Assurance Framework

<b>1. Rights, protection, and inclusion</b>	
<p>1.1 We respect and protect human rights.</p> <ul style="list-style-type: none"> <li>• Members integrate a human rights or rights-based approach into programming</li> <li>• Members provide training to staff and volunteers in a human rights or rights based approach to development</li> <li>• Members periodically evaluate and reflect on their human rights and rights based approaches</li> <li>• Members promote information about issues relating to human rights to the public and external stakeholders</li> </ul>	<p>EPF does appear to integrate a human rights based approach to programming. It provides training to volunteers and staff to ensure that they are delivering training in line with EPF's values.</p> <p>EPF does provide information about gender equity – a component of human rights - to external stakeholders and it has a public website that outlines its goals and here it makes its resources available to the public.</p>
<p>1.2 We respect and respond to the needs, rights, and inclusion of those who are vulnerable and those who are affected by marginalisation and exclusion</p> <ul style="list-style-type: none"> <li>• Members provide training for their staff and volunteers to understand the impact of intersecting drivers of vulnerability, marginalisation and exclusion; the factors may exacerbate vulnerability and exclusion, and barriers to inclusion of marginalised groups</li> <li>• Members support initiatives that seek to build the capacity of specific rights holders to understand and advocate for the fulfilment of their human rights</li> <li>• Members promote information about issues relating to vulnerability, marginalisation and exclusion to the public and external stakeholders</li> </ul>	<p>Volunteers and staff receive training in principles of gender equality. EPF supports initiatives that seek to build the capacity of volunteers and students to understand and advocate for human rights.</p> <p>EPF promotes and advances the safeguarding of children. The program has a dedicated child protection officer and child protection policies.</p>
<p>1.4 We advance the safeguarding of children</p> <ul style="list-style-type: none"> <li>• Members have a child safeguarding focal person who is responsible for coordinating the implementation of child safeguarding systems</li> <li>• Members provide introductory refresher and role specific training as relevant for their governing body, staff, volunteers, project visitors and partners to become familiar with and raise awareness of child safeguarding</li> <li>• Members adapt child safeguarding policies and practices to local contexts in collaboration with local stakeholders</li> <li>• Members promote their commitment to child safeguarding to the public and external stakeholders</li> </ul>	
<b>2. Participation, empowerment, and local ownership</b>	
<p>2.1 We promote the participation of primary stakeholders</p> <ul style="list-style-type: none"> <li>• Members translate program and organisational information into relevant local languages and in appropriate forms</li> <li>• Members provide training for their staff, volunteers and partners on the importance</li> </ul>	<p>EPF promotes engagement of volunteers and students in its programming.</p> <p>EPF has mechanisms for soliciting feedback from volunteers and students and mechanisms</p>

<p>of primary stakeholder participation in the development process and in the techniques and skills required to authentically enable this participation</p> <ul style="list-style-type: none"> <li>• Members periodically evaluate and reflect on their approaches and mechanisms designed to promote participation of primary stakeholders</li> <li>• Members promote the voice of primary stakeholders in its communications with the public and external stakeholders</li> </ul>	<p>EPF provides training to staff and volunteers around delivery of program but not about importance of primary stakeholder participation in the development process.</p> <p>EPF has been investing time in building the capacities of primary stakeholders to implement and lead EPF activities – but these activities have not been effective.</p>
<p>2.2 We promote the empowerment of primary stakeholders</p> <ul style="list-style-type: none"> <li>• Members allocate resources (time, funds, and people) to build the capacities of primary stakeholders to enable them to implement and lead their own development initiatives</li> <li>• Members promote and support the representation of primary stakeholders in local leadership roles</li> <li>• Members periodically evaluate and reflect and their approaches and mechanisms designed to empower primary stakeholders</li> <li>• Members promote the value of empowerment of primary stakeholders to the public and external stakeholders</li> </ul>	<p>EPF promotes representation of primary stakeholders in leadership roles through providing opportunities and capacity building to its volunteers.</p> <p>EPF does not have a gender focal person. But it does have explicit focus on gender equality and the promotion on women's rights in its programming.</p> <p>EPF does not appear to have a disability inclusion focal person. They don't appear to run any activities that focus on the inclusion of people with a disability.</p> <p>EPF has a child protection officer and well developed processes to ensure the protection of children.</p>
<p>2.3 We promote gender equality and equity</p> <ul style="list-style-type: none"> <li>• Members have a gender focal person</li> <li>• Members support initiatives where the primary or explicit focus is the promotion of women's rights and/or gender equality and equity</li> <li>• Members provide gender training for their governing body, staff, volunteers and partners covering such topics as gender analysis, gender programming, gender equality and equity, in particular women and girls, to determine their own priorities and advocate for their own equality and equity</li> <li>• Members promote women's rights, gender equality and equity and gender issues more broadly in communications with the public and external stakeholders</li> </ul>	
<p>2.4 We promote the empowerment of people with disabilities</p> <ul style="list-style-type: none"> <li>• Members have a disability inclusion focal person</li> <li>• Members support activities where the primary focus is the promotion of rights and inclusion of people with disabilities</li> <li>• Members provide training for their governing body, staff, volunteers, and partners which covers disability inclusion issues and the rights articulated in the UN Convention on the Rights of Persons with Disabilities</li> </ul>	

<ul style="list-style-type: none"> <li>Members promote the principles of disability inclusivity in communications with the public/external stakeholders</li> </ul>	
<p>2.5 We promote the participation of children</p> <ul style="list-style-type: none"> <li>Members have a staff person with specialised expertise in child-centred development.</li> <li>Members support activities that seek to build the capacities and confidence of children to participate and influence issues that affect them</li> <li>Members provide child-centred development and/or child rights training for their governing body, staff, volunteers and partners</li> </ul>	
<b>3. Sustainable change</b>	
<p>3.1 We seek durable and lasting improvements in the circumstances and capacities of primary stakeholders</p> <ul style="list-style-type: none"> <li>Members provide training on the principles of sustainable development to staff, volunteers, and partners</li> <li>Members evaluate the extent to which its initiatives lead to durable and lasting change</li> <li>Members promote their commitment to durable and lasting improvements to the public and external stakeholders</li> </ul>	<p>EPF attempts to build sustainable change through its work with teachers and schools. There do not appear to be any formal mechanisms for assessing the extent to which the program is contributing to lasting change.</p>
<b>4. Quality and effectiveness</b>	
<p>4.1 We articulate clear strategic goals for our work</p> <ul style="list-style-type: none"> <li>Members make materials available outlining their vision, mission and values to partners and primary stakeholders in accessible forms</li> <li>Members provide information and/or discuss their vision, mission, values and their organisational strategy or plan during induction or other training with their governing body, staff, volunteers, and partners</li> <li>Members report to their governing body on their progress against the performance indicators in their organisational strategy or plan and alignment with their vision, mission, and values</li> </ul>	<p>EPF has a theory of change that has a clear mission for the organisation. There do not appear to be any other documents that have a clear vision, mission and values.</p> <p>EPF has a monitoring and evaluation framework which is of a similar quality to what an Australian NGO would produce.</p> <p>EPF does have a website that clearly communicates what it is and what its activities are.</p> <p>The evaluation was not able to assess what reporting EPF is making to its governing body. It does provide detailed reporting to PLAN International – who is auspicing the DFAT funding.</p>
<p>4.2 We analyse and understand the contexts in which we work</p> <ul style="list-style-type: none"> <li>Members provide training for their staff, volunteers, and partners in the techniques and skills required to undertake contextual, stakeholder, and risk analysis</li> <li>Members have structured review processes or events to periodically re-assess contextual and stakeholder analysis and risk on an ongoing basis</li> </ul>	<p>EPF does not appear to provide training around undertaking contextual, stakeholder, or risk analysis.</p> <p>EPF does not appear to have a structured review process to periodically assess contextual, stakeholder, and risk analysis on a regular basis.</p>

<ul style="list-style-type: none"> <li>Members share research plans and results with those who are involved in or impacted by the findings of research</li> <li>Members share the results of research with local partners and primary stakeholders</li> </ul>	<p>EPF does share results of its monitoring and evaluation activities publically and with partners.</p>
<p>4.3 We invest in quality assessment of our work</p> <ul style="list-style-type: none"> <li>Members have dedicated staff with specialised monitoring and evaluation skills and experience</li> <li>Members use external specialists in undertaking reviews and evaluations and use a range of data collection methods and tools, both quantitative and qualitative</li> <li>Members provide monitoring and evaluation training for their staff, volunteers, partners and relevant primary stakeholders</li> <li>Members publish the results of reviews and evaluations on the website, and make these available through other accessible mediums to partners and primary stakeholders</li> <li>Members monitoring and evaluation systems include the participation and leadership of partners, community members, and primary stakeholders</li> </ul>	
<p>4.4 We reflect on, share, and apply results and lessons with stakeholders</p> <ul style="list-style-type: none"> <li>Members host, attend or participate in multi stakeholder learning events</li> <li>Members have a planned schedule for reflection and learning events each year</li> <li>Members have mechanisms to ensure findings are shared with and feedback is sought from primary stakeholders in accessible and appropriate ways</li> </ul>	
<p>5. Collaboration</p>	
<p>5.1 We respect and understand those with whom we collaborate</p> <ul style="list-style-type: none"> <li>Members have staff with specialised partnership skills</li> <li>Members undertake comprehensive joint capacity assessment with partners. This may include areas such as human resources, project cycle management systems, risk management, financial management and policy compliance.</li> <li>Members have regular meetings with partners and/or collaborators where open feedback and dialogue is facilitated</li> <li>Members identify, explain, and promote the role of their partners with appropriate attribution for their work, to the public and external stakeholders</li> </ul>	<p>EPF does not appear to have specialised partnership skills.</p> <p>EPF does participate in meetings and forums with others working in the same sectoral areas.</p> <p>Reporting from others working in similar sectors in Papua New Guinea and Bougainville is that EPF could be doing more to communicate its programming to its community and building stronger relationships with other NGOs and actors.</p> <p>EPF does not have documented partnership management procedures and does not appear to provide formal training to staff around managing partnerships.</p>
<p>5.2 We have a share understanding of respective contributions, expectations,</p>	

<p>responsibilities, and accountabilities of all parties.</p> <ul style="list-style-type: none"> <li>• Members develop documented partnership management procedures set out in a manual or equivalent</li> <li>• Members provide training to relevant staff, volunteers and partners on their partnership related policies procedures and tools</li> <li>• Members periodically review formal agreements with partners through a process which encourages mutual discussion and feedback</li> </ul>	
<b>6. Communication</b>	
<p>6.1 We are truthful in our communications</p> <ul style="list-style-type: none"> <li>• Members have a communications focal person</li> <li>• Members provide training for their communications staff and volunteers on their own protocols</li> </ul>	<p>EPF does not appear to have a communications focal person – although it is stipulated in the budget that there is one. It does have a dedicated communications budget.</p> <p>EPF does not appear to provide training on communications and communications protocols.</p>
<p>6.2 We collect and use information ethically</p> <ul style="list-style-type: none"> <li>• Members procedures and tools for seeking consent for the use of images and stories are available in local language and other forms such as through images to ensure its full accessibility to primary stakeholders</li> <li>• Members provide training for their staff, volunteers, and partners on the appropriate ways to collect and use information</li> <li>• Members provide copies of communications or fundraising materials which use images or stories of primary stakeholders</li> <li>• Members jointly define with primary stakeholders how their images and stories will be used in communications and fundraising materials</li> </ul>	<p>EPF appears to have public communications which accurately describe the program.</p> <p>EPF has a child protection policy which outlines procedures for collecting information about children.</p> <p>All EPF participants sign consent forms to allow for collection of personal information.</p>
<b>7. Governance</b>	
<p>7.3 We are accountable to our stakeholders</p> <ul style="list-style-type: none"> <li>• Members make materials available outlining their vision, mission, and values, to partners and primary stakeholders in accessible forms.</li> <li>• Complaints mechanisms are adapted to local contexts and provided in accessible formats and languages.</li> </ul>	<p>EPF has public materials but they do not explicitly state their vision, mission and values.</p>
<p>7.4 We have responsible and independent governance mechanisms</p> <ul style="list-style-type: none"> <li>• The chair of the members governing body does not also occupy the position of CEO or equivalent</li> <li>• Members provide training for all governing body members on their governance responsibilities</li> <li>• Members maintain a conflict of interest register and include conflict of interest as a standing agenda item at governing body meetings</li> </ul>	

<b>8. Resource management</b>	
<p>8.2 We ensure that funds and resources entrusted to us are properly controlled and managed</p> <ul style="list-style-type: none"> <li>• Members have qualified and experienced staff with responsibility for financial management and oversight</li> <li>• Members undertake regular analysis of internal systems to identify areas that need to be monitored and updated</li> <li>• Members provide regular training to partners and staff on financial policies, in particular financial wrongdoing prevention</li> <li>• Members governing body formally reviews income and expenditure on at least a quarterly basis</li> <li>• Members have adequate reserves to protect staff and partners in the event of a reduction in funding, and a policy to reflect this</li> </ul>	<p>EPF has a dedicated finance officer and a governing board. The trust deed stipulates that the board will have a treasurer. The evaluation did not assess the extent to which the finances are properly controlled, and did not sight any documentation around the management of financial systems.</p>
<p>8.3 We report on the acquisition and use of our resources</p> <ul style="list-style-type: none"> <li>• Members make accessible their annual report and other financial information in the countries of their operations</li> <li>• Members annual report includes:</li> <li>• Information on breath of stakeholder relationship</li> <li>• Presentation of clear and measurable goals and explanations of how their work and these goals contribute to vision, mission, and values</li> <li>• Information on outcomes and impact as well as outputs</li> <li>• Disclosure of the source and sustainability of different types of funding</li> <li>• A balances disclosure of positive and negative impacts and performance</li> <li>• Adaptation to challenges faced</li> <li>• Environmental sustainability report</li> </ul>	<p>EPF provides an annual report to PLAN International and quarterly financial reports.</p> <p>The annual report includes the following:</p> <ul style="list-style-type: none"> <li>• Any expected or unexpected changes to the project</li> <li>• Progress towards project objectives</li> <li>• Project reach</li> <li>• Project challenges</li> <li>• Risks and analysis of risk and mitigation strategies</li> <li>• Project changes</li> <li>• Stories of change from participants</li> <li>• Expenditure</li> </ul>
<b>9. People and culture</b>	
<p>9.1 We have the human resource capacity to deliver our work</p> <ul style="list-style-type: none"> <li>• Members have dedicated human resources assigned to key areas of organisational responsibility</li> <li>• Members periodically review the human resources needs of the organisation</li> <li>• Members have documented guidelines for the recruitment of local staff in country offices</li> </ul>	<p>EPF has the following staffing structure:</p> <ul style="list-style-type: none"> <li>• CEO</li> <li>• Senior project officer</li> <li>• Three project officers</li> <li>• Finance and administration officer</li> <li>• Volunteers – who deliver the programming</li> </ul> <p>To the best knowledge of the evaluators, EPF does not periodically review the human resources needs of the organisation.</p>



	All EPF staff are nationals of Papua New Guinea.
<p>9.2 We protect, value, and support our people</p> <ul style="list-style-type: none"> <li>• Members have a focal point for Occupational Health and Safety</li> <li>• Members have counselling support services available to staff</li> <li>• Members, staff and volunteers are aware of and have access to a range of professional development opportunities across and outside the sector</li> </ul>	<p>EPF does not provide counselling support services to staff.</p> <p>EPF does have a dedicated professional development budget that does not always appear to be effectively utilised. It does provide capacity building training to volunteers. There does not appear to be a structured strategy for providing capacity building for the staff and volunteers.</p>
<p>10. We manage our people effectively and fairly</p> <ul style="list-style-type: none"> <li>• Members appoint a dedicated governing body member or staff person to human resource management</li> <li>• Members have merit-based and transparent processes for filling vacancies.</li> </ul>	<p>EPF does not appear to have a dedicated staff member devoted to human resource management.</p> <p>EPF has good structures for recruitment of volunteers and this process appears to be merit-based.</p> <p>EPF staff have tended to be recruited from the volunteer pool.</p>

## Appendix five: redeveloped survey

The survey included over the page is the new recommended survey for EPF going forward. It has been redeveloped after being tested at Hagara Primary in June 2017 and after formal review by Associate Professor Andrew Singleton.

<p align="center"><b>What did you think about EPF?</b>  <b>Yu ting EPF save wokim wanem kain wok?</b></p>							
<ul style="list-style-type: none"> <li><i>Because your name is not on this survey, no one will know how you answered these questions</i>  Nem blong yu no stap lo disla pepa so nogat man bai save olsem yu tok olsem</li> <li><i>If you don't understand the question, just write 'don't know'. If you don't have an opinion, write 'neither agree or disagree'</i>  Sapose yu no klia gut lo wanpla questen markim 'mi no save'. Sapose yu no laik tokim tingting blong yu markim 'mi no klia tumas'</li> <li><i>We will use your answers to make EPF even better for other students like you</i>  Ol ansa blong yu bai helpim EPF lo helpim ol narapla ol sumatin oslem yupla</li> <li><i>Be sure to answer questions on both pages</i>  Ansarim olgeta questen insait lo disla pepa</li> </ul>							
<b>Are you a boy or a girl?</b> <b>Yu girl or yu boy?</b>		<i>I'm a boy</i> Mi boy		<i>I'm a girl</i> Mi girl			
<b>What is your age?</b> <b>Yu gat hamas krismas?</b>							
	<b>Strongly disagree</b> Ino wanbel tumas	<b>Disagree</b> Ino wanbel	<b>Neither agree or disagree</b> Mi no klia tumas	<b>Agree</b> Wanbel	<b>Strongly agree</b> Wanbel tumas		<b>Mi no save (Don't know)</b>
1. EPF are supportive to us EPF lain i sapotim mipela							
2. Because of EPF I learnt to be more respectful on the field Bikos lo EPF mi lainim hau lo respectim ol narapela insait lo fil							
3. The EPF staff didn't give me an opportunity to talk during the shed talk EPF lain ino save givim mi sans lo toktok lo tain blo shed talk.							
4. Because of EPF I learnt to respect others Bikos lo EPF mi lainim lo repsectim ol narapela							
5. Because of EPF I learnt that I am equal with others Bikos lo EPF mi lanim olsem mi same olsem ol narapela							
6. Because of EPF I learnt that I have the right to say no Bikos lo EPF mi lainim olsem mi gat rait lo tok nogat							
7. Because of EPF I can talk to others about not engaging in violence Bikos lo EPF nau mi ken toktok lo ol narapla lo lusim pasin blo kros na pait							
9. Because of EPF I learnt to do what I think is right Bikos lo EPF mi lainim lo mekim wanem samt看 em I rait							
10. Because of EPF I learnt I can ask others for help Bikos lo EPF mi lainim olsem mi ken askim ol narapela lo halivim mi							
11. Because of EPF I learnt that I am able to express my feelings sometimes Bikos lo EPF mi nap autim feelim blo mi sampla taim							
12. If I faced abuse I don't have anyone to help me Sapos mi bungim abuse mi ino gat ol narapela lain lo helpim mi							
13. Because of EPF I learnt to help others Bikos lo EPF mi lainim olsem mi ken helpim ol narapela							

	<i>Never</i> <b>Nogat Tru</b>	<i>Some of the time</i> <b>Sumpla taim</b>	<i>Most of the time</i> <b>Plenti taim</b>	<i>All of the time</i> <b>Olgeta Taim</b>	<i>Don't know</i> <b>Mi no save</b>
14. <i>The school teachers make us feel ashamed when we make mistakes</i> Ol tisa long skul save semim mipla lo ai blo ol narepla taim mipla mekim rong					
15. <i>I understood what was being taught during the shed talk</i> Mi save klia long ol samting mi lainim lo shed talk					
16. <i>Sometimes the EPF people hit us when we make mistakes</i> Sampela taim ol EPF lain save paitim mipla taim mipla mekim rong					
17. <i>Sometimes the school teachers hit us when we make mistakes</i> Sampela taim ol tisa long skul save paitim mipla taim mipla mekim rong					
18. <i>When we played in game the boys passed the ball to girls</i> Taim mipla pilai ol boys save passim bal lo ol girls					
19. <i>Sometimes the EPF people make us feel ashamed when we make mistakes</i> Sampela taim ol EPF lain save givim sem lo mipela lo ai blo ol narepla taim mipla mekim rong					

	<i>Strongly disagree</i> <b>Ino wanbel tumas</b>	<i>Disagree</i> <b>Ino wanbel</b>	<i>Neither agree or disagree</i> <b>Mi no klia tumas</b>	<i>Agree</i> <b>Wanbel</b>	<i>Strongly agree</i> <b>Wanbel tumas</b>	<i>Don't know</i> <b>Mi no save</b>
20. <i>Because of EPF I learnt how to stand up for myself</i> Bikos lo EPF mi lainim lo sanap strong lo tingting na laik blo mi yet						
21. <i>Because of EPF I saw others being more kind to each other</i> Bikos lo EPF mi lukim ol pikinini soim gutpla pasin lo narapela						
22. <i>Because of EPF I see girls have become more respectful to boys</i> Bikos lo EPF ol girls I givim more respek lo ol boys						
23. <i>Because of EPF I learnt how to control my feelings</i> Bikos lo EPF mi lainim lo kontrolim feelim blo mi						
24. <i>Because of EPF I see boys have become more respectful to girls</i> Bikos lo EPF ol boys I givim moa respek lo ol girls						