

Report for Activity 1.1: Establish forestry education service

For ITTO Project: PD 552/09 Rev. 1 (F)

*Encouraging Customary Landowners in the Lowlands of Papua New
Guinea's Central Province to Reforest their Grasslands
with High Value Trees*

BACKGROUND AND OBJECTIVES

ITTO Project 552/09 aims to create a model reforestation framework that encourages customary landowners in the Central Province lowlands to grow high value trees on their grasslands. Project outputs relate to the establishment of training, awareness and support services that will be managed and sustained by the PNG Forest Authority (PNGFA) in collaboration with the National Department of Education (NDoE), National Agricultural Research Institute (NARI) and Small to Medium Enterprise Corporation (SMEC).

Under Output 1, the Project Logframe expects representatives from each target group to have access to practical and attractive information about reforestation issues, options and processes; to be verified through materials and activity reports.

Activity 1.1 involves the creation of a forestry education service for PNG's primary and secondary schools. The NDoE's Curriculum Development Division (CDD) assists in the preparation of the required educational material in consultation with provincial education authorities, and target school boards, teachers and children. In December 2018, Pacific Island Projects (PIP) was recruited as Short-term Consultant (STC) to lead the delivery of a forestry education service for Central Province using their School Teachers Pack (STP).

The Report for Activity 1.1 describes the step-by-step process which has led to the creation of a Forest Learners Kit (FLK) and establishment of 3 model community schools equipped with multi-media teaching aids aligned with PNG's new Standards Based Curriculum (SBC). During May 2022, the FLK will be submitted to the Board of Studies for approval to be used by teachers in all schools across PNG (i.e. from Prep to Grade 12).

ABBREVIATIONS

CDD:	Curriculum Development Division
FLK:	Forest Learners Kit
NARI:	National Agricultural Research Institute
NDoE:	National Department of Education
OBC:	Outcome Based Curriculum
PNG	Papua New Guinea
PNGFA	PNG Forest Authority
SMEC:	Small to Medium Enterprise Corporation
STC:	Short-term Consultant
SBC:	Standards Based Curriculum
STP:	School Teachers Pack

CONTENTS

1. PREPARATION OF FORESTRY EDUCATION MATERIALS	1
1.1 Initial consultations	1
1.2 Selection of teaching aids	1
1.3 Localisation of teaching aids	2
1.4 Preparation of additional resources	3
2. ALIGNMENT WITH STANDARDS BASED CURRICULUM	3
2.1 Vetting and re-alignment of teaching aids	3
2.2 Circulation of teaching aids	3
3. ESTABLISHMENT OF MODEL SCHOOLS	8
3.1 Rapid appraisal of schools	8
3.2 Initial evaluation of teaching aids	9
3.3 Using the teaching aids	11
4. ROLLING-OUT THE FOREST LEARNERS KIT	12
4.1 Final approval	12
4.2 Supplementary resources	12
5. CONCLUSIONS AND RECOMMENDATIONS	12
6. ANNEXES	13
6.1 New additions to the School Resource Pack (all grades)	13
6.2 Rapid Appraisal Form	20
6.3 Set-up Form	25
6.4 Community Outreach Centre: Evaluation Form	26
6.5 School Teachers Pack: Evaluation Form for Primary Schools	28

1. PREPARATION OF FORESTRY EDUCATION MATERIALS

1.1 Initial consultations

During Field Trip 1 (11-15 December 2018), the project team met with the Chairman of the Barakau Primary School Board and senior staff from the NDoE's Curriculum Development Division (CDD) to discuss rolling out the STP at the 3 model schools in Central Province. During the meeting, the following decisions were reached:

- The project will add the missing secondary school folders to the STP, and source any additional teaching aids required to suit the Central Province context and fill any existing information gaps.
- The NDoE will advise the project to reorganise the STP folders to match the Standards Based Curriculum once the new curriculum has been developed (i.e. to replace the Outcomes Based Curriculum).
- The NDoE will secure national government approval for the STP to be used at primary and secondary schools in PNG, once the CDD has checked the contents.

1.2 Selection of teaching aids

Following Field Trip 1, 58 new sets of teaching aids (including secondary level) were selected to suit the Central Province context (e.g. grassland biomes), as well as fill information gaps (e.g. climate change mitigation). These additional resources were incorporated into the existing STP layout for the Outcome Based Curriculum (OBC), and added to the [PIP Website](#), Google Drive folder and [YouTube Playlist](#) (for videos).

Annex 6.1 (page 13) describes each new teaching aid that was added to the STP.

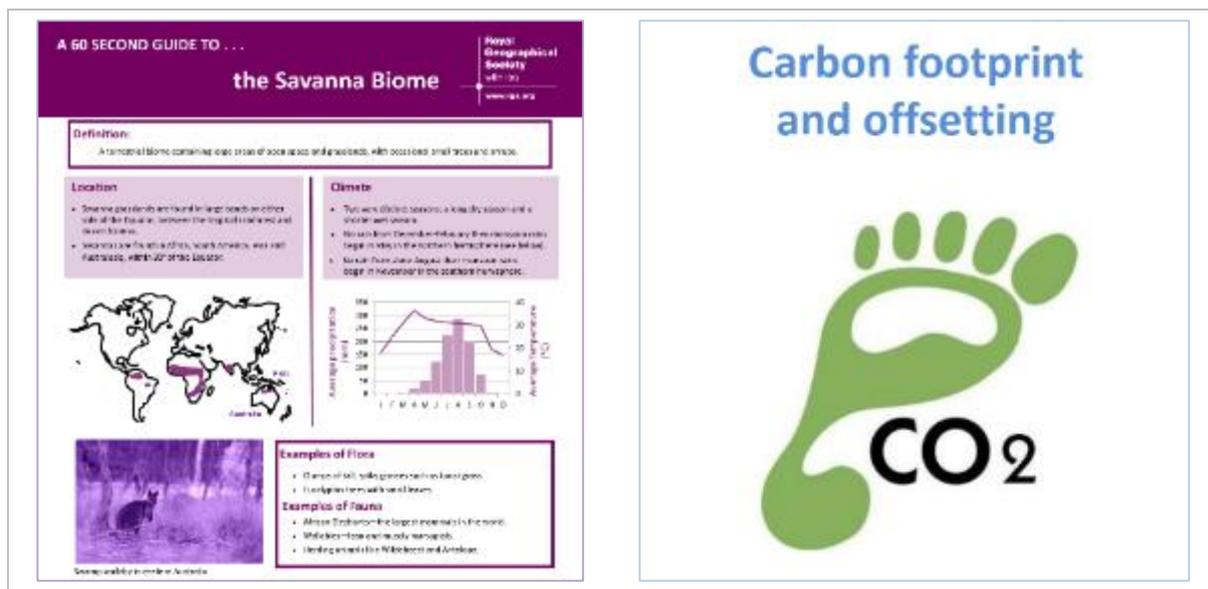


Figure 1: Examples of the 58 new teaching aids selected to suit the Central Province context and fill information gaps.

1.3 Localisation of teaching aids

The NDoE's Curriculum Development Division (CDD) next checked the contents of the STP for relevance and suitability. Their report indicated that the STP teaching aids related well to the OBC's learning areas of science, culture and community. The variety of resources were also well-suited to all age groups from Elementary Prep through to Grade 12. During Field Trip 4 (2-3 July 2020), the project team met with CDD staff to discuss the report's recommendations. During the meeting, the following decisions were reached:

- PIP would localise the STP teaching aids where necessary.
- NDoE would prepare a costing for a 1-week workshop at March Girls to vet and re-align the STP teaching aids with the new Standards Based Curriculum (SBC).
- NDoE would submit the finalised STP to the Board of Studies for approval.

Following the meeting all the STP teaching aids were carefully reviewed, and 33 sets of resources were selected for further localisation including 13 of the Project's new additions (see Annex 6.1, page 13). Figure 2 provides an example of a localised factsheet.

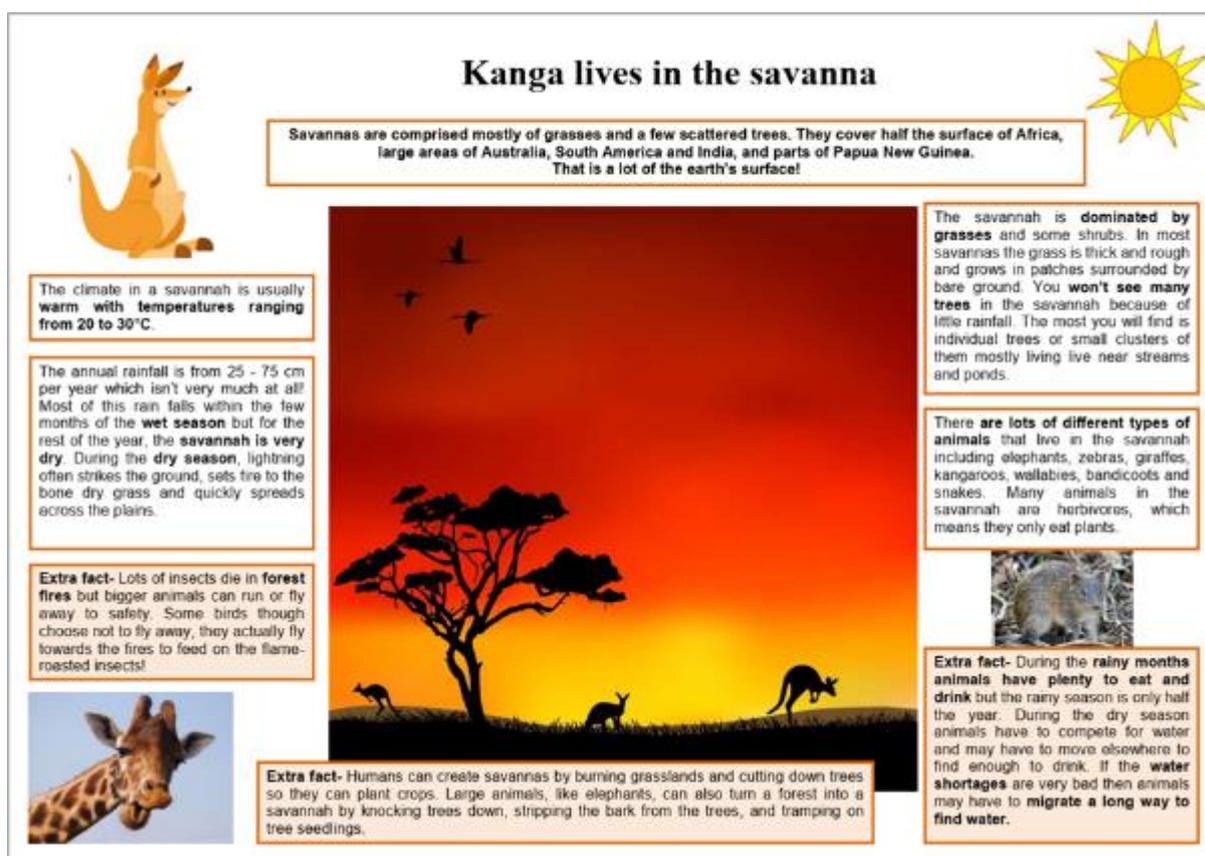


Figure 2: Example of localised teaching aid for primary school children

1.4 Preparation of additional resources

Following Field Trip 6 (13 February to 14 March 2022), a User Guide and [Promotional Video](#) were prepared to support the roll-out of FLK resources across PNG.

2. ALIGNMENT WITH STANDARDS BASED CURRICULUM

2.1 Vetting and re-alignment of teaching aids

The Resource Vetting & Alignment Workshop was held at the March Girls Resort in Central Province during Field Trip 5 (16-19 November 2020). There were 3 workshop objectives:

- To check each set of teaching aids, and select relevant and suitable content for the Standards Based Curriculum from Prep through to Grade 12.
- To align the selected content with the relevant Strands and Units of the new Standards Based Curriculum.
- Rename the School Teachers Pack to better suit the contents.



Figure 3: Five men and 3 women participated in the Resource Vetting & Alignment Workshop (5 from the NDoE's Curriculum Development Division, 2 from PNGFA's Policy & Planning Directorate, and 1 from Pacific Island Projects).

During the workshop, 114 teaching aids were selected and aligned with the Humanities-Social Science and Science-Mathematics pathways of the SBC. The STP was also renamed the Forest Learners Kit (FLK). Tables 1-5 (pages 4-7) present the FLK layout and contents for all school levels using the current 3:6:4 school structure.

2.2 Circulation of teaching aids

Following the workshop, a Google Drive folder was created to accommodate and share the FLK resources online.

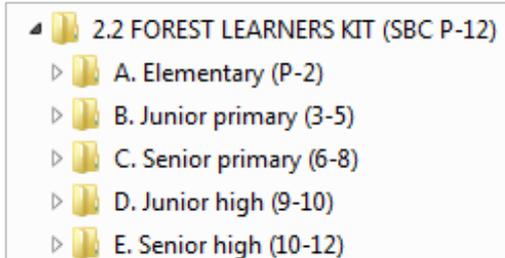


Figure 4: The FLK resources are easy to access on Google Drive for desktop

Table 1: FLK layout and number of selected teaching aids for Elementary Schools (using the current 3:6:4 school structure).

ELEMENTARY		
Pathway: Humanities & Social Science	Pathway: Science & Mathematics	
Subject: Culture & Community	Subject: Culture & Community	
Strand 2: My Community	Strand 3: My Environment	Strand 5: Movement & Physical Activity
Unit 1: Living and Working Together <i>1 Teaching Aid on G Drive</i>	Unit 1: Life <i>1 Teaching Aid on G Drive</i> <i>1 Teaching Aid on YouTube</i>	Unit 1: Movement Concepts & Basic Skills <i>7 Teaching Aids on G Drive</i> <i>1 Teaching Aid on YouTube</i>
Unit 4: Resources <i>5 Teaching Aid on G Drive</i>	Unit 2: Environment <i>12 Teaching Aids on G Drive</i> <i>2 Teaching Aids on YouTube</i>	
	Unit 3: Science in the Home <i>2 Teaching Aids on G Drive</i> <i>2 Teaching Aids on YouTube</i>	

Table 2: FLK layout and number of selected teaching aids for Junior Primary Schools (using the current 3:6:4 school structure).

JUNIOR PRIMARY	
Pathway: Humanities & Social Science	Pathway: Science & Mathematics
Subject: Social Science	Subject: Science
Strand 1: Environment & Resources	Strand 1: Life
Unit 1: Environment <i>24 Teaching Aids on G Drive</i> <i>4 Teaching Aids on YouTube</i>	Unit 1: Plants <i>4 Teaching Aids on G Drive</i> <i>1 Teaching Aid on YouTube</i>
Unit 2: Resources <i>13 Teaching Aids on G Drive</i> <i>2 Teaching Aids on YouTube</i>	Unit 2: Animals <i>3 Teaching Aids on G Drive</i> <i>1 Teaching Aids on YouTube</i>
	Unit 4: Interactions & Relationships in the Environment <i>7 Teaching Aids on G Drive</i>

Table 3: FLK layout and number of selected teaching aids for Senior Primary Schools (using the current 3:6:4 school structure).

SENIOR PRIMARY			
Pathway: Humanities & Social Science	Pathway: Science & Mathematics		
Subject: Social Science	Subject: Making a Living	Subject: Science	
Strand 1: Environment & Resources	Strand 1: Crop & Livestock Farming	Strand 1: Life	Strand 3: Earth & Space
Unit 1: Physical & Human Environment <i>4 Teaching Aids on G Drive</i> <i>2 Teaching Aid on YouTube</i>	Unit 1: Crop Farming <i>2 Teaching Aids on G Drive</i>	Unit 1: Plants <i>4 Teaching Aids on G Drive</i> <i>3 Teaching Aid on YouTube</i>	Unit 2: Weather & Climate <i>3 Teaching Aid on G Drive</i>
Unit 2: Effects of Environmental Change <i>5 Teaching Aids on G Drive</i> <i>3 Teaching Aids on YouTube</i>	Unit 3: Land & Water Resource Management <i>13 Teaching Aids on G Drive</i> <i>2 Teaching Aid on YouTube</i>	Unit 2: Animals <i>4 Teaching Aid on G Drive</i> <i>2 Teaching Aid on YouTube</i>	
Unit 3: Human Impacts on Environment <i>6 Teaching Aids on G Drive</i> <i>1 Teaching Aid on YouTube</i>		Unit 4: Interactions & Relationships in the Environment <i>9 Teaching Aid on G Drive</i>	
Unit 4: Environmental Sustainability <i>14 Teaching Aids on G Drive</i> <i>4 Teaching Aids on YouTube</i>			

Table 4: FLK layout and number of selected teaching aids for Junior High Schools (using the current 3:6:4 school structure).

JUNIOR HIGH				
Pathway: Humanities & Social Science		Pathway: Science & Mathematics		
Subject: Social Science		Subject: Agriculture		Subject: Science
Strand 1: Geography	Strand 2: Environment	Strand 3: Earth & Space	Strand 4: Natural Resource Management	Strand 1: Plants & Animals
Unit 1: Skills in Geography <i>1 Teaching Aid on G Drive</i> <i>2 Teaching Aids on YouTube</i>	Unit 1: Resources & Environment <i>3 Teaching Aids on G Drive</i> <i>5 Teaching Aids on YouTube</i>	Unit 2: Weather & Climate <i>3 Teaching Aids on G Drive</i> <i>1 Teaching Aids on YouTube</i>	Unit 4: Types of Forestry & Forests <i>7 Teaching Aids on G Drive</i> <i>9 Teaching Aids on YouTube</i>	Unit 1: Plants <i>4 Teaching Aids on G Drive</i> <i>1 Teaching Aid on YouTube</i>
	Unit 2: The Earth & its Systems <i>3 Teaching Aids on G Drive</i>		Unit 5: Forest Management Systems & Practices <i>6 Teaching Aids on G Drive</i> <i>6 Teaching Aids on YouTube</i>	Unit 2: Animals <i>3 Teaching Aids on G Drive</i> <i>1 Teaching Aid on YouTube</i>
	Unit 3: Population, Resources & Migration <i>1 Teaching Aid on YouTube</i>		Unit 6: Forest Technology <i>2 Teaching Aids on G Drive</i> <i>2 Teaching Aids on YouTube</i>	Unit 4: Interactions & Relationships in the Environment <i>4 Teaching Aids on G Drive</i> <i>2 Teaching Aids on YouTube</i>
	Unit 4: Change, Past, Present & Future <i>6 Teaching Aids on G Drive</i> <i>2 Teaching Aids on YouTube</i>			

Table 5: FLK layout and number of selected teaching aids for Senior High Schools (using the current 3:6:4 school structure).

SENIOR HIGH				
Pathway: Humanities & Social Science		Pathway: Science & Mathematics		
Subject: Social Science		Subject: Agriculture		Subject: Biology
Strand 1: Geography	Strand 2: Environment	Strand 3: Earth & Space	Strand 4: Natural Resource Management	Strand 1: Life
Unit 1: Skills in Geography <i>1 Teaching Aid on G Drive</i> <i>1 Teaching Aid on YouTube</i>	Unit 1: Resources & Environment <i>3 Teaching Aids on G Drive</i> <i>6 Teaching Aids on YouTube</i>	Unit 2: Weather & Climate <i>3 Teaching Aids on G Drive</i> <i>1 Teaching Aids on YouTube</i>	Unit 4: Types of Forestry & Forests <i>2 Teaching Aids on G Drive</i> <i>2 Teaching Aids on YouTube</i>	Unit 1: Living Things <i>1 Teaching Aid on G Drive</i>
	Unit 2: The Earth & its Systems <i>5 Teaching Aids on G Drive</i> <i>1 Teaching Aid on YouTube</i>		Unit 5: Forest Management Systems & Practices <i>8 Teaching Aids on G Drive</i> <i>1 Teaching Aid on YouTube</i>	Unit 2: Population Ecology <i>1 Teaching Aid on G Drive</i>
			Unit 6: Forest Technology <i>3 Teaching Aids on G Drive</i> <i>3 Teaching Aids on YouTube</i>	

3. ESTABLISHMENT OF MODEL SCHOOLS

3.1 Rapid appraisal of schools

During Field Trip 2 (20-24 May 2019) and Field Trip 3 (17-21 June 2019), the Rapid Appraisal Form (see Annex 6.2, page 20) was used to assess target school capacity to access and utilise the STP teaching aids (and other selected resource packs). The 3 model schools at Barakau, Girabu and Gomore successfully completed the Rapid Appraisal Form (see Table 6).

Table 6: Results of the rapid appraisal surveys at the 3 model schools.

Barakau Primary School	
Government School	
• Access to power:	PNG power
• Access to internet:	Digicel
• Access to equipment:	Desktop computer and Printer (ink jet)
Girabu Primary School	
Government School	
• Access to power:	School generator and solar power
• Access to internet:	Digicel
• Access to equipment:	Laptop computer, Printer (ink jet) and Television with USB port
Gomore Primary School	
Government School	
• Access to power:	PNG power
• Access to internet:	Digicel
• Access to equipment:	Laptop computer, Tablet, Printer (ink jet) and Television with USB



Figure 5: The 3 model schools at Barakau (left), Girabu (right) and Gomore (bottom)

3.2 Initial evaluation of teaching aids

During Field Trip 3, a selection of STP teaching aids were presented to the 3 model communities alongside the Tree Growers Tool Kit (see Report for Activities 2.2 and 3.2). The Community Outreach Centre Evaluation Form (see Annex 6.4, page 26) was used to collect initial feedback and suggestions from community representatives. The evaluation form was completed by 62 participants (including teachers and school children) with positive results (see Figures 7 & 8).



Figure 6: School children viewing the teaching aids at Barakau Primary School.

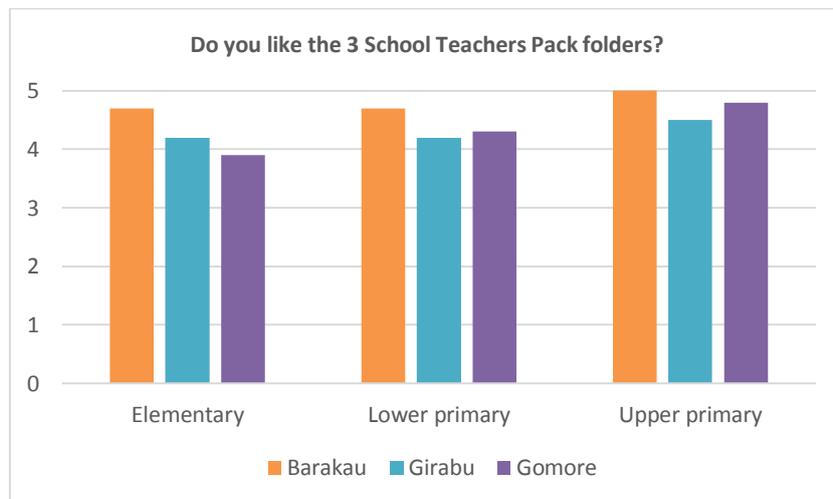


Figure 7: Average scores for the STP evaluation question (scoring from 1=low to 5=high).

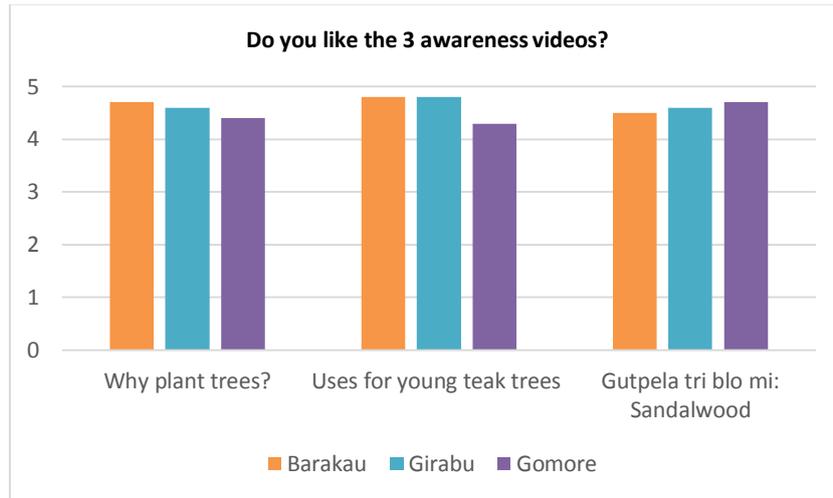


Figure 8: Average scores for the awareness video question (scoring from 1=low to 5=high).

The following suggestions were recorded on the evaluation forms:

- I suggest if we could have the school teachers pack folders
- Provide a sample example for each grade for lesson planning and programming
- If you could provide posters and pamphlets for students
- Continue to help the children and the community (to understand) how trees are very important and valuable.
- I would like to suggest if you could help the school with a computer or projector to make it possible for the elementary to understand the importance of different trees
- Please continue to visit school and give information.
- Could you come one time and show us how to plant and grow trees in the school grounds to help school to earn money?
- I agree to plant trees for my children's benefit
- Keep up the good work.

3.3 Using the teaching aids

During Field Trip 6 (13 February to 14 March 2022), the following activities were undertaken at the 3 model schools:

- Each school received a laptop, tablet and TV screen from the Project
- Elementary and primary school teachers were shown how to access the FLK resources on the school laptop and tablet using Google Drive, and also the PIP website and YouTube channel
- Elementary and primary school teachers were given a selection of printed teaching aids to try out in the classroom alongside their digital resources.



Figure 9: Barakau Primary School teachers receiving their equipment (left) and completing their training (right).



Figure 10: School teachers used their laptops and TV screens to play videos (left) and give presentations (right)



Figure 11: School teachers used the printed teaching aids for group activities that followed the classroom presentations.

4. ROLLING-OUT THE FOREST LEARNERS KIT

4.1 Final approval

During May 2022, the NDoE's Curriculum Development Division (CDD) will:

- Present the FLK to the Quality Assurance Committee for final review.
- Submit the FLK to the Board of Studies for approval to be used by teachers in all schools across PNG (i.e. from Prep to Grade 12)

4.2 Supplementary resources

Once approved, PIP and PNGFA plan to liaise with the NDoE to develop a strategy for rolling out the FLK teaching aids to all PNG schools (i.e. from Prep to Grade 12). A User Guide and [Promotional Video](#) has been prepared by the Project to assist this process.



Figure 12: The FLK Promotional Video has been prepared to support future out-scaling activities.

5. CONCLUSIONS AND RECOMMENDATIONS

Activity 1.1 has established 3 model schools equipped with multi-media teaching aids that promote the benefits of trees and forests to the next generation of landowners through the Humanities-Social Science and Science-Mathematics pathways of the SBC.

Once the FLK has been approved by the Board of Studies, PIP and PNGFA should liaise with the NDoE to develop and implement an out-scaling strategy that draws on the Project's User Guide and [Promotional Video](#).

6. ANNEXES

6.1 New additions to the School Resource Pack (all grades)

Note: Resources that were localised are in italics.

Medium	Resource overview	Source	License
PDF (print)	<i>A 60 SECOND GUIDE- SAVANNA BIOME: A brief introduction to the savanna biome.</i>	https://www.tes.com/teaching-resources	Creative Commons (free to share and adapt under same licence)
PPT (slides); PDF (print)	<i>AN INTRODUCTION TO TROPICAL RAINFORESTS: This powerpoint gives basic information, including location of rainforests, flora and fauna, and introduces the problem of deforestation.</i>	https://www.tes.com/teaching-resources	TES Legacy (free to share and adapt under same licence)
MP4 (video); PPT (slides); PDF (print)	ARE YOU READY TO PLANT TREES IN PNG?: This video, presentation and pamphlet helps landowners to answer the following questions: (1) Do you have the necessary resources to grow trees? (2) Who can help you to grow trees? (3) Can trees help you to realise your plans for the future?	https://www.pip.com.pg (go to Resources menu)	PIP will shortly apply for creative commons license
PPT (slides); PDF (print)	<i>BIOMES LESSON: This resource pack contains a PowerPoint and information worksheets. PowerPoint is a very basic explanation on what biomes are and where they are located. Children to create their own informative poster about a biome in a group.</i>	https://www.tes.com/teaching-resources	TES Legacy (free to share and adapt under same licence)
MP4 (video)	BIOMES OF THE WORLD FOR CHILDREN: From Antarctica to the hottest desert, there are many different places on Earth for plant and animals to live. Large groups of similar ecosystems are called biomes. You will probably recognize most of the biomes we visit in this video. Come learn a little more about them and the plants and animals that live there!	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
PDF (print)	CARBON AND ITS STORAGE IN FOREST AND WOOD PRODUCTS: This carbon cycle worksheet resource encompasses class activities on the carbon cycle, calculating carbon and understanding how carbon is sequestered.	http://forestlearning.edu.au/find-a-resource	Creative Commons (free to share and adapt under same licence)
PPT (slides); PDF (print)	<i>CARBON FOOTPRINTS, RENEWABLE ENERGY AND OFFSETTING: This is the third lesson in a series of three teaching pupils about 1. Climate change/global warming 2. human activities relating to this 3.renewable energy sources carbon footprints and offsetting.</i>	https://www.tes.com/teaching-resources	TES Legacy (free to share and adapt under same licence)
MP4 (video)	CAUSES AND EFFECTS OF CLIMATE CHANGE: What causes climate change (also known as global warming)? And what are the effects of climate change? Learn the human impact and consequences of climate change for the environment, and our lives.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
PDF (print)	<i>CELEBRATING OUR FORESTS: Students will learn about the importance of forests as ecosystems and for humans (physically, spiritually and economically). Students will conduct Internet research and use this research for creative writing, and developing listening/ comprehension skills. The accompanying video is located at https://www.youtube.com/embed/15C5-zjTCIs</i>	http://forestlearning.edu.au/find-a-resource	Creative Commons (free to share and adapt under same licence)

PPT (slides); PDF (print)	<i>CLIMATE CHANGE AND GLOBAL WARMING: This is the first lesson in a series of three teaching pupils about 1. Climate change/global warming 2. human activities relating to this 3.renewable energy sources carbon footprints and offsetting.</i>	https://www.tes.com/teaching-resources	TES Legacy (free to share and adapt under same licence)
PPT (slides); PDF (print)	CLIMATE CHANGE CAUSES & EFFECTS: Students will learn about the causes and consequences of climate change, and through case studies, explore the ways in which climate change can impact plants and animals. They will also consider what actions can be taken to reduce the impacts of climate change.	https://www.tes.com/teaching-resources	TES Legacy (free to share and adapt under same licence)
PPT (slides)	CLIMATE CHANGE PRESENTATION: Power Point Presentation on Greenhouse Effect, Global Warming, Climate Change.	https://www.tes.com/teaching-resources	TES Legacy (free to share and adapt under same licence)
MP4 (video)	CLIMATE CHANGE: Hello friends, we're very happy to present the first episode of our series "Children can make a WORLD of difference" in which our planet Earth will tell us some worrying things about Climate Change and how our everyday actions can help her alleviate this situation.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
MP4 (video)	CONSERVATION AGRICULTURE WITH TREES: The World Agroforestry Centre (ICRAF) in the Philippines is working with smallholder farmers in the rural uplands to promote sustainable agriculture through integrating trees on farms.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
PDF (print)	<i>ENVIRONMENTS AND ECOSYSTEMS: This booklet looks primarily at the rainforest and covers how plants adapt to their environments, food webs, the water cycle, how humans use the rainforest and how it can be sustainable.</i>	https://www.tes.com/teaching-resources	Creative Commons (free to share and adapt under same licence)
PDF (print)	<i>EVERY TREE FOR ITSELF: Students will develop an appreciation for the needs of living things, and learn about the conditions trees need in order to live and grow.</i>	http://forestlearning.edu.au/find-a-resource	Creative Commons (free to share and adapt under same licence)
MP4 (video)	EXPLORING ECOSYSTEMS: Trek through a tropical rainforest and explore the incredible diversity of species that call it home. Come explore the vast interactive network of plants, animal, and insects in tropical rainforests. Fueled by sunlight and rain, rainforests are some of the most diverse energy-rich ecosystems on the planet.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
MP4 (video)	FACTS ABOUT TROPICAL RAINFORESTS: Tropical rainforests cover about 6-7% of the Earth's land surface and are mainly located in the tropics.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license

MP4 (video)	FOOD CHAINS FOR KIDS: Food chains help us understand the connection between living things. What eats what? Where does the energy that life needs to survive come from? Learn about producers, primary consumers, secondary or tertiary consumers, apex predators, and decomposers and the roles they play in food chains!	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
MP4 (video)	FOREST LEARNING: In this renewable resources lesson and video, students will learn about renewable and non-renewable resources and the energy and processes used to produce various every day materials and products and their impact on the environment.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
PDF (print)	FORESTRY AND CARBON SEQUESTRATION LESSON PLAN: This resource has been developed for teachers of year 11 Agriculture. It allows students to acquire skills in selecting appropriate research sources and data pertaining to the topic of carbon sequestration and storage in forests. The accompanying video is located in the row below.	http://forestlearning.edu.au/find-a-resource	Creative Commons (free to share and adapt under same licence)
MP4 (video)	FORESTRY AND CARBON SEQUESTRATION VIDEO: Looks at the carbon storage potential of buildings. he accompanying lesson plan in the row above.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
PDF (print)	FORESTS, TIMBER AND CLIMATE CHANGE WORKSHEET: This climate change lesson worksheet and factsheet combined, teaches students about the relationship between forests and climate change. Students will also learn about the role that forests and forest products play in reducing greenhouse gasses.	http://forestlearning.edu.au/find-a-resource	Creative Commons (free to share and adapt under same licence)
PDF (print)	GEOGRAPHIC INFORMATION SYSTEMS (GIS) LESSON PLAN: In this high school geography lesson plan students will learn about Geographical Information Systems (GIS) and how they can be used in forestry. The accompanying video is located in the row below.	http://forestlearning.edu.au/find-a-resource	Creative Commons (free to share and adapt under same licence)
MP4 (video)	GEOGRAPHIC INFORMATION SYSTEMS (GIS) VIDEO: Learn about Geographical Information Systems and how they can be used in forestry. The accompanying lesson plan is located in the row above.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
PDF (print)	<i>HABITATS LINKED TO CARTOON CHARACTERS ACTIVITY: Students work in teams to retrieve information about different habitats. Each habitat is linked to a cartoon character from a film such as finding Nemo, Happy Feet etc.</i>	https://www.tes.com/teaching-resources	TES Legacy (free to share and adapt under same licence)
MP4 (video)	HOW AGROFORESTRY CAN INCREASE COFFEE FARMS' RESILIENCE TO CLIMATE CHANGE: What is at stake in global climate? How is it affecting coffee farmers?	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license

PDF (print)	HOW IS CARBON STORED IN WOOD PRODUCTS? This resource examines the properties of carbon and how to use formulas for calculating carbon storage sequestration. It provides information on how some carbon is lost during the processing and manufacturing of wood, whilst most is recovered and used and then stored for the life of the wood product.	http://forestlearning.edu.au/find-a-resource	Creative Commons (free to share and adapt under same licence)
PPT (slides); PDF (print)	<i>HUMAN ACTIVITIES CAUSING CLIMATE CHANGE: This is the second lesson in a series of three teaching pupils about 1. Climate change/global warming 2. human activities relating to this 3.renewable energy sources carbon footprints and offsetting.</i>	https://www.tes.com/teaching-resources	TES Legacy (free to share and adapt under same licence)
MP4 (video)	LAYERS OF A RAINFOREST: This video will show you the different layers of the rainforest.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
MP4 (video)	MANUFACTURED WOOD PRODUCTS: Learn about the different types of manufactured wood products and about innovative techniques to produce manufactured wood products.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
PPT (slides); PDF (print)	<i>MITIGATING CLIMATE CHANGE: This lesson aims to get students to think about the different way we can mitigate climate change. These include; Alternative energy, carbon capture, replanting trees and international agreements.</i>	https://www.tes.com/teaching-resources	Creative Commons (free to share and adapt under same licence)
MP4 (video)	OUR FOREST OUR FUTURE: "Our Forest our future" is the slogan of Vanuatu's Forest Department to raise awareness among the local population about the urgent need to conserve and protect forests on the islands of the South Pacific.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
MP4 (video)	PACIFIC ISLANDS - ROLE OF FOREST RESOURCES: Forest and tree play a vital role in the lives of all the people of Pacific Island countries and territories	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
Windows Media (video); Quick Time (video)	PROTECTING HABITATS IN PNG'S TORRICELLI MOUNTAINS: Mathew Akon is enlisting one of the world's most endangered marsupials, the little-known tensile or Scott's tree kangaroo, to inspire villagers in Papua New Guinea's remote and wildlife-rich Torricelli Mountains to agree to hunting limits and support habitat protection.	https://www.tes.com/teaching-resources	TES Legacy (free to share and adapt under same licence)
MP4 (video)	PUTTING YOUNG TEAK TREES TO GOOD USE: In this short awareness video by Verdien, Kevin Jack from Mare in Morobe Province explains how the local market for round logs from thinning of teak stands, is an important source of mid-rotation cash for smallholder woodlot owners.	https://www.pip.com.pg (go to Resources menu)	PIP will shortly apply for creative commons license

PPT (slides); PDF (print)	<i>RAINFOREST MILLIONAIRE: A powerpoint presentation which can be projected onto a whiteboard and used at the beginning or end of a topic on the rainforest.</i>	https://www.tes.com/teaching-resources	TES Legacy (free to share and adapt under same licence)
MP4 (video)	RAINFORESTS: Rainforests are home to over half of the world's plant and animal species. Learn about tropical and temperate rainforests, how they contribute to the global ecosystem, and the conservation efforts being done to protect these biomes.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
MP4 (video)	RED STINKWOOD: In this short awareness video by Ginny Stein, Andrea Willy from promotes the red stinkwood tree for furniture production in Vanuatu.	https://www.pip.com.pg (go to Resources menu)	PIP will shortly apply for creative commons license
MP4 (video)	SANDALWOOD: In this short awareness video by Ginny Stein, Tom Kalpoas shows how he is encouraging people to plant sandalwood in Moso Island, Vanuatu.	https://www.pip.com.pg (go to Resources menu)	PIP will shortly apply for creative commons license
MP4 (video)	SAVANNA GRASSLAND BIOME: Video describing the characteristics of the Savanna Grasslands as well as how the threat desertification is affecting the biome.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
MP4 (video)	SAVANNA GRASSLAND- BIOMES OF THE WORLD: The savanna is a type of biome with large stretches of grasslands mixed with trees and shrubs. It is a mix between a tropical forest and a temperate grassland.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
PPT (slides); PDF (print)	<i>SCIENCE - BIOMES: Lesson plans, worksheets, experiment and a PPT on biomes</i>	https://www.tes.com/teaching-resources	Creative Commons (free to share and adapt under same licence)
PDF (print)	<i>TACKLING CLIMATE CHANGE: This lesson considers some of the proposed ways of tackling climate change.</i>	https://www.tes.com/teaching-resources	TES Legacy (free to share and adapt under same licence)
MP4 (video)	TANAH PAPUA, A PARADISE FOR BIRDS: The Cornell Lab's Birds-of-Paradise Project is working with the Governments of Papua and West Papua and other international partners to further science, engagement and conservation of the region's biodiversity with a focus on the birds-of-paradise.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license

MP4 (video)	THE 10 LARGEST FORESTS ON EARTH: Forests are some of the important ecosystems on the planet, but also some of the most threatened. In hopes of raising awareness of the issue of deforestation, here's the 10 largest forests on Earth.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
MP4 (video)	THE 5 MOST DAMAGED FORESTS ON EARTH: Last week I went through the 10 largest forests on Earth, but there were a few forests that I felt needed to be mentioned, not because of how big they are currently, but because of how big they once were.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
MP4 (video)	THE TROPICAL RAINFOREST BIOME FACTS: The tropical rainforest facts. The biome called the tropical rainforest is found around the equator. The rainforest is hot, humid, and receives over 100 inches of rain.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
MP4 (video)	TIMBER FOR HOUSE CONSTRUCTION: In this short Awareness Video, Daniel Sioba, of Madang Province in PNG, speaks about how population growth and expansion of gardening areas has reduced his community's timber resources. Daniel and his father explain how tree planting will allow their community to have timber for house construction for many years to come	https://www.pip.com.pg (go to Resources menu)	PIP will shortly apply for creative commons license
MP4 (video)	TREE OF LIFE: Have you ever thought of the Bible as a story about trees? In the opening pages of the Bible, God gives humanity a gift that they quickly forfeit—eternal life that comes by eating from the tree of life. In this video, we explore the meaning of this powerful image and how sacred trees play a key role throughout the story of the Bible.	https://bibleproject.com/ (or go to PIP Bible Explorers Pack)	https://bibleproject.com/terms/
PDF (print)	TREES SAVE THE WORLD: Students will learn about the environmental impact humans have on the earth and how trees play an important part in removing carbon from the atmosphere. The students will investigate how the wood from trees is used in everyday products. The accompanying video is located at https://youtu.be/szjE8e18NAM	http://forestlearning.edu.au/find-a-resource	Creative Commons (free to share and adapt under same licence)
PDF (print)	TREES, WOODLANDS AND CLIMATE CHANGE: A set of fact sheets explaining climate change, why it is happening, the role of trees in regulating the global climate, managing trees and woodland sustainably, woodland biodiversity, wood as a green renewable resource and how to identify sustainable supplies of wood and paper.	https://www.tes.com/teaching-resources	TES Legacy (free to share and adapt under same licence)
MP4 (video)	TREES: Hello friends, we're very happy to present the second episode of our series "Children can make a WORLD of difference" in which our planet Earth will tell us some worrying things about the trees and how our everyday actions can help her alleviate this situation.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license

MP4 (video)	VIRTUAL FIELD TRIP - AMAZON RAINFOREST: Introduce your students to the layers of the rainforest and the animals who live there. Explore the adaptations that have evolved over time.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
MP4 (video)	WHAT IS A PLANT? Plants are everywhere, but what is a plant? A plant has special parts. They need sunlight, water, nutrients, and carbon dioxide and use photosynthesis to create sugars and oxygen. There are many different types of plants. Because plants can't move the way animals do, they have to have different solutions to their problems.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
MP4 (video)	WHAT IS ENVIRONMENT AND HOW TO KEEP IT CLEAN?: Kids will learn about environment and how to keep it clean in this video.	https://www.youtube.com (go to Pacific Island Projects channel)	Standard YouTube license
MP4 (video); PDF (print)	WHY PLANT TREES IN PNG?: This video comes with a set of posters that helps landowners to think about the following questions: (1) Can trees help me? (2) Don't trees take up too much space? (3) Don't trees grow too slowly? (4) Can trees help everyone?	https://www.pip.com.pg (go to Resources menu)	PIP will shortly apply for creative commons license
PPT (slides); PDF (print)	WHY TREES ARE IMPORTANT (PACK1): These 6 lesson plans are designed to educate why trees are important	https://www.tes.com/teaching-resources	TES Legacy (free to share and adapt under same licence)

6.2 Rapid Appraisal Form



Rapid Appraisal Form: *Outreach Partners*

Pacific Island Projects (PIP) is a not-for-profit enterprise that supplies the sustainable forestry sector with a holistic, one-stop source of information. Our multi-media resource packs focus on the information needs of landowners, school children, tree growers, field workers and wood processors in Papua New Guinea. We supply audios, videos, pamphlets, posters, research papers, reports and much more. There are currently over 800 files in 300 folders. Everything is freely available online.

We aim to circulate our user-friendly resource packs and news updates to sustainable forestry sector participants everywhere. We collaborate with research and development partners worldwide, and operate through a growing network of resource centres and schools at national, provincial, district and local levels.

The purpose of this questionnaire is to assess how we can help your organization to realize its development objectives by becoming an outreach partner. The information collected will be securely stored within our outreach services database, and will not be shared without permission from your organisation's contact person.

INTERVIEW DETAILS
First provide some background information (before you start the interview)...

1. Name of <u>interviewer</u> Full name:	2. Date of interview Day-Month-Year:
3. Interview <u>location</u> Full name:	4. <u>Photo</u> of location & respondent (select one) Yes <input type="checkbox"/> ; No <input type="checkbox"/>

5. Ask the respondent (person being interviewed) if they CONSENT to the terms and conditions of the interview:

The purpose of this questionnaire is to assess how we can help your organization to realize its development objectives by becoming an outreach partner. The information collected will be securely stored within our outreach services database, and will not be shared without permission from your organisation's contact person.

OK. Please continue

6. Note down any additional information collected during the interview:

Outreach Services | Rapid Appraisal Form for outreach partners v8 (hard)1 of 5

A. TELL US ABOUT YOUR ORGANISATION

Now start the 1st part of the survey...

7. What is your name?

Name:

8. What is your position within the organisation?

Position:

9. What is your organisation's name?

Name:

10. When was your organisation established?

Year:

11. What type of organisation is it? (select one)

Registered company ; Registered association ; Church organisation ;

National government ; Provincial government ; District government ; Local government

Government school ; Government agency school ; Independent school ;

Other (specify)

12. Where is your organisation located?

Village/Town:

Ward:

LLG:

District:

Province:

Region:

13. What are your organisation's contact details?

Name:

Position:

Email:

Phone:

B. TELL US ABOUT YOUR ORGANISATION'S PROGRAMS AND PRIORITIES

Now start the 2nd part of the survey...

14. What are your organisation's community development priorities? (select one or more)

Environment ; Forestry ; Agriculture ; Small business development ; Financial management ;

Health ; Nutrition ; Water & sanitation ; HIV/AIDS ; Social work

Evangelism ; Bible studies ; Christian education

Elementary school education ; Primary school education ; Secondary school education

Other (specify)

20. Does your organisation employ any staff?

Yes *Now go to [Question a](#)* No *Now go to [Question 21](#)*

a. How many field staff does your organisation employ? (select one)

None
 1 field worker ; 2-5 field workers ; 6-10 field workers ; 11-25 field workers ; 26+ f-workers

b. How many office staff does your organisation employ? (select one)

None
 1 office worker ; 2-5 office workers ; 6-10 office workers ; 11+ office workers

21. Does your organisation collaborate with any local partners?

Yes *Now go to [Question a](#)* No *Now go to [Question 22](#)*

a. How many local organisations does your organisation collaborate with? (select one)

None
 1 local organisation ; 2-5 local organisations ; 6-10 local organisations ; 11+ local organisations

b. How many local field workers does your organisation collaborate with? (select one)

None
 1 local field worker ; 2-5 local field workers ; 6-10 local field workers ; 11-25 local f-workers ;
 26+ local field workers

22. Does your organisation have reliable access to electricity? (select one)

PNG Power ; Generator power ; Other ; No reliable power service

23. Does your organisation have reliable access to a phone or mobile network? (select one)

Telikom landline ; Digicel ; B-mobile/Vodafone ; Other ; No reliable phone or mobile network

24. Does your organisation have reliable access to an internet network suitable for downloading files? (select one)

Telikom ADSL ; Digicel ; B-mobile/Vodafone ; Other ; No reliable internet network

25. Does your organisation have any communication equipment? (select one or more)

Desktop computer ; Laptop computer ; Printer (ink jet) ; Printer (laser jet)
 Tablet ; Smartphone (Android) ; Smartphone (iOS) ; Smartphone (other) ;
 Multi-media projector ; Television with USB port
 Other (specify)

26. Who finances your community development activities? *(select one or more)*

User pays ; User contributes

Donor partners ; Government partners ; Non-government partners ; Church partners ;

Private sector partners

Other (specify)

27. Would you like PIP to assist your organisation secure financial support for its outreach services?
(select one)

Yes ; Not sure ; No

28. Thank you for taking part in the rapid appraisal!

Advise the respondent that he/she will be informed in good time about the results of the survey...

6.3 Set-up Form



Set-up Form: Outreach Partners

Pacific Island Projects (PIP) is a not-for-profit enterprise that supplies the sustainable forestry sector with a holistic, one-stop source of information. Our multi-media resource packs focus on the information needs of landowners, school children, tree growers, field workers and wood processors in Papua New Guinea. We supply audios, videos, pamphlets, posters, research papers, reports and much more. There are currently over 800 files in 300 folders. Everything is freely available online.

We aim to circulate our user-friendly resource packs and news updates to sustainable forestry sector participants everywhere. We collaborate with research and development partners worldwide, and operate through a growing network of resource centres and schools at national, provincial, district and local levels.

The purpose of this questionnaire is to enable our outreach partners to access the resource packs they require on Google Drive. Please answer Questions 1-9 and then return your completed form to: partnerships@pip.com.pg

Question	Answer
1. What is your name?	
2. Who do you work for?	
3. What is your mobile number?	
4. Do you have a Gmail address (and remember your password)?	Yes <input type="checkbox"/> Go to Question 5 No <input type="checkbox"/> Create your Google account and Gmail address at https://accounts.google.com/signup
5. What is your Gmail address?	
6. Would you like to access one or more of our resource packs on Google Drive using your desktop and/or laptop computer?	Yes <input type="checkbox"/> Download, install and set-up Backup and Sync on your computer(s) using your Gmail address at https://www.google.com/drive/download/backup-and-sync/ No <input type="checkbox"/> Go to Question 7
7. Would you like to access one or more of our resource packs on Google Drive using your tablet and/or touch screen phone?	Yes <input type="checkbox"/> Download, install and set-up Google Drive on your mobile device(s) using your Gmail address at either https://play.google.com/store/apps or the Playstore app No <input type="checkbox"/> Go to Question 8
8. Which resource pack(s) shall we share with you on Google Drive?	Bible Explorers Pack <input type="checkbox"/> Landowner Awareness Pack <input type="checkbox"/> School Teachers Pack <input type="checkbox"/> Tree Growers Tool Kit <input type="checkbox"/> Wood Processors Tool Kit <input type="checkbox"/>
9. What other communication hub(s) can we use to exchange information with you about our resource packs?	Email <input type="checkbox"/> Facebook <input type="checkbox"/> LinkedIn <input type="checkbox"/> Twitter <input type="checkbox"/> WhatsApp <input type="checkbox"/> YouTube <input type="checkbox"/>
<p>Thank you for completing the set-up form!</p> <p><i>You will shortly receive an email invitation to access the shared folder(s) you selected on Google Drive.</i></p>	

Outreach Services | Set-up Form for outreach partners v1 (soft)

1 of 1

6.4 Community Outreach Centre: Evaluation Form



Community Outreach Centre: Evaluation Form

The ITTO Reforestation Project aims to encourage customary landowners in Central Province to grow high value trees on their grasslands. The project team has been invited to establish a **Community Outreach Centre at Barakau Primary School** that will focus on the information needs of landowners, school children and tree growers in Barakau Village. This work is being undertaken with support from the PNG Forest Authority, Pacific Island Projects and SME Corporation.

The purpose of this questionnaire is find out how we can improve our one-stop information service for the Barakau village community. **Please complete questions 1-3 with a pen.**

1. COMMUNITY RESOURCES						
<i>OUR QUESTION</i> (Circle your score for questions a-f and then add any comments to question g)					<i>YOUR SCORE</i> (1=low, 5-high)	
a. Do you like the four BIBLE EXPLORERS PACK folders?	1. Reading scripture	1	2	3	4	5
	2. Bible themes	1	2	3	4	5
	3. Bible stories	1	2	3	4	5
	4. Bible words	1	2	3	4	5
b. Do you like the three SCHOOL TEACHERS PACK folders?	1. Elementary	1	2	3	4	5
	2. Lower primary	1	2	3	4	5
	3. Upper primary	1	2	3	4	5
c. Do you like the three TREE GROWERS TOOL KIT folders?	4. Choosing trees	1	2	3	4	5
	5. Growing trees	1	2	3	4	5
	6. Making money from trees	1	2	3	4	5
d. Do you like these five different TYPES OF RESOURCES?	1. Video	1	2	3	4	5
	2. Handouts	1	2	3	4	5
	3. Posters	1	2	3	4	5
	4. Presentations	1	2	3	4	5
	5. Technical notes	1	2	3	4	5
e. Would you like to visit the BARAKAU OUTREACH CENTRE again?		Yes		No		
f. Do you have a COMPUTER OR TOUCH SCREEN PHONE? • Would you like to ACCESS our library resources on your computer or phone?		Yes		No		
		Yes		No		
g. Do you have any SUGGESTIONS to help us improve our one-stop information service?						

ITTO Project: PD 552/09 Rev. 1 (F): Encouraging Customary Landowners in the Lowlands of Papua New Guinea's Central Province to reforest their Grasslands with High Value Trees.

2. AWARENESS VIDEOS						
<i>OUR QUESTION</i> (Circle your score for questions a-c and then add any comments to question d)					<i>YOUR SCORE</i> (1=low, 5-high)	
a. Do you like these three AWARENESS VIDEOS?	1. Why plant trees?	1	2	3	4	5
	2. Uses for young teak trees	1	2	3	4	5
	3. Gutpela tri blo mi: Sandalwood	1	2	3	4	5
b. Would you like to see more VIDEOS at the Barakau Outreach Centre?					Yes	No
c. Do you have a COMPUTER or TOUCH SCREEN PHONE?					Yes	No
• Would you like to ACCESS our video resources on your computer or phone?					Yes	No
d. Do you have any SUGGESTIONS to help us improve our one-stop information service?						

3. LANDOWNER REGISTRATION		
<i>OUR QUESTION</i> (Answer questions a-e and then add any comments to question f)		<i>YOUR ANSWER</i>
a. What is your name?		
b. Where do you live?		
c. What are your contact details (email address and/or mobile number)		
d. Have you planted any trees on your land?		Yes No
e. Are you interested to plant some (more) trees on your land?		Yes No
• Have you registered with <i>Operation Painim Graun na Planim Diwai</i> ?		Yes No
f. Do you have any SUGGESTIONS to help us improve our one-stop information service?		

ITTO Project: PD 552/09 Rev. 1 (F): *Encouraging Customary Landowners in the Lowlands of Papua New Guinea's Central Province to reforest their Grasslands with High Value Trees.*

6.5 School Teachers Pack: Evaluation Form for Primary Schools



School Teachers Pack: Evaluation Form for Primary Schools v2

The School Teachers Pack (STP) promotes the benefits of trees and forests to elementary, primary and secondary school children through the Outcome Based Curriculum's (OBC) learning areas of science, culture and community. The STP contains over 100 different teaching aids for school teachers to choose from. There are games, lesson plans, presentations, puzzles, quizzes, videos, worksheets and more. Everything is licensed to share, and freely available online.

The purpose of this questionnaire is to collect feedback from elementary and primary school-teachers that have tried-out the School Resource Pack in the classroom. Your responses will help us to improve the provision of teaching aids for the next generation of landowners in PNG.

A. YOUR PERSONAL DETAILS

1. What is your name?

First name: Last name:

2. What school do you teach at?

School name: Ward name:
LLG name: District name:

3. What is your position in the school?

Position: Class:

4. What grade(s) do you teach?

Elementary ; Lower primary ; Upper primary
Other (specify)

5. What learning area(s) of the PNG curriculum do you teach in?

Culture and community ; Science:
Other (specify)

6. What subjects(s) of the PNG curriculum do you teach?

Culture and community ; Environmental studies ; Making a Living ; Science
Other (specify)

7. What strand(s) of the PNG curriculum do you teach?

Caring for my environment ; Living things ; Managing resources ; Me and my environment
What's in my environment
Other (specify)

16. Are the school resources easy for your students to understand? *(select one)*

Yes ; Mostly ; Partly ; No

Comments:
.....
.....
.....

17. Do your students enjoy using the school resources? *(select one)*

Yes ; Mostly ; Partly ; No

Comments:
.....
.....
.....

18. Which type of resources do your students like best? *(select one or more)*

Audios ; Videos ; Slideshows (PDF) ; Slideshows (PowerPoint) ;

Classroom activities ; Outdoor activities ; Games ; Stories ; Posters ; Information sheets

Comments:
.....
.....
.....

19. How many different resources have you used to-date?

1-4 ; 5-10 ; 11-20 ; 21-50 ; 51-100

20. How many times have you used these resources in the classroom?

1-4 ; 5-10 ; 11-20 ; 21-50 ; 51-100 ; Over 100

21. Overall, how do you rate the School Resource Pack?

Very good ; Good ; Neither good nor bad ; Bad ; Very bad

22. Thank you for completing the evaluation form!

Report prepared by:



Simon Rollinson

Short-term consultant

Updated: 20th April 2022.