

# Active City Development Program

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## Pikinini Pilai Mid-Term Review January 2021- September, 2022

ACDP--Pikinini Pilai Mid-Term Review January 2021- May 2022

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## Mid -Term Review Project Completion

This Mid-Term Review was conducted on April 15th 2022 and completed on 6th of July 2022.

Presented to the Active City Development Program on 6th September 2022

Received by :

Title :

Signature :



## Acknowledgement

Pikini Pilai (PP) is the brainchild of Fazilah Bazari, Founder of the Active City Development Program. It was conceptualized, after witnessing so many children in Port Moresby begging in the streets and loitering in public places. In order to begin to address this issue, the Active City Development Program extended its morning program which caters specifically to the youth, to include children in the afternoons. Pikinini Pilai was born out of a need that has not been provided to street children or children who live in villages and settlements. Like all children, these children need recreational play, taught mindfulness, physical activities that build character and team spirit, and engagement in activities that will support positive behaviour habits that foster respect for themselves and others. Pikinini Pilai also gives these children a place where they can learn and interact with others in a safe and nurturing environment.

During the Covid-19 pandemic, it was also imperative for the children who attended the Pikinini Pilai Program to learn about cleanliness and hygiene. Pikinini Pilai provided them with clean water and nutritious food as a way to further meet the needs of street children and children in the settlements.

The City Pharmacy Limited have been gracious sponsors to the Pikinini Pilai Program. Through their donation of fresh produce for the children's meals, the Active City Development Program have been able to feed all of the children who attend at the end of each program day. The Pikinini Pilai staff, support team, and management thank the National District Commission for their investment into the program, City Pharmacy Limited for their investment into the program and the Member for Moresby South, Hon. Justin Tkatchenko for permitting PP to use the South Side Fitness Centre.



## Chapter 1: Executive Summary

### Introduction

Pikinini Pilai in Tok Pisin (Children Play in English) is a child development program focused on behavioural change through open and informal learning methods for children aged 6 - 13. It was introduced and implemented by the Active City Development Program in January 2021. It is a holistic program that uplifts children and teaches them the importance of health, hygiene, and nutrition.

As stated, Pikinini Pilai (PP) was implemented in January 2021 and aimed to do a Mid-Term Review (MTR) after a year and a half of the implementation schedule (January 2021- May 2022).

The project's long-term outcome is that because of the inclusivity, equal access for both males and females and a strong emphasis on respect and positive values, the socio-political environment in Port Moresby would be positively impacted to such an extent that gender-based violence would be reduced and/or eradicated for future generations. That girls feel equal to boys and socio-cultural norms of women are the slaves or priced bride to a man is eradicated, The mid-term objectives are as follows;

1. Child attendees of the program benefit from quality services that support them holistically (inclusive, comprehensive, smart).
2. Quality program implementation through partnerships and networking strengthens the overall program agenda for an outcome that encompasses high standards.

### Key Objectives of the Pikinini Pilai Program

1. To provide learning opportunities that are safe, active, and fun for children while honouring children's rights.
2. To provide a safe, recreational learning space for children.
3. To teach and empower children to be good citizens.
4. To encourage and teach good hygiene, manners, and healthy eating habits.
5. To make children feel happy, nurtured and cared for in a safe environment where they can feel free to express themselves without fear of being judged or punished.
6. Trauma healing for children through open interaction and participation.
7. To partner with NGOs and corporates so that more children can benefit from the program.

Active City Development Program (ACDP) engaged an external consultant to conduct the internal mid-term review after one year and six months of implementation. The findings of this review will inform and provide a guide for positive and improved services for the next phase of the program. The program has a non-steady attendance record given the circumstances that many of the children often encounter. Despite the circumstances, attendance is preferred as is captured in the daily/weekly data.

### The Key Objectives of the Review were;

- To assess the immediate outcome
- To identify the unintended outcome (both positive and negative)
- To assess the tools and resources being used to achieve the intended outcomes
- To identify and share many stories of successes, achievements, opportunities and challenges

### The Review will further Measure;

The quality of the services offered by Pikinini Pilai.

The review will also outline some challenges and impacts of COVID-19 that may have affected the program.

The review will look at other components to identify the best way forward as well as some support toolkits to upgrade its services and up-skill the trainers and teachers.

This mid-term review is a project management reporting tool used to assess the impact and changes brought by the project in the first year and a half. It also informs the project and provides lessons learned on what has worked well and 'why'.

## Chapter 2: Methodology

The methodology used in any report is a vital aspect of the data gathering component. Data must be collected through rigid processes and tested. Data must also be verified, validated, factual, and relevant for reporting.

This MTR consists of data from both qualitative and quantitative approaches.

A wealth of information was gathered through five different data pockets using other suitable, specific methods. This data makes both a qualitative and quantitative analyses of the report. Both methodologies are beneficial and significant to understanding, relating to, and producing the essence of the study, which has both numeric and texts.

For example, we can numerate child participation by collecting statistics; however, we cannot enumerate the feelings and thoughts of the student subjects. This is why the methodology included the collection of both qualitative and quantitative data.

Methodology	Methods	Relevant Applications
Quantitative	Formulated Questionnaires X3	Data validation session Different question samples for different target groups: Teachers, Parents.
Qualitative	Ethnographic study, participatory observation, qualitative, formulated questionnaires  Project review during the election  Data validation session	Journey Story, Group discussions and sharing  Focus group interviews: students who reside in one location, out of school youths, school youths, teacher-students interview at Koki Primary School

### Integrated Data Pockets

- ACDP also circulates the monthly newsletter, which assisted the literature review and made its completion a bit easier.
- A subsequent ten-page working document for Pikinini Pilai was used to guide the overview, aims and objectives of the Pikini Pilai Program. This document was cross-checked with the implementation outcomes, which provides a unique aspect of the MTR.
- The MTR Team did not use the minor pictorial analysis and daily attendance to gather important information.
- Four different data collection tools were designed to collect, integrate, and analyse for accurate reporting.

### Data Collection tools (Interviews/ Questionnaires)

1. Data collection Tool Form 1: to assess the teachers and their interactions with the students
2. Data Collection Tool Form 2: two different questionnaires were used for school children and out of school children
3. Data collection Tool 3: A tool kit was used to assess the Pikinini Pilai students at their school location, which also involved interviewing class teachers and other students who are in the same class as the Pikinini Pilai students being interviewed.
4. Participatory Observation: The MTR conducted three different sessions with the Pikinini Pilai students to understand their feelings and interest in the Pikinini Pilai Program.

### Journey Tools

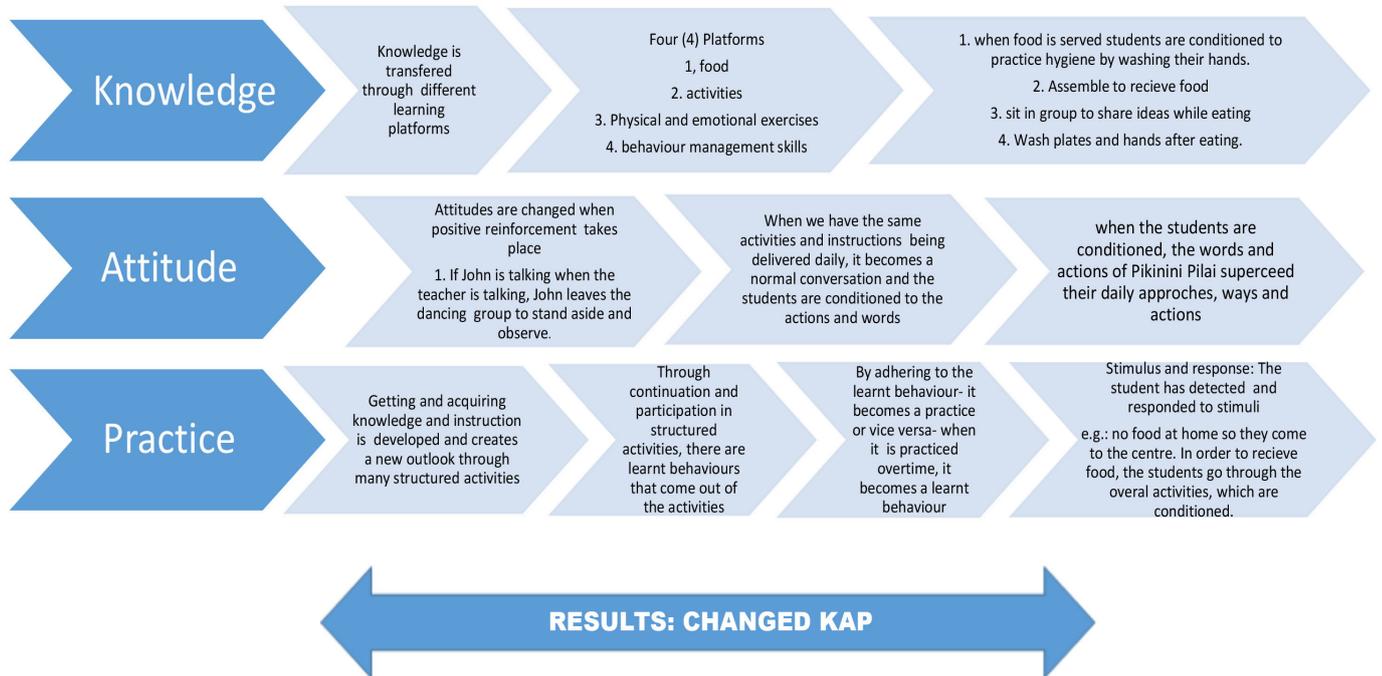
The Journey Tool is about storytelling sessions where an individual student shares their journey from when they first started to attend Pikinini Pilai to this current stage. This is a unique tool designed to understand different children, their feelings, and their approach to PP or the way that the program has impacted their lives. The MTR team conducted six storytelling sessions with this regard.

## Project Photos



# PIKININI PILAI CONCEPTUAL FRAMEWORK: POSITIVE KAP (4KAP)

A Conceptual Framework illustrates, describes and defines what Pikinini Pilai wants to achieve.



## Review Outcomes

1. Structured Open learning process- stimulus and conditioned- learnt positive behaviour.



**Application:**  
Structured learning is designed and done repeatedly in a manner that is flexible for the learner to adapt



**Learning Processes:**  
Supervised after some time of teaching. The instructions and actions become learnt behaviour



**Acceptance:**  
Conditioned and Stimulates: Learnt behaviours are causing the body to re-act: Accept it as part of life. Students develop muscle memory that learnt behaviour becomes automatic

## Chapter 3: Summary of Key Findings

### 1.1 The Active City Development Project Pikinini Pilai (PP) Statistic Findings

Pikinini Pilai delivered the program to 12,056 PP students from January 2021 to April 2022. The gender scorecard remains at 50-50, which is important to note in a masculine culture. The total number of girls attending Pikinini Pilai from January-to December 2021 reached 4672 compared to the number of boys attending the program which was 4324. From 2022 January to April, PP still maintained a solid number of 1653 female attendees which surpassed the male attendance record which was 1407.

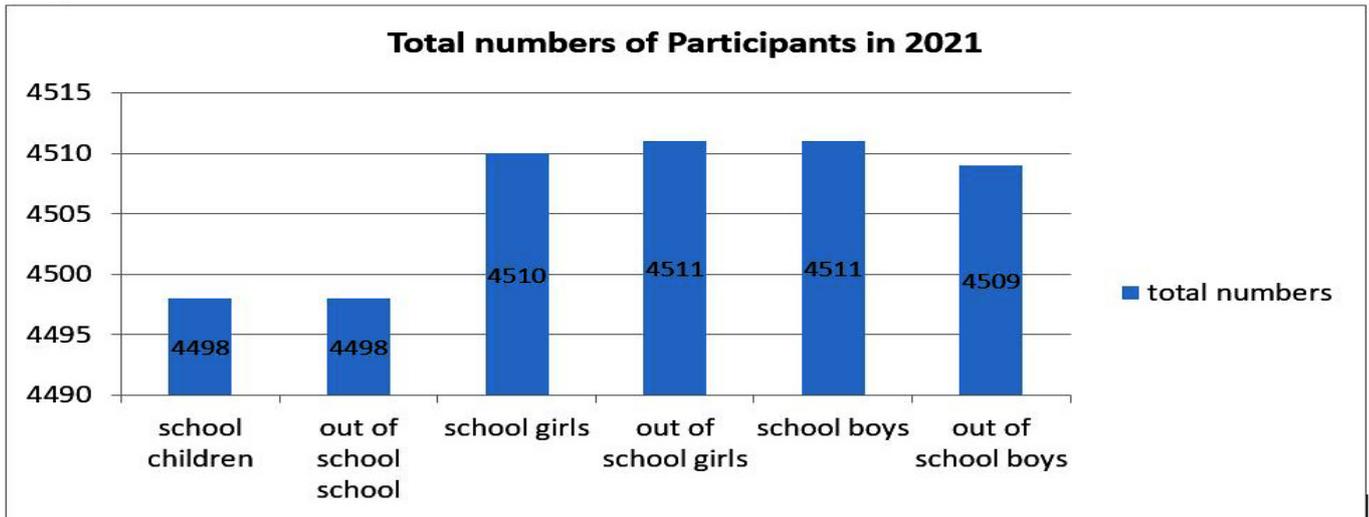


Figure 1: Total number of participants in 2021 by school/out of school category

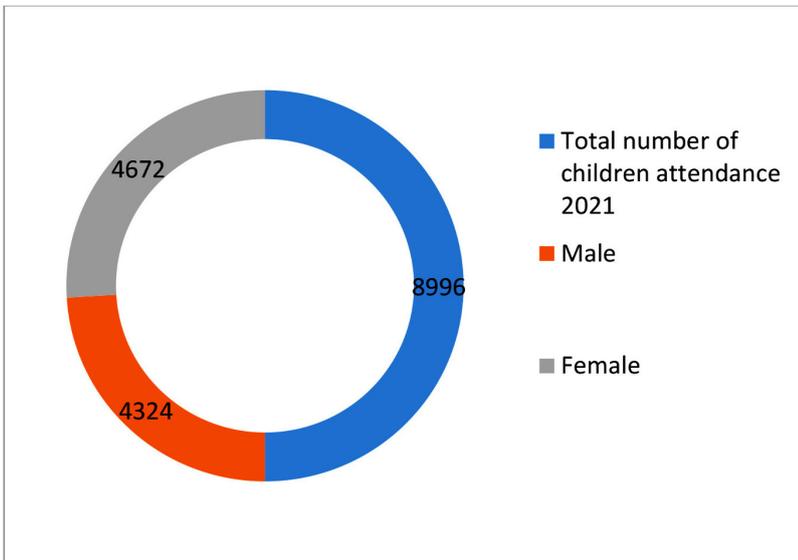


Figure 2: Total - number of students by gender in 2021

Fig 1: Out of school boys and girls are at close distance same as school boys and girls: PP delivered open learning to both category in a more close equal numbers.

Fig 2: Total attendance in 2021 is 8996 and again the data shows the female students are leading.

The seven to nine (7-9) year olds are the highest participants for the age range category, six year olds are the second largest group of participants, and the ten to twelve (10 – 12) year olds are the third largest participant group and the 13 and above age are the smallest number of participants. Subsequently, the Pikinini Pilai program has an unexpected or unintended age group of 14 – 15 year olds. Therefore, students in this age range also sufficiently participated in the program. The unique program also cater for those above the target age.

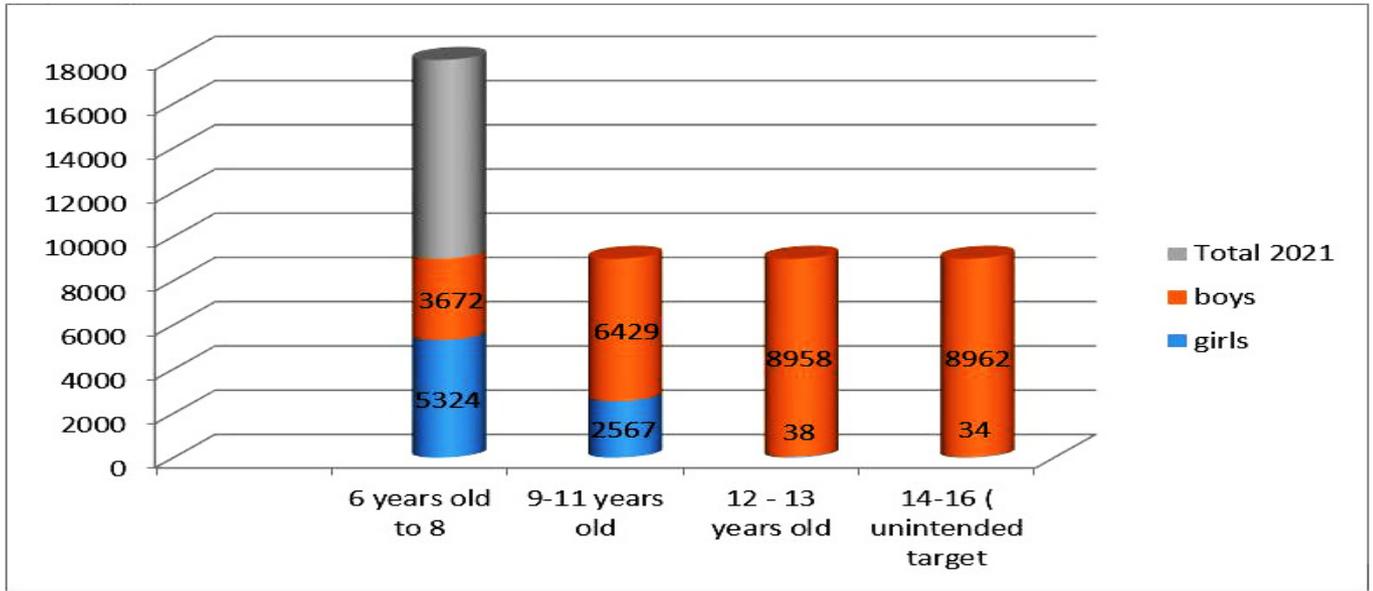


Figure 3: Total number of students by age group (2021)

*Fig 3: Students from 6-8 years lead; 9-11 come after them, 12 to 13, and finally, unintended age. The younger ones of 6-8 have the highest participation for three reasons; food, love from their teachers and feeling safe being around their teachers rather than their parents and guardians.*

For 38% of the participants, food, a shower, good water, and care were the reasons for their participation, while 25% liked their respective activities, which caused them to come often. In comparison, 15% wanted to follow their friends, siblings, classmates, or neighbours, while 10% loved their teachers, who showed them respect and love, and the students felt safer being around the teachers than they did with their parents and guardians. They are being shown love around and with their teachers; this is why they continue to attend the program. The remaining participants remained quiet or did not have a reason as to why they attend the program or they may be too shy to share their reasons. The frequent messages that came from the girls were that they were safe, loved, and cared for by the Pikinini Pilai staff, trainers, and teachers.

*Participant category: students are been grouped into each of the groups on the chart.*

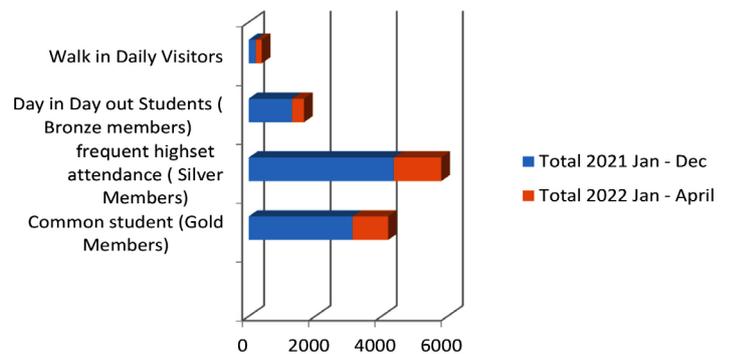


Figure 4: Total number of attendees by participation interest

### 1.2 Pikinini Pilai Teachers Operation and Delivery of Services

The review collected a success story from the teachers' sharing session. The productive and constructive teachers or instructors are former ACDP students. These teachers have gone through rigid training, and are armed with specific criteria to be teachers in Pikinini Pilai. These young men and women are not just trainers but also professional instructors in each professional specialty. Over time, these young people have raised their standards and improved from state to state, up-grading their skills, knowledge, and attributes and delivering the Pikinini Pilai program to its highest potential. Each teacher is skilled in their activity. These informal sector and out-of-school youths have changed immensely and adapted to a new and improved way of life. The Active City Development Program has had sustainable impacts on their lives, and the ripple effects have been felt by those who are with them, especially those children who attend Pikinini Pilai.

### 1.3 The Feeding Program and its Outcomes

The feeding program is a costly but worthy cause. This feeding program was supported by City Pharmacy and the National Capital District Commission. After two hours of robust engagement with four activities, the children had the opportunity to eat a nutritious meal. This has helped the students to achieve so much. 50% of the students said that food is delicious and that if they were at home, they would not have the opportunity to eat. A handful of students said that they come here for food because their parents and guardians always come home late from the markets, and they don't often have dinner. 20% of the children interviewed said that the food that they had after class helped them to grow well because the food prepared was nutritious. Several of the boys said, "We want to eat more and more. However, the cook is serving little just for everyone to have a share each."

The Pikinini Pilai staff had served a total of 1,2056 plates of food to the students costing PGK53, 600.00 for one year and five months.

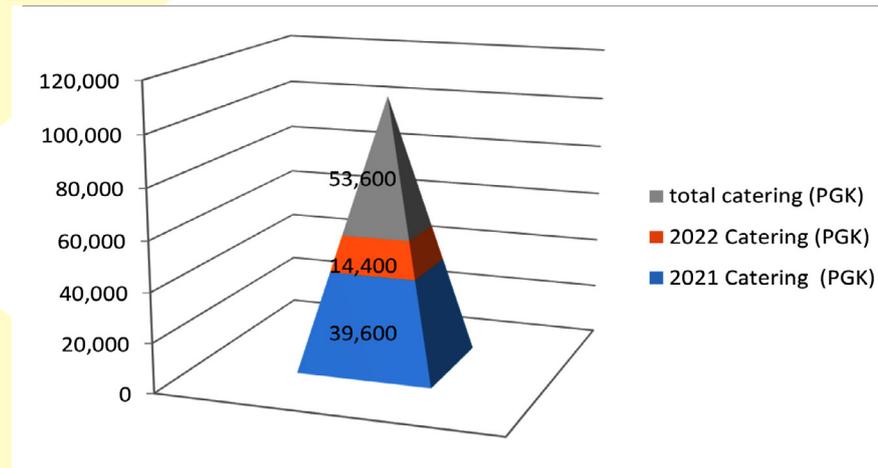


Figure 5: Catering expenses for Jan-Dec 2021 and January to April 2022.

### 1.4 Child Development

Early childhood care and out-of-school care are more than preparation for school or informal education. It aims to support the holistic development of a child's social, emotional, cognitive, and physical needs to build a solid and broad foundation for lifelong learning and well-being.

Pikinini Pilai has a holistic and inclusive approach using a diverse, life toolkit. It has prayer and meditation, dancing, Kung Fu and boxing. These activities build up the emotional, intellectual, physical and spiritual essence of a child and hence, coordination between different sensory systems. The exercises helped the students to identify dangers around them and how they would respond to them. As one of the boys participating in Kung Fu said, Mi laik claim Kung Fu na defendim mi yet long ol birua. " In a group discussion, several boys were telling us about the rise in criminal activities and the police engagement. The study also found that the student attending boxing and Kung Fu specifically have set high goals to achieve. The PP environment has fostered an atmosphere of friendship and caring, and has created a pathway for new leaders. Several students were assessed in different ways to understand how they could process the general information at their level.

**Thematic Analysis (expression of their feelings if they had learn one critical important behaviour) below is the results.**

**Student 1:** I learn manners so when I go back home, I use my manners.

**Student 2:** Fighting is not an acceptable behavior.

**Student 3:** Grabbing other people's stuff is wrong, it's stealing.

**Student 4:** Washing hands every time before eating is clean hygiene.

*This graph shows the importance of each developmental element. The core element is the relationship between each of them. Many child development theorist have argued that the core child development characteristic is the cognitive aspect. This critical area helps a young person to process information. This then leads to a positive change in behaviour and finally to language and speech development. However, in a country like PNG, children and young ones learn from oral teaching and observing. One youth may not be able to be a technical school graduate but they can fix a car by watching their dad or other people.*



## Chapter 4: Theory & Practical Analysis

### Conceptual Frame Work

Jean Piaget's Theory of Cognitive Development suggests that children move through four different stages of learning. His theory focuses, not only on understanding how children acquire knowledge but also on understanding the nature of intelligence.

1. Sensorimotor Stage, birth to 2
2. The Pre-Operational Stage, ages 2 to 7
3. Concrete Operational Stage, ages 7-11
4. Formal Operational Stage ages 12 – up

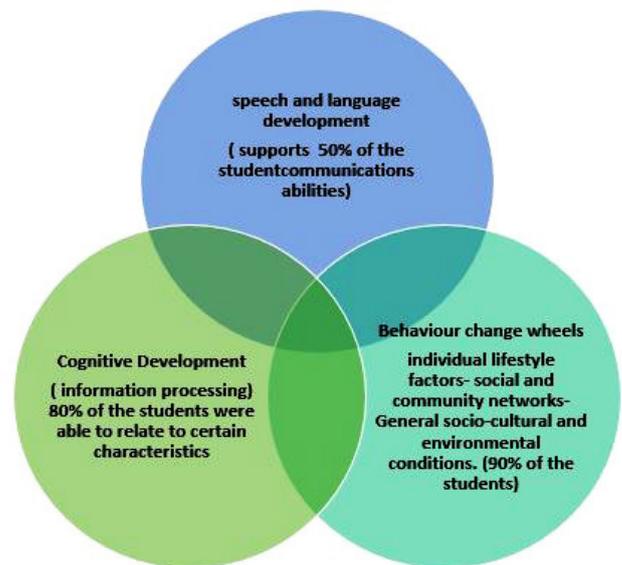
Piaget's factual statement is; that children take an active role in the learning processes by observation.

This review has supported Piaget's theory and affirmed the teacher's observational thoughts and shared feedback.

Another child development theorist and psychologist, Lev Vygotsky, best known for his Social-Cultural Theory stated that social interaction plays a crucial role in children's learning. This continuous process is profoundly influenced by culture. Imitation-guided education and collaborative learning featured prominently in the learning process.

The review has affirmed and further resonates with Levi's child development theory. In addition, the report has indicated that the study measures a child's rate of change through open learning activities.

*The left diagram shows each teacher's responses rating fewer than three key child development areas.*



The Pikinini Pilai teachers were the first-hand witnesses of some of the students' development; observing the students from their first day at PP to the present; the individual teacher knew the changes and other issues regarding children's behavioral progress. Responses from the teachers and our journey tools helped the MTR team to understand where the students were before, where their current positions are and, where they are heading with regards to Pikinini Pilai's program objectives and each child's learning within the program.

The review team followed several students to the school to hear and know what the teacher at Koki Primary School would say about their students who are in the Pikinini Pilai Program. The review team had an in-depth discussion with the deputy head teacher, who shared her views regarding the behavioral change aspect of the program. She asked and requested that the Pikinini Pilai program be implemented in her class.

The MTR team interviewed the teacher of one of the students; the open-ended question focuses on how he sees his student from last year till today. It was our honor to be in one of the grade five classes to talk to the students.

## Child Development Change Ratings by Individual Teachers

Question asked to the teacher:

How can you rate 'CHANGE' in children:  
0 Good try, 50: Good. 75: Very Good, 100: Excellent through your daily interventions

The testimonies and experiences that were shared by the teachers were analyzed in the table below:

**Knowledge Attitude and Practice or KAP Study** is vital in the Melanesian context. KAP goes in line with Ethnography Research, which studies and conducts research to introduce a learned behaviour; it is best to understand the current traditional learning methods to understand human behaviour and the succumbing environment. The environment also has an impact on the children, which can change their current practice, destroy or teach a new behaviour.

Teacher #	Speech	Actions/ Conducts	Manners	Information Processing	Awareness	CHANGE Indicator (s)
1	70%	80%	80%	80%	80%	Students are free to express their thoughts. Speak up when there is an agenda. Confident and open-mind about things.
2	70%	70%	70%	70%	70%	Children are able to perform leadership responsibilities when asked/and when the teacher is not present
3	60%	60%	60%	60%	60%	Commitment and discipline
4	60%	60%	60%	60%	60%	Self-starter
5						Organizational skills: the senior students helped to organize small ones and the old ones help the new ones.
6						

### Child Developmental Change Witnessed by Parents

**Question:** What are some of the changes, challenges or new ways or ideas introduced by your children since attending Pikinini Pilai?

**Parent 1:** The father of the two siblings was impressed with his children; He expressed his gratitude for the program. He said there is a significant change in his two children regarding obedience and submission when given a task. He stated further that both children are reducing their deviant behavior at home, especially in the area of obscene language.

**Parent 2:** The student's mother was pleased and satisfied with the program's outcomes because her son, an out-of-school student, has begun to recognize basic numbers and letters, can sing some songs in English, can relate well to others and is overall a better child since joining the PP program. Moreover, she was delighted when her son stopped using swear words.

## 1.5 Unintended Outcomes (positives/ negatives)

In many projects, there are intended and unintended outcomes. Intended outcomes are the results, outputs, and outcomes intended or expected to be achieved by the project. In contrast, unintended outcomes are unexpected or unplanned outcomes that showed up due to this project and contributed positively towards the intended, achievable indicators.

This report has identified and captured the unintended positive outcomes of the Pikinini Pilai Program.

Unintended outcomes in any organization can be both positive and negative. They are the results of the outputs that may have impact and ripple effects in the program.

The project targets the 6 to 13 year olds however, the 14 – 16 year olds are also part of this project.

### Positive Unintended Outcomes

1. **Age target:** The program targets students from ages 6 to 13. However, some students from 14 to 16 are part of the program. Those students find the program meaningful and relatable to their well-being and personality.
2. **Kung Fu Training:** Kung Fu was not part of the original program plan. The Pikinini Pilai conducted boxing, circus, and dance only; however, there was a need for an additional, robust, disciplined port that has the capacity to teach the children how to deal with their anger and emotions. This has led to the recruiting and running of a Kung Fu Club within Pikinini Pilai.
3. **Student Teachers:** Seven students from the PP program conduct similar trainings in their homes or communities. When the MTR team interviewed them, asking why they were doing this, two boys responded that these children are our younger brothers and sisters, but they don't have access to South Side Fitness Center, so teaching them every day after our class at South Side is fitting and beneficial to them.
4. **Family Participation:** When the children go to PP, it also encourages the families to follow. This follow participation has helped the families learn new things as well.

### Pikinini Pilai Values and Sustainability

Our Melanesian society is affluent in our norms and way of life based on social, cultural, religious, and spiritual values that are core elements in our human space. Today's world is a challenging era where we have technology and innovation, unprecedented developments as well as rules and regulations that may not benefit the needs of humanity as a whole. However, the Active City Development Program believes in CHANGE as a vital and inevitable commodity.

Our Melanesian values support a person's holistic development. Therefore, caregivers, parents, guardians, and those in their respective spaces must provide relevant knowledge and information to safeguard and nurture our young ones so that the young leaders can be aware and accept our values as norms and implement them in their daily lives to uplift themselves and the country. In Pikinini Pilai, the program and people believe in genuine, universal values. They believe in change as both a theory and practical application that can maneuver and attract change in individual children when they engage in supportive activities.

Because of many societal ills, many children in the Port Moresby settlements are the product of deprivation and negligence. The application of the PP activities positively shapes a child in their most critical stage of development and fills in the missing gaps in a child's life so that they can find enjoyment. Consequently, the Pikinini Pilai Program is often the support system that provides the child-friendly community that is often lacking in their own communities. Various organizations and educational institutions provide activities such as this to "fill in the gaps" that may be lacking in a child's life due to lack of access and opportunity. Pikinini Pilai is one such organization.

## Below are Values of Change from the Pikinini Pilai Program

1. Recreational play
2. Taught mindfulness
3. Physical activities that build character and team spirit
4. Engagement in activities that will support positive habit-forming behaviours
5. Learning respect
6. Providing these children a place where they can learn and interact with others in a safe, nurturing environment.
7. The program also sustains the teachers/support staff and those who engage with the project in many ways (e.g. a young woman was hired through the PP program to cook and serve and is paid for what she does. Her allowance helps her and her family to sustain them).
8. Teachers are former students of ACDP and are trained and recruited to be part of ACDP as leaders, which the review witnessed first-hand as CHANGE in young people, its impacts and the ripple effect that it has in their families and communities.

## Social and External Impacts

The Pikinini Pilai Program is delivered in the Fitness center however the trainers do engaged in the schools and there is an equal number of positive responses coming from the school.

**Deputy Head Mistress:** I believe in change and I request that the ACDP project go through the Education NCD Division of Education Protocol so that the division can give ACDP the permission to run the PP program in the schools. I've seen change in the activities that are offered by Equal Playing Field so now I invite the Pikinini Pilai Program to our school.

**Teacher 2:** Children who are taking part in external curricular activities are exposed to many skill building opportunities. The school needs a lot of these programs to build children.

After this review the Pikinini Pilai Program will work to determine where and how it will manage its improvement and extend its boundaries beyond its current location.

## Challenges and Lesson Learnt

Challenges are part and parcel of any project management cycle. It is the leading cause for an organization to design its risk and crisis management plans and conduct monitoring evaluation and learning (MEL) to respond to the challenges at hand. These essential core activities improve the organization and either allow the organization to avoid or prevent issues from delaying or lessening its social impact. Challenges can hinder progress or can help programs and projects to redirect and provide improvement recommendations and implementations. Challenge can come in different forms, sizes, and shapes. Mitigating challenges can help programs to become successful and achieve their outcomes. Pikinini Pilai has encountered challenges and is always ready to mitigate its challenges so that the program continues to run smoothly and the project objectives are met.

## Chapter 5: Pikinini Pilai Challenges, Response and Recommendation Matrix

### Coding:

1. Red Must Do, top Priority	2. Yellow: do Priority	3. Dark Green: If resources available	4. Light Green: Taking onboard/ acknowledge
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Challenge	Type	Who/How/Why/Where	Immediate Response (s)	Recommendation (s) The review suggested that	Level of urgency
Dangerous practice for children to cross over the concrete pavement opposite of Koki Fish Market	Physical/construction	Road Safety Authority /Police	Continue to teach and help children to understand the dangers of crossing the concrete road. Apply positive reinforcement if possible	Work in partnership with bus-stop rangers or community workers to assist them in crossing the street.  The second option would be for senior students to be issued labeled yellow or orange vests as guides to help the children cross the road	
Identification Issue: Too many children to remember by face or name	Administrative	Identification	Children can be taught how to make temporary ID badges by using card boxes and bilum ropes.	Pikinini Pilai may wish to seek a sponsor for the students' ID Card	
Open back truck for pick up or drop off is a concern for safety	Logistics/Assets	Road safety/ child safety	Guides and teachers onboard must continue to talk about safety and teach children to be mindful and take care when at PP	ACDP may wish to bring the agenda further to the NCDC executive's meeting and find ways for sponsorship and support	
Sustainability for the program and the children	Fundraising activities	Open markets Concert nights Arts and plays	Teachers should introduce life skills to the children  Pikinini Pilai needs community support through open markets	Teachers implemented open market days for the children to sell goods to the public.  The children can perform and engage in other activities to raise funds for the program	
There is a growing concern for child abuse and neglected children attending the program	Child welfare/child protection/child rights	Parents/ homes and families are no longer safe or conducive for the children	Teachers continue to embrace them by or through their daily intervention.	ACDP can partner with the Social Works Department of UPNG to engage the student counselors to work with the children and parents.  ACDP to invite Juvenile Justice officers to talk to the abused children and the abused parents and also conduct awareness for all parents	
Integrated Learning	For out of school youths	Basic numeracy and literacy	Teachers may teach 1 hour of basic numeracy and literacy to the out of school youths before the main activity starts	ACDP through Pikinini Pilai can engage an elementary school teacher or train a teacher to start teaching basic numeracy and literacy as well as introduce reading sessions	
Improve Food	Number of children increasing	Need more partnerships to improve food donations and the food quantity	Pikinini Pilai can start fundraising activities	ACDP can consider establishing an external partnership with stakeholders and business houses for support. Secondly, ACDP can discuss with NCDC Markets to assist with vegetables from the markets.	

## Chapter 6: Conclusion

The MTR team wish to comment here that there is strong evidence of positive change in the children as well as the teachers for the first year of Pikinini Pilai's implementation.

This achievement proves to be a solid bridge towards the next phase of the program. The ongoing activities are delivered to the highest standards to ensure that the relevant skills, attributes, and knowledge are imparted to the students.

Pikinini Pilai is a successful program, even though it was just born from an idea after observing street children by program founder, Ms. Fazilah Bazari. It was initiated and implemented in January 2021 through the support of NCDC, Member for Moresby South, and City Pharmacy Limited, with the clear intention and strategy to offer solace to children and provide them a safe nurturing space to play and interact and to end all forms of child abuse and violence to children in communities. It was also launched to help the children to start learning positive behavior patterns that would support them to become men and women who can respect the law in their respective communities.

ACDP has worked intensely in NCD, improving children's and youths' activities with dedicated partners and stakeholders. But, seeing the wheels of change spin in the first year of implementation, the review wishes to state that while Pikinini Pilai celebrated a milestone achievement and continues to implement a successful, program, Pikinini Pilai is still in its infancy stages of development.



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## Appendixes

### 1. Key Informant Interview

Position/ Title Organization Data Sources Values/ important/ outcome.

Position/Title	Organization	Data Sources	Values/important/outcome
Deputy Head-Teacher Koki Primary School	Education NCD	Provided insight on how the program has helped the students at Koki Primary	The Deputy invites the PP to start a program at their school.
The class teacher of a Pikinini Pilai Participant	Education NCD	Provided feedback on how his student behaved and participate in his class. Basically, the PP behavioural change process has a positive outcome on students	The class-teacher asked if he could bring the student for a class session
Trainer – Kung Fu	ACDP- Youth and Pikinini Program	Information about the Kung Fu program component and how it helps to build confidence and resilience in children	Students want to pursue professional Kung Fu and want to represent PNG one day
Teacher- Circus	ACDP- Youth and Pikinini Program	Files of information about the confidence and body-mind coordination	Circus helps to make the children happy and if the children are happy they continue attending the program.
Teacher- Dance	ACDP- Youth and Pikinini Program	The best activity that helps the students to coordinate between different body structures	Dancing is a fun-filled activity and helps to make people happy. If the children feel happy they feel safe about the world and will make others around them happy too. Happy children learn better in school.
Teacher- Boxing	ACDP- Youth and Pikinini Pilai Program	For self-defence, healthy life-style and constant physical fitness	Students wanted to pursue professional boxing and want to represent PNG one day

# Active City Development Program

ACDP - Pikinini Pilai Mid-Term Review  
January 2021- May 2022

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