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Report of the Literacy Is For Everyone (LIFE) Training Design Workshop

Venue: SIL Ukarumpa, Training Centre, 22-26 September 2003

Funded by the Asian Development Bank
through the Department of Social Welfare & Development
Submitted by Diane Wroge (SIL Literacy Liaison Coordinator)

LIFE Training Design Workshop Preparations

22-23 July, 2003	LIFE team of ADB consultants (Wolfgang & Robert), DSWD (William), & NLAS (Willie) outlined SIL's milestones, performance indicators and logframe with Diane Wroge at SIL-Ukarumpa. Robert met with SIL's database experts. Diane had designed the databases related to the STEP course and alphabet design workshops. He met with one computer programmer and the other literacy coordinator who was involved in developing the SIL monthly literacy report form. Another programmer, on leave, programmed it to automatically be inserted into a database. He, and another programmer, was not present at Ukarumpa during this time.
26 July	Diane emailed the notes and logframe to ADB Manila (Dr. Andrea Iffland). Asked questions regarding some specific points raised during the meeting. Andrea revised the payment and logframe according to previous email discussions.
28 July-26 August	Diane moved to Wewak for a month and was on the teaching staff of the Sepik STEP Course (Supervisor's Tokples Education Program).
31 July	Attended LIFE meeting called by ESCOW with the Management Information System (MIS) team - ADB (Robert), DSWD (Solomon) and NLAS (Chris).
Week of 2 August	Communication difficulties: Diane experienced difficulty faxing 8 pages to the DSWD (William) from Wewak. Tried the fax number given and in phone book (Sat & Mon), also tried to fax to the Minister's number. Zipped the files and emailed them to Wolfgang, but also to SIL Ukarumpa to be faxed from EHP. Later found out Wolfgang cannot read zipped files. The fax included a cover letter, the invitation letter, a questionnaire, the invitees' addresses, and cost estimates.
Thurs, 7 August	Stayed back from Sepik STEP Course at Tangugo Pastoral Centre, phoned both William & then Wolfgang. Received new fax numbers, had Wolfgang's. Neither had received the fax pages. Faxed the pages first to Wolfgang and then to William. Received phone call from Ukarumpa, found out that the fax pages were not sent from Ukarumpa either. Told Penny that I had faxed them from Wewak.
20-22 August	LIFE lead team to Wewak – ADB (Wolfgang) and NLAS (Willie). Thursday, attended LIFE meeting called by ESCOW. I invited the Sepik STEP Principal, Thomas Dukun, 1996 STEP graduate from Madang Province, to attend it with me. Met with team members a number of times. On the weekend, Willie moved to the SIL Wewak Centre to be the Sepik STEP Course graduation speaker on Monday, 25 August. Thank you to Wolfgang, & ADB, for allowing him to stay for this and change his return plane ticket to Moresby to later, Tues, 26 th .

22 August	Received notification from SIL's director office that the subcontract was signed between SIL and ADB. It was delayed because the SIL Acting Director was out of the country for 2 weeks. The directorate was keeping Diane informed about its progress while in Wewak.
8-10 September	Diane visited Pt. Moresby for the purpose of touching base with William re: Training Design Workshop arrangements and to visit various government departments. William (DSWD) & Diane met with the Secretary, Mr. Joseph Klapat, and then visited UNICEF. Maggie (NLAS) & Diane visited the Department of Health and AIDS Awareness Council. The purpose was to collect materials to possibly include in the LIFE training packages.
Sun, 21 Sep	The LIFE invitees arrived to Ukarumpa, one set from Goroka and the other from Lae.
Mon-Tues 22-23	Hon. Lady Kidu, MP, Minister, and William Goinau, arrived to Ukarumpa (Aiyura valley) via Air Niugini to Lae (Nadzab) and then SIL to Ukarumpa.
Tues, 23 Sep	Hon. Kidu flew directly back to Moresby on SIL. The plane was delayed a number of hours due to a medical evacuation to Cairns the day before, and then cloudy conditions at Ukarumpa on Tuesday. Arrived in Moresby around noon.

List of Adult Literacy Trainers

The following individuals attended the LIFE Training Design Workshop (TDW) on behalf of their organisations. The invitees represented the major stakeholders in adult literacy and have extensive experience, knowledge and background in training adult literacy trainers, teachers and running literacy programmes.

Special Guest:

- ♦ Hon. Lady Carol Kidu, MP, Minister of Social Welfare & Development 22-23 September, 2003. She addressed the workshop's trainers on Monday afternoon, 22 September, and officially opened the LIFE Training Design Workshop.

Official Invitees in Attendance:

1. Diane Wroge – SIL (Ukarumpa, EHP) – Coordinator of the workshop.
2. William Goinau - Department of Social Welfare Development, (Pt. Moresby) – Logistics coordinator
3. Maggie Guria - National Literacy & Awareness Secretariat (Pt. Moresby)
4. Nicholas Nembo - National Literacy & Awareness Secretariat (Pt. Moresby)
5. Lina Solato - YWCA (Goroka, EHP)
6. Pastor Samuel Angulu - Plantation Fellowship Ministry (Mt. Hagen, WHP, CLTC)
7. Nicholas Mamben - Enga Provincial Literacy Coordinator (PLC) (Wabag, Enga)
8. Anna Maben – Catholic Meri (Women) (Goroka, EHP)
9. Paulus Kaius - East Sepik Council of Women (ESCOW) (Wewak, ESP)
10. Sakarepe Kamene - UPNG (University, Department of Language & Literature) (Pt. Moresby)
11. Noel Gisawo - PNG Trust (Pt. Moresby)

12. Eddie Poka - United Church (Kimbe, West New Britain)
13. Thomas Dukun - Pioneer Bible Translators (PBT) & Bible Translation Association (BTA) PNG (Mbore language, Madang) (Attended at the request of Diane, SIL was prepared to pay for him to attend it but William decided that he could take Dora Tsuih's place.)
14. BTA: Mara Iyama (STEP BTA Vice Principal) replaced Caine Ruruk because BTA had staff meetings scheduled the same week at Ukarumpa.) Caine only attended Monday afternoon.

15. The SIL members present represent a variety of backgrounds, nationalities and experience:

- a. 15 Mark & Sue Ambrose (Candians) – Literacy consultants, Ukarumpa STEP course principal & business manager, staff & curriculum developer, for 8 years.
- b. 16 Marianne Fast (Dutch, married to Canadian)– Literacy consultant in Tungag language translation/literacy programme for 17 years, New Ireland. Now involved in training in Multi-Language Northern New Ireland, coastal/Islands
- c. 17-18 Don & Heather McLean (Australians) – Literacy specialists in North Waghi (Yu We-Banz) translation/literacy programme, Western Highlands, for 3 years. Previous other mission experience in other highlands provinces.
- d. 19 Kim Yuen (Fiji born Chinese-Australian)– Literacy and scripture use in Angaatiha language, Morobe Province, co-participant in STEP with Angaatiha participants through WBT/SIL Australia's Venture 24 programme (a 2 year programme, extended time for a 3rd year)
- e. 20 Liisa Melliger (Finnish, married to Swiss) – part-time workshop attendance, Pinai Hagahai translation/literacy programme, border Enga & Madang Provinces, for 10 years.

Diane Wroge (US), 1995-present, minus one year leave SIL Literacy Liaison Coordinator, 20 years full-time literacy experience, in short term itinerant single language or multi-language literacy projects, locally, provincially or nationally, all over the country.

Invited but did not attend:

1. Kitake Darius – Adventist Development Release/Relief Agency ADRA (SDA, Lae, Morobe)
2. Dora Tsuih – Bougainville Inter Church Women's Forum BICWF (Buka, Bougainville) (Taking a year off in the village.)

Hon. Lady Carol Kidu, MP, Minister of Social Welfare & Development, provided her vision for the country, the ministry and the department and how the LIFE project is central as one of the channels to bring it all together. She then officially opened workshop. Below is a summary of her main points.

- Literacy is seen as the doorway for the future of PNG, and that means people need to become fully print literate. Once the number of print literates have increased, then people will be more functionally aware and more learned. This is a plus plus bonus for the nation.
- PNG is a signatory of the Education for All. Yet PNG is not at the stage of reaching it. The formal system may not be able to cope with it; because education must be extended to all, and that means the out-of-school youths and adults.
- This department is moving & is changing its focus from merely providing services to having an impact for people of PNG and providing PNG people a more meaningful life. A new direction is set for the department. In the past, the issues addressed were done so in an a disaggregated way, i.e. gender, family welfare, sports, national volunteers, elderly, disable people.
- A new division has been added to the department, community development, and is tasked to integrate all the areas in the department. It is to legislate & develop policies and looks at all the sections in an integrated way.
- LIFE is a focal project through the division, and will work closely with the Department of Education, especially NLAS and the elementary section.
- Wants to see a relationship develop between literacy & agriculture, literacy and sports, literacy and health, etc. Literacy must be relevant to the people's daily lives. It is part of working towards community development & community empowerment.
- Visual "Digging a Garden for a Better Future, Integrated Community Development Model"
Not a traditional digging stick but a western gardening fork with 4 prongs.
Grip=Community
Handle=Clans/Ethnic Groups
Holds Prongs in Place, Joins Prongs Together=Family Units
4 Prongs=Governance, learning, Livelihood and Environment
- No government department in PNG has dealt with the community-base level. It has been seen as an NGO & church issue. She believes the government must be involved, not to control NGOs or churches, but to be the link to bring them into line with government priorities and policies.
- Desires to promote community based learning, literacy through skills development, sports, health, etc., so it is not only foundational to life but also includes functional literacy.
- For most people, the main reason to learn to read in their language is to read the Bible. In addition to that, need to make other steps forward into functional literacy with materials to improve their knowledge & skills. International research still maintains basic literacy skills should be taught in the vernacular language first.
- LIFE does not belong to the department. The public servants need to change their mindset about ownership. Government departments are the conduits from which it flows to the people.
- Admits to see a huge need to work towards a collaborative effort. NGOs are fairly protective of their work & materials because they have been developed

through hard work. Can we identify materials that can be considered as core materials or will there be an unwillingness to share materials? How can limited resources be maximised without sharing and to ensure no duplicated efforts?

- One goal of this workshop is to identify what does exist, what materials & content are necessary, and work towards other aspects of functional literacy that are needed to fill in the gaps.
- Other government departments have excellent ideas and materials but lack a literacy focus. Through literacy, the information can extend out to where the people are living in the rural areas.
- “To Promote Happy Families & Productive Communities” is the vision of the DSWD. Wants the DSWD to move towards an integrated community development model instead of the welfare mentality. The department has not decided which issues to target yet. The people need, through the department, need to move from dependency mentality to empowerment that includes a human rights approach to development.
- The DSWD is trying to find ways to balance & make linkages between government policy & the people.
- LIFE can actually bring the whole vision across to the people of PNG, but it is huge. Is it too big? The LIFE project can help to achieve the minister’s visions.

Her presentation gave an overview of some of the policy issues to address, and issues to grapple with, i.e. the medium of instruction & content of the materials, during this design workshop. Is it possible to put it all together? She will await to hear the results and whether it was possible to have a more cooperative effort between NGOs, churches, CBOs & the government. She also wants to know what the government needs to do to make it happen as well.

Handouts (attached as Appendices):

1. A Summary of the Technical Assistance Preparatory Phase, Literacy Is For Everyone (LIFE), a Word rtf file saved out from the Powerpoint presentation. It included information posted on the website: <http://www.PNG-LIFE.net>
 - a. Information about LIFE Training Design Workshop (sample generic invitation letter) and
 - b. Literacy Is For Everyone (LIFE) – Training Design Workshop Questionnaire.
2. Memorandum of Understanding, Fact-Finding Mission of the Asian Development Bank for the Project Preparatory Technical Assistance LIFE – Literacy Is For Everyone, 17-26 February, 2003. William decided to hand this out on Wednesday to answer some of the questions raised during the first two days.
For reference only: Not included as part of the report.
3. LIFE Literacy Is For Everyone-Training Design Workshop Address List
4. Dana by AlphaSmart Product Page from the AlphaSmart, Inc. website page. “The Palm Powered laptop alternative that’s truly affordable”.
For reference only: Not included as part of the report.
5. Sample certificate

Additional Appendices:

6. Literacy Is For Everyone (LIFE) – Training Design Workshop Questionnaire Calculations - 13 Questionnaires Returned, 18 for Issues Prioritised
7. Topics Chosen per Issue by Adult Literacy Trainers during LIFE Training Design Workshop. Given to the ADB LIFE consultants, Andrea & Wolfgang, during the 29-30 October meeting at SIL Ukarumpa.

Overview of the LIFE Preparatory Phase Technical Assistance Project

A few of the adult literacy trainers present at the Training Design Workshop (TDW) have been involved in the LIFE project from its start (February, May, and then July onward). However, many of them had not so they did not have the background or the context of the project, and the roles of the donor (ADB) with a government department (DSWD) and how the education department (NLAS) is related to the project. Time was needed to discuss its development and for them to understand that, as adult literacy providers and stakeholders, they were an integral part of the design of the training curricula. What they did know about LIFE was a result of the workshop's invitation letters and questionnaire sent by DSWD.

An overview of the whole LIFE project was given. The powerpoint presentation outlined all 7 outputs, and where the Training Design Workshop (Output 5) fits into it. A handout entitled, *A Summary of the Technical Assistance Preparatory Phase, Literacy Is For Everyone (LIFE)*, was given (attached).

One member of the SIL consultants, Diane, had the distinct advantage of knowing each organisation's literacy methodologies, philosophies and ideologies. Of the 14 PNG invitees, only 3 of the people she had not interacted with before, though their organisations were familiar to her. Since the trainers represented different organisations, cultures and parts of the country, there were differences in the ways the various people and cultures in PNG expressed themselves and their concerns. This would be true in any meeting of many people, even those from the same culture. In most Melanesian cultures, before discussion can move to the stated topic or task, there must be time allotted to allow issues and concerns to be raised and comments, questions and complaints to be voiced. The workshop started and continued this way for the first two days. This was important to create an open atmosphere of sharing and building trust. The trainers received assurance from William and Diane that what was expressed would be communicated to those who needed to know and were administratively responsible for the project. It was stated many times throughout the week that the LIFE project is a cooperative effort between a donor, government departments, SIL, and adult literacy stakeholders.

Discussion, Feedback, and Comments - Tuesday, 23 September

- Vision, direction of government departments, shifting policy, good ideas on paper, but NGO's need to be kept informed with these ideas. There seems to be a sharing of responsibilities in government departments (Department of Social Welfare & Development and the National Literacy & Awareness Secretariat). Who do we talk to now about non-formal and informal education issues?
- How can NGOs keep their literacy programmes in line with government policies and the National Literacy Policy? The government wants to build upon existing programmes.
- As a result we need to evaluate our programmes, what is our vision? Where are we heading? What are the objectives and the plans? Will the curriculum, services and resources reach the grassroots village level?

- We have to be willing to take bold steps in initiating new ways, taking literacy out of the classroom and into the practical, daily lives of the people. Education does not equal school.
- We can't wait for the government's 'helpim' or handouts, we need to keep going with what we are doing now. Do not want to repeat what happened in the past when the Provincial and Village Services paid TPPS & literacy teachers for a couple of years. Once the pay stopped, teachers no longer kept teaching voluntarily and the community-based literacy and TPPS programmes ceased to continue.
- How can we make LLGs aware of what we're doing? How can we make programmes sustainable with local support through the LLGs?
- What kind of research has the government done to assess existing programmes in PNG? Was sufficient time given to the planning process.
- How do people think? What is their cultural psychology? We need to understand the philosophy and thinking patterns of the local people and consider these in the development of the curriculum. Identify their worldview. There seems to be a lack of trust, respect and belief on all sides. The local people don't trust government and NGO's, NGO's don't trust the government, etc.
- Literacy as part of the community development process encompasses the Community Learning Centre idea. Integrate all areas of community life with literacy: church, agriculture, health/clinic, NGO involvement, sport, etc. Make literacy a practical activity for the all aspects of life. It includes a holistic approach of integral human development that includes the spiritual, emotional/mental, and physical (including economic, health, material, etc.).
- Government makes policy which is national, then it is given over to provincial and local levels to implement. Very often the LLGs don't acknowledge NGOs contribution to communities, as a result there is a lack of support and no or broken relationships exist. Where is the common ground between government/ADB and existing NGO programmes? Is this donor-driven?
- On the community level there needs to be ownership and awareness established. There needs to be strategies developed to mobilise the community and receive input from each sector to assess the felt needs in order to sustain village level literacy programmes.
- It is important to keep on learning to KNOW and learning to DO.
- Remember that often it is the women's ('mama') groups that are the backbone of village level literacy programmes.

Moving Toward Outcome 5-Needed Clarification First

- Need an assessment report. It would be helpful to see the report and the data collected from the first round of meetings held in the 4 provinces. What sort of data was collected, could this data help us in the planning process we are involved now? The answer we got from Nicolas Mamben was that the meetings were to sort out which groups are involved in literacy? How to assess LLG involvement? Are these programmes working? What are the statistics of the number of people involved in these programmes, which communities don't have any program?

- How and why were these 4 provinces selected for the pilot project? From this data ADB was able to make strategic decisions and held a workshop in Pt. Moresby called the Literacy Strategy Network.
- Timeline needed - Where does this group of adult trainers fit into the big picture?
- Presentations: How? Presentations done in Small groups with same methodology or big group presentations. Decided to do it in a big group.
- Need to have concerns (discussed yesterday and this morning, 22-23 September 2003) addressed by William Goinsau and Diane Wroge.
- Some people are nervous and uneasy about another big project coming. Is it going to work?
- The reasons why a new curriculum is needed is not clear. What is wrong with what the NGOs are doing now? Will it replace what they are doing?
- A proper and intensive assessment of current literacy projects is needed.
- We are unclear of what our future in this project is?
- Will there be any compensation or money for our involvement?

William and Diane addressed these questions Tuesday afternoon, after Hon. Lady Kidu, had left Ukarumpa for Pt. Moresby on an SIL plane. William decided to handout the *Memorandum of Understanding, Fact-Finding Mission of the Asian Development Bank for the Project Preparatory Technical Assistance LIFE – Literacy Is For Everyone, 17-26 February, 2003* on Wednesday. This provided background to understand how the LIFE pilot project developed in May, through the ADB fact finding mission in February.

Other Points, Concerns and Issues Expressed

- What if the wrong focal point is chosen? Part of the technical assistance phase is to assess which one of the chosen focal points is the best deliverer of literacy, provincial departments of education, provincial divisions of community development or an NGO, i.e. ESCOW.
- Still in process is how the project, beyond the preparatory phase, will be designed. This phase is to involve as many stakeholders in the design of the project for the purpose of making it more community-based - designed in PNG for PNGeans. After this pilot phase, it will go nationwide. What is the appropriate mechanism to go nationwide?
- The Provincial Literacy Coordinator was given LAMP centre equipment, and LIFE chose the same pocket point (PNG way of saying focal point), but NGOs did not have access to the LAMP Centre. Resource lines in the province must work with pocket points. It was stated by William that Madang was given 3 conditions by ADB to comply before it receives other equipment and benefits of the project.
- ADB, in consultation with the Minister, decided who the focal points would be. The 4 provinces were chosen because they have the lowest literacy rates (especially for women). They also were chosen because the focal points have a network established throughout the provinces to trial and implement LIFE's ideas.
- NGOs have been working without allowances for years. Could allowances be given to NGOs to assist the teachers? "Time for working for free is over". It was reiterated over and over that teacher's allowances were not a part of

the LIFE project. Communities are expected to provide support to the teachers. That support is one way to assess community involvement and ownership. The Enga committee asked this question to ADB consultants during its LIFE visits. Teacher's pay is not part of the LIFE project.

- Explained the conditions or expectations of the department (DSWD) that is the executing agency. Rarely does an outside donor agency pay for teacher allowances. They expect government to provide and pay for the counterparts. Also, it was noted that NLAS' involvement is paid through the project but William Goinau's involvement is not. His involvement shows the commitment on part of the government to the ADB & the LIFE project.
- William encouraged the trainers to write a one page paper on what they are thinking and give it to him. He & the ADB consultant will review them together. The trainers present are a part of the design. Don't want you to feel it was designed by ADB, DSWD & NLAS alone. DSWD could have sought SIL's assistance for the training manuals, but trainers' input, by invitation and attendance at this workshop, showed it is not just a donor or government-driven project.
- Create training surrounding developing life skills, so income generating projects can pay for teachers & support the literacy program. Identify teachers to be trained. What are the appropriate materials for adult literacy?
- DSWD deals with emerging issues. How do government departments get vital information to the rural areas? LIFE may be one way. For instances, how many women's groups know about women's & children's rights?
- How to integrate administrative structure into paying for salaries & compensation. The LLGs and district-level governments have the responsibility for literacy under the Organic Provincial & Local Level Government Reform. They need to make literacy a priority. This is one of the LIFE outputs.

Demonstration of Adult Literacy Training Methods and Materials Wednesday & Thursday, 24-25 September

The adult literacy trainers were requested to present a summary of their organisation's training activities and to bring samples of teaching, training and learning materials used. They took turns sharing, demonstrating and showing the methods and materials they use in their training. Many insights were shared and how they adapted a particular method to meet the needs of those intended for the training or the literacy programme's recipients.

Training Curriculum Development Considerations Expressed

- How do teachers handle variations if they do not want to follow what is prescribed?
- Target and aim for what the people in the communities have identified and want. Take into consideration their language and culture, and whether they want to learn to read and write in their own language, Pidgin or simplified English. Capitalise on the strength of the culture. Take time and sit with the community to discuss these matters with them.
- Trainers need exposure to many methods, not just one.
- Trainers not only need to provide training but must make supervisor's visit so they can evaluate how well the teachers use the training and make adaptations to the training accordingly to what is observed.
- Have the community decide the school fee. Pay the teachers from the school fee.
- Design a literacy programme around songs if the people love to sing.
- It is important that the people realise that they, and their ancestors, have 'read their world' for years before print literacy was introduced into their society and culture. They accurately read and interpret woven string bag ('bilum') patterns, animal footprints when hunting, tattoo markings, canoe carvings, facial paintings of singing groups, weather changes, the sea its reefs and tides, etc.
- Identify what good has been achieved from the effective literacy methods. Are there other methods that can be used that are just as effective?
- Use what is available in the village, i.e. soil, sand, leaves, clay, etc.
- Start with something that is familiar to the learners and found in their culture.
- Tell and use stories. Build upon the oral traditions of a culture and the people's story-telling ability. Include 'tumbuna' stories of the ancestors and the past.
- Include social interaction and cooperative learning in the literacy programme.
- Encourage creativity.
- Stress various rights (i.e. women's, children's, etc.) but do not neglect the responsibilities that go with each of the rights.
- Missing has been the organisational aspects of literacy at the national level. Will LIFE make it happen?
- SIL, and other international expatriate NGOs, want to know from PNGeans what they want in terms of literacy programmes. SIL wants to help but would

rather be told in what ways and how. Culturally, PNGeans are respectful of outsiders, so will not tell expatriates necessarily what they want.

- PNGeans who have been educated and have been gone from the villages for long periods of time are called “tin pis man” (tinned fish people, food bought commercially in stores). Their thinking and behaviour is different from their upbringing. They are alienated from their culture and when they go back to their village, they may come under testing.
- Make the curriculum culturally relevant. Will it be? Take into consideration language (which one) and culture issues, including dialects and boundaries.
- The need for literacy materials is great. Should literacy materials production and teacher training be done together or separately? When there are no books or materials, then community development, through literacy, is slowed down.
- A challenge is how to relate topics to the needs of the people in the literacy sites. What topics or subjects do the people identify as a need or what problems do they want addressed through literacy? Have the community identify what emerging issues that they want addressed. Then link that to materials already available on the issues from various sources, including government departments. Write about real life situations.
- Though most of the LAMP Centres and the computers are broken, literacy and literacy teachers are alive and working. Highlighted what happened when a particular donor put the responsibility of implementation and maintenance to the provincial government instead of an NGO. Would an NGO have fared better?
- Power and control of a literacy program must belong to the people and the communities, not the trainers nor an outside organisation. Literacy is power. The ability to read and write sometimes becomes a class distinction between those who have and those who have not. Minimise this distinction.
- Use a multi-sectoral approach. Educate people through awareness first in their communities. Do a needs' analysis. Hold provincial, district, and community level training. Follow the 'Faivpela Mama Lo' (Five Mother Laws) of the country that is found in the Constitution.
- 'Luksave na daunim hevi. Wokim gutpela sindaun'.
- Why is the literacy rate so low with all the literacy programs that have gone on before?
- Women want literacy but men put up barriers and hinder them from participating in literacy classes or even just learning how to read. Think of ways to motivate people to come to class.
- Where does literacy come from? Literacy is never ours. Have different literacies. Print literacy is being introduced because we think it is important for them.
- Include the development of life skills through literacy. Not only is it necessary to impart skills but also for the people to understand why a particular skill is necessary and how it ties into other aspects of their daily lives. Tie value and the benefits of literacy to other aspects of the people's daily lives. Empower the people to do other things because of literacy and the skill learnt through it.

- Literacy must be seen as a part to improve the quality of life. Data is needed to determine in what ways quality of life is improved through literacy. Set targets on what is to be achieved.
- Give a variety of entry points into a literacy programme to take into consideration people's different background knowledge.

The trainers were requested to list out the top 5 issues, in numerical priority order, that are listed on the questionnaire, that are the most important to include in the training curricula. Under each of the 5 issues, they were to list 3 topics or subjects to include under that topic. (For instance, under Health: HIV/AIDS, malaria, and sanitation, could be listed.) There was difficulty expressed since some of the topics overlap with others, i.e. women/family life/protection of children, income earning/small business, social problems/problems-solutions. It was stated that if women, family life, or protection of children emerge as a high choose, it would also include the others because they cannot be separated out from one another. The results of the tabulations below will be incorporated in the 3 training curricula. The results of the issues, 18 returned, listed in priority order by the trainers are:

Top 5 Issues Priortised: Sorted by Total Number of People Choose Issue

Health	14
Family life	13
Social problems	9
Income earning	8
Agriculture	6
Land/Environment	6
Women	6
Beginner/basic literacy	4
Culture	3
Protection of children	3
Spiritual	3

Language-tokples	2
Maths	2
Small business	2
Transfer reading ability	2
Bridging from	1
Governance	1
Problems-Solutions	1
Traditional customs	1
Coping with change	0
Human rights	0
Vocational & technical skills	0

The top results of the issues, 13 returned, not restricting them to the top 5 priority, reveal these issues are important:

Health	13	100%
Agriculture	12	92%
Income earning	12	92%
Beginner/basic literacy	11	85%
Family life	11	85%
Social problems	11	85%
Spiritual	11	85%
Women	11	85%
Small business	10	77%
Transfer reading ability	10	77%

A Summary of the Technical Assistance of the Preparatory Phase

LIFE Literacy Is For Everyone Training Design Workshop SIL Training Centre, Ukarumpa, EHP 22-26 September 2003

Sponsors & Cooperating Departments & Organisations

- Executing Agency: Department of Social Welfare & Development (DSWD)
- Funding: Asian Development Bank (ADB)
- National Literacy & Awareness Secretariat (NLAS)
- Provincial Focal Points: ESP, Madang, Enga, EHP,
 - East Sepik Council of Women (ESCOW) (ESP)
 - Madang Division of Education
 - Enga Division of Education
 - Division of Community Development (EHP)
- Summer Institute of Linguistics (SIL) – Output 5

Methodology and Key Activities

Output 1: Awareness Campaign

- DSWD, NLAS, & an ADB international consultant, will implement the following activities:
 - (i) Stakeholder workshop for national awareness campaign.
 - (ii) 3 month national marketing company does campaign,
 - (iii) Parliamentary information sessions and seminars with LLGs to generate understanding of and support for adult literacy,
 - (iv) Provincial workshops to determine suitable pilot activities for how best to generate interest in the communities,
 - (v) Provincial focal points carry out two pilot activities in each province.

Output 2: Institutional Arrangements

- Clarify the roles and responsibilities of government at all levels.
- Hold a series of provincial and national workshops with:
 - Government agencies
 - Create linkages between national, provincial, district, and local governments.
 - Non-government stakeholders & government.

Output 3: Institutional Capacity

- Assess capacity of Community Development Division, NLAS, and literacy focal point divisions/organisations.
- Initiate training measures to understand community-driven development including adult literacy training.
- Identify strategies for human resources development plans.

Output 4: Information System

- Design information system on adult literacy in cooperation with NLAS & ESCOW.
- Hold workshop to determine :
 - Scope of the database
 - Type of data to be collected,

- Reach agreement on data collection process.
- Conduct training course on:
 - Data entry and management
 - Strategy on the maintenance of the database

Output 5: Training Packages

- The Summer Institute of Linguistics (SIL) leads a working group of teacher training organisations in cooperation with NLAS.
- Exchange information and experience on teacher training and jointly determining the necessary content of :
 - multiplier/core trainer training,
 - teacher training,
 - in-service training, and
 - an accreditation system (write-up ideas only).
 - SIL will assemble 10 kits for testing.
 Sites chosen by ESCOW, Enga, and EHP.
 Evaluate prototype.

Output 6: New Methods & Materials

- Identify new methods and materials currently not applied in PNG. Examples:
 - Work place literacy with larger gold mining operations in rural areas,
 - Newsletters and brochures, not just the Bible & hymnals
 - Easy readers and short stories
 - Radio and tape-recorded programs using solar-powered equipment
 - Assess a strategy for replication

Output 7: Proposed Ensuing Loan

- Will incorporate outcomes of outputs 1-6
 - Will include social and poverty assessments, and
 - Analyses of:
 - gender
 - financial
 - economic
 - institutional

Purpose of Training Design Workshop

- To agree on what to include in training packages, in regards to:
 - content,
 - duration,
 - language and
 - determine any resource requirements
- Discuss how to collect feedback, make suggestions, and gather lessons learnt for awareness creation at the community level.
- Give advice on what is to be included in teachers' kits.

Sample Invitation to LIFE Training Design Workshop

Posted on PNG-LIFE Website: <http://www.PNG-LIFE.net>

The Literacy Is For Everyone (LIFE) Training Design Workshop

An Adult Literacy Pilot Project in Papua New Guinea

Dates: 22-26 September, 2003

**Venue: The Summer Institute of Linguistics centre
Ukarumpa, Eastern Highlands Province**

The Asian Development Bank (ADB), and Papua New Guinea's Department of Social Welfare and Development (DSWD), and the National Literacy and Awareness Secretariat (NLAS) of the Department of Education (DOE) are cooperating and sponsoring the Literacy Is For Everyone (LIFE) adult literacy pilot project. The Summer Institute of Linguistics (SIL) has been contracted to provide training packages for 1) the multipliers/core trainers, 2) teachers, and 3) in-services, and also to develop and trial 10 teacher's kits.

The LIFE project's Training Design Workshop will be held at SIL's main centre, Ukarumpa, Eastern Highlands Province, 22-26 September, 2003. Fifteen adult literacy trainers from around the country have been invited to participate in it. They have been chosen because of their experience, knowledge and background in training adult literacy trainers and teachers and coordinating literacy programmes in their respective areas.

In July, representatives of the DSWD, NLAS, ADB & SIL met and decided to invite people from the following NGOs, CBOs, and church groups:

- Adventist Development Release Agency (ADRA)-Lae, Morobe
- Women's Group-Goroka, EHP
- Bougainville Inter Church Women's Forum (BICWF)-Buka, Bougainville
- Bible Translation Association (BTA) of PNG
- Department of Education – National Literacy & Awareness Secretariat-Pt. Moresby
- Department of Social Welfare & Development-Pt. Moresby
- Enga Provincial Literacy Coordinator-Wabag, Enga
- East Sepik Council of Women-Wewak, ESP
- Plantation Fellowship Ministry-Mt. Hagen, Western Highlands
- PNG Trust, PNG Integral Human Development Trust-Pt. Moresby
- Summer Institute of Linguistics
- United Church-Kimbe, West New Britain
- University of PNG (Department of Language & Literature)-Pt. Moresby
- YWCA-Goroka, EHP

The purpose of the workshop will be to agree on the content, duration, language and determine any resource requirements to include in the design these packages. Discussion will also include how to collect feedback, make suggestions, and gather lessons learnt for awareness creation at the community level. As major stakeholders in adult literacy, their input into the design of these training packages is of great value.

They have been requested to bring with them sample training, teaching, and learning materials used by their organisation. These sample materials may include, but are not restricted to, posters, charts, books (various sizes), reading primers, brochures, newspapers and trainer/teacher manuals. Also, the information gleaned from their answers to the Literacy Is For Everyone (LIFE) – Training Design Workshop

Questionnaire will become the basis of discussions into the design of these packages. During the first day, they will give a summary of their organisation's training activities and materials used.

One goal of the training component of the LIFE project is to empower people in their own communities to be able to discern and decide upon lifelong learning opportunities that are relevant to them. Materials on various topics and how to access them, will be made available through this project.

**Literacy Is For Everyone (LIFE)
Training Design Workshop Questionnaire
SIL, Ukarumpa, Eastern Highlands Province
22-26 September 2003**

Name: _____

Organisation: _____

Title/Position: _____

Address: _____

Phone/fax/email: _____

Provinces work in: _____

*****Bring samples of teaching, training, & learning materials.*****

Charts	Primers	Videos
Posters	Teacher/trainer manuals	Cassettes
Books		Awareness

List other NGOs working in Adult Literacy in your area:

What issues are important to include in adult literacy programmes? (Tick all that apply)

- | | | |
|---|--|---|
| <input type="checkbox"/> Health | <input type="checkbox"/> Language-tokples | <input type="checkbox"/> Beginner/basic literacy |
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Traditional customs | <input type="checkbox"/> Transfer reading ability from Pidgin/Motu/English to Tokples |
| <input type="checkbox"/> Women | <input type="checkbox"/> Culture | <input type="checkbox"/> Bridging from Tokples/Pidgin/Motu to English |
| <input type="checkbox"/> Protection of children | <input type="checkbox"/> Maths | |
| <input type="checkbox"/> Spiritual | <input type="checkbox"/> Small business | |
| <input type="checkbox"/> Income earning | <input type="checkbox"/> Vocational & technical skills | |
| <input type="checkbox"/> Land/Environment | <input type="checkbox"/> Problems-Solutions | |
| <input type="checkbox"/> Social problems | <input type="checkbox"/> Human rights | |
| <input type="checkbox"/> Family life | <input type="checkbox"/> Governance | |
| <input type="checkbox"/> Coping with change | | |

List out other awareness, reading and learning areas not included above.

What teaching/training methodologies are used? (Tick all that apply)

- | | | |
|--|---|---|
| <input type="checkbox"/> Lecture-teacher direct | <input type="checkbox"/> Skits | <input type="checkbox"/> Reflect on teaching and learning practices |
| <input type="checkbox"/> Lerner centred | <input type="checkbox"/> Demonstration | <input type="checkbox"/> Hands on (for example material production) |
| <input type="checkbox"/> Interactive | <input type="checkbox"/> Pose problem or situation, discuss solutions | <input type="checkbox"/> Personal experiences included |
| <input type="checkbox"/> Large group discussion | <input type="checkbox"/> Consensus | <input type="checkbox"/> Encourage critical thinking |
| <input type="checkbox"/> Small group discussion | <input type="checkbox"/> decision making | |
| <input type="checkbox"/> Individualised learning | <input type="checkbox"/> Direct/authoritative teaching | |
| <input type="checkbox"/> Drama | | |

What teaching, training, & learning activities have you found to be most useful?

What teaching, training, & learning activities have you tried & decided to not use anymore?

What reading methods are found in the reading materials used to teach people how to read? (If none, tick "None", if people read well with fluency already, tick the second choice.)

- ☐ None – reading is not a part of the literacy programme
- ☐ Start with high level of literacy of adult learners

Reading Methods (Tick all that apply, if reading is a part literacy programme.)

- | | | |
|---|--|---|
| <input type="checkbox"/> Multi-Strategy Method - primer/workbook tract, story track | <input type="checkbox"/> Mechanics of reading - reading skills | <input type="checkbox"/> Phonics |
| <input type="checkbox"/> Language Experience Approach-LEA | <input type="checkbox"/> Critical literacy | <input type="checkbox"/> Syllable approach - key words broken down then built up) |
| | <input type="checkbox"/> Big books, Interactive Whole Language | <input type="checkbox"/> Charts/posters |

Language Used – Choose any or all languages that apply: Tokples, Pidgin, Motu, English

What language is used during the training workshops or courses?

What language is found in the training materials?

What language do the adult teachers use when teaching adult learners?

What language is found in the learner's materials?

How are the materials produced? (Tick all that apply)

- ☐ Printshop-offset printing
- ☐ Risograph – high speed printing
- ☐ Photocopy
- ☐ Screen printing/silkscreens from wax stencils
- ☐ By hand
- ☐ Computers

Do literacy teachers have and listen to radios? Do learners have and listen to radios?

Are computers available? If yes, where are they located and who uses them? Do they have USB ports? The computer probably has USB ports if it uses Windows 98 or beyond operating system.

List training sites (venues) available in your area.

Literacy Is For Everyone (LIFE)
Training Design Workshop Questionnaire Calculations and Issues Prioritised
13 Questionnaires Returned, 18 for Issues Prioritised
SIL, Ukarumpa, Eastern Highlands Province - 22-26 September 2003

	Topic Chosen	Percentage	Number 1	Number 2	Number 3	Number 4	Number 5	Total No. of 18
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What issues are important to include in adult literacy programmes? (Tick all that apply)

Health	13	100%	6	3		4	1	14
Agriculture	12	92%			2		4	6
Income earning	12	92%			2	1	5	8
Beginner/basic literacy	11	85%	2	2				4
Family life	11	85%	5	4	1	3		13
Social problems	11	85%			4	4	1	9
Spiritual	11	85%	2		1			3
Women	11	85%	2			2	2	6
Small business	10	77%				1	1	2
Transfer reading ability from Pidgin/Motu/English to Tokples	10	77%		2				2
Land/Environment	9	69%	1	2	2	1		6
Problems-Solutions	9	69%			1			1
Protection of children	9	69%		1	1	1		3
Vocational & technical skills	9	69%						0
Bridging from Tokples/Pidgin/Motu to English	8	62%					1	1
Culture	8	62%		2			1	3
Governance	8	62%		1				1
Language-tokples	8	62%			2			2
Maths	8	62%			1	1		2
Human rights	7	54%						0
Traditional customs	7	54%		1				1
Coping with change	6	46%						0

Other issues added by trainers: gender, banking, voting rights, law & order, drugs, leadership, life skills

Top 5 Issues Priortised:
Sorted by Total Number of People Choose Issue

Health	14	Language-tokples	2
Family life	13	Maths	2
Social problems	9	Small business	2
Income earning	8	Transfer reading ability	2
Agriculture	6	Bridging from	1
Land/Environment	6	Governance	1
Women	6	Problems-Solutions	1
Beginner/basic literacy	4	Traditional customs	1
Culture	3	Coping with change	0
Protection of children	3	Human rights	0
Spiritual	3	Vocational & technical skills	0

What teaching/training methodologies are used? (Tick all that apply)

Individualised learning	11	85%
Large group discussion	10	77%
Small group discussion	10	77%
Hands on (for example material production)	10	77%
Personal experiences included	10	77%
Reflect on teaching and learning practices	9	69%
Lerner centred	8	62%
Demonstration	8	62%
Encourage critical thinking	8	62%
Drama	7	54%
Consensus decision making	7	54%
Skits	6	46%
Pose problem or situation, discuss solutions	6	46%
Lecture-teacher direct	5	38%
Interactive	5	38%
Direct/authoritative teaching	2	15%
Other methodologies added by trainers:	debriefing, group problem-solving, simulation, games, songs & natural learning	

What reading methods are found in the reading materials used to teach people how to read? (If none, tick “None”, if people read well with fluency already, tick the second choice.)

None – reading is not a part of the literacy programme	
Start with high level of literacy of adult learners	4

Reading Methods (Tick all that apply, if reading is a part literacy programme.)

Phonics	9	69%
Syllable approach - key words broken down then built up)	9	69%
Charts/posters	9	69%
Multi-Strategy Method - primer/workbook tract, story track	8	62%
Big books, Interactive Whole Language	8	62%
Language Experience Approach-LEA	7	54%
Critical literacy	7	54%
Mechanics of reading - reading skills	4	31%

How are the materials produced? (Tick all that apply)

Photocopy	9	69%
Computers	9	69%
By hand	8	62%
Screen printing/silkscreens from wax stencils	6	46%
Printshop-offset printing	4	31%
Risograph – high speed printing	1	8%

**Topics Chosen per Issue by Adult Literacy Trainers
during LIFE Training Design Workshop**

Health		Family Life		Women		Protection of Children		Problems – Solutions		Social Problems	
HIV/AIDS/STDS	9	Child abuse	2	Raits bilong ol meri	3	Child Abuse	2	Children's rights	1	Alcohol drinking problem	3
Malaria	6	Child care	2	Attitudes of gender	1	Child rights & responsibilities	2	Respect for another's properties	1	Drug Abuse	2
Nutrition	5	Mix marriage family	2	Cooking	1	Child Labor	1	Spark brus-Marijuana	1	Law and Order	2
Family Planning	4	Respecting one another	2	Helt bilong ol meri	1	Children education	1			Aids (Problems)	1
Basic health and hygiene	2	Spiritual	2	Home Hygiene	1	Commercial sexual exploitation of children (CSEC)	1			Anger/Fighting	1
Drug abuse	2	Alcohol	1	Importance of children	1	Neglect	1			Authority	1

Maternal and child health	2	Boys role	1	Life skills	1	Sexual abuse	1		Broken marriage	1
Respiratory health	2	Children rights	1	Maternal health	1	Verbal abuse	1		Disintegrating social principles	1
Typhoid	2	Childrens education	1	Meri na bisnis	1				Disrespect for people property	1
Water and Nutrition	2	Christian living and Bible teaching	1	Meri na bus/graun	1				Divorce	1
Alcohol and drugs	1	Discipline of children	1	Rights responsibilities roles	1				Domestic violence	1
Basic methods	1	Elderly care	1	Sewing	1				Family life/Wantok system	1
Community hygiene	1	Extended family	1	Women and Environment	1				Gambling	1
Diarrhea and Dehydration	1	Family heritage	1	Women in Development	1				Governance	1
Environmental health	1	Family Law	1	Work bilong ol meri	1				High adult illiteracy	1
Family	1	Family Life	1						Homosexuality	1

Hygiene and safety	1	Family Lotu	1					Increasing cases of land disputes	1
preventative health and also effective traditional medicine	1	Family Planning	1					Jealousy	1
Sanitation	1	Family relatives	1					Marijuana problem	1
Sexual transmitted infections	1	Family tree stories	1					Marriage problem	1
Simple remedies for sickness	1	Family units	1					Playing cards	1
Skin diseases	1	Family work bung	1					Polygamous marriages	1
TB	1	Gender	1					Population problems	1
		Girls role	1					Rights and responsibilities	1
		Immediate family responsibilities	1					Sex Trade (Prostitution)	1
		Legal marriage	1					Stealing	1
		Lukautim ples	1					Substance abuse	1
		Lukautim yu yet na family	1					Tribal fights	1

		Marijuana	1					Violence	1
		Polygamy	1					Water supply	1
		Unemployment	1						
		Women rights	1						

Agriculture		Income Earning Opportunities		Small Business		Land and Environment		Maths	
Farming methods	2	Bread making	2	Management	2	Logging and Reforestation	3	Adding/Subtracting/Division/Multiplying	1
Poultry	2	Budgeting and banking	2	Trade store	2	Water (Clean)	3	Measurement	1
Cash Crops (Marketing)	1	Financial management/Maths	2	Banking	1	Conservation	1	Money	1
Coffee	1	Marketing	2	Cane chairs/stools/beds	1	Environmental impact	1	Numeracy	1
Composting	1	Small business	2	Handcrafts	1	Environmental rights	1	Problem Solving	1
Fish family	1	Vanilla	2	Marketing	1	Land	1	Time	1
Growing taro, banana, rice, cocoa	1	Vocational & technical skills	2	Oil making	1	Land history	1		
Income earning	1	Accountability	1	Outboard Motor services	1	Land management	1		
Live stock raising	1	Agriculture	1	Piggery	1	Land ownership	1		
Modern farming (inter-cropping)	1	Community Development	1	Poultry	1	Land right (Traditional)	1		

Nutrition	1	Grow and sell vegetables	1	Raising animals	1	Land use/soil denigration	1		
Soil types	1	Micro-credit	1	Simple accounting	1	Mercury pollution	1		
Traditional farming –mono – type farming	1	Pricing items	1	Small scale alluvial mining – trading gold	1	Mining	1		
		Reporting	1	Soap making	1	Pollution	1		
		Rice farming	1	Village bakery	1	Reforestation Deforestation	1		
		Training	1			River Bed sedimentation	1		

Transfer		Spiritual		Language Tokples		Governance		Culture		Literacy	
Bridging	1	Bible Study	1	Holim pasin tokples	1	Community participation	1	Bilas	1	Alphabet	1
Scripture	1	Fluency	1	Tokples alaphbet	1	Constitution	1	Dinaus	1	Baking skills	1
Scripture Use	1	Integration to Daily life	1	Tokples namba	1	Good leaders	1	Language	1	Culture	1
		Leadership development	1	Tokples nem b'long yumi	1	Management	1	Tokples/Songs	1	Language	1
		Scripture portions	1	Tokples singsing	1	Peoples responsibilities toward leaders and government	1	Way of Living	1	Reading	1
		Social problems	1	Tokples tumbuma stori	1	Policies	1			Reading and Writing	1
		Traditional beliefs	1	Tokples walis, salim kominikesin	1	Rights and duties of voting	1			Sewing skills	1
						Roles and duties of elected leaders	1			Tokples	1
										Writing	1

System of Training Community Literacy Teachers – February 2004

Output: A system of training community literacy teachers is established.

Activities

1. The teacher selection criteria is agreed upon and followed.
 1. Able to read and write in the language adults want in the literacy classes.
 2. Is committed to the church (if a member), community, and their family
 3. If married, looks after family well, and has no relationships outside of the family.
 4. Agrees to be a volunteer – His or her spouse is supportive and understands they do not work for money.
 5. Has counseling ability. (Rationale - During adult literacy programmes, people will bring their cares, concerns and problems to the teacher or to the class.)
 6. Is responsible by being moral and ethical through behaviour, talk, and teaching.
 7. Is a good example and model in behaviour, attitude, and talk.
 8. Is mature.
 - The community respects him or her and he or she respects the community.
 - He or she does not drink or take drugs during working hours.
2. The selection of community literacy teachers is followed according to the agreed upon criteria (Number 1).
 1. Member of the local literacy committee chose the teachers to be trained.
 - The members include:
 1. Two community leaders
 2. Two-three church leaders
 3. One NGO representative
 4. Ward councilor
 5. One women's representative
 6. One representative of a relevant group
 2. The committee sends the names of the teachers to be trained to the focal point.
 3. The focal point sends information to:
 - Contact the LIFE trainer in the Department for Community Development in Pt. Moresby (DFCD-POM) by fax, phone and/or email.
 - Contact the local level government and district administrator through posting a letter.
 - Contact provincial education or community development office through a personal visit.

Assumptions – Means of communication are working and the bills are paid. Do not rely on one means of communication because there may not be any way of knowing whether it worked or not.

3. The planning and preparation for the workshop is done by the district, local level and/or community in adequate time and communicated to the focal points.

Action item, to be considered before implementing - Who should do this (i.e. focal point), do they know what venue sites are available in the province and the costs, and are they adequately trained to do this. Do they have the capacity and knowledge to do this? Recommend a 6 month delay in the actually holding of workshops until the system is designed first nationally at DFCD and communicated and in place at the focal points.

Assumption - Will communication take place in terms of budget and bookings in time for this to take place?

- Logistic and venue considerations.
 - **Assumption** – The venue is free, booked, and matches the dates set on the success indicator. Many times the availability of a venue site sets the dates, not the other way around.
 - **Assumption** – Venue sites around the country are available year-round. If not, this becomes a risk and constraint to meet the targeted success indicators.
 - Adequate facilities for sleeping accommodations, cooking and eating, and holding the training course are found and booked. The venue requires chairs, tables and blackboard.
 - Transportation costs are budgeted and money released and available on time. Each method of transportation needed is noted (for example PMV, motor canoe, plane, etc.) and their costs.
 - Food costs (local and store) are budgeted and money released and available on time.
 - The venue is booked during the dates sets as the success indicator.

Assumption – These dates have been communicated to the focal point and the DFCD-POM, and trainers assigned and available in sufficient time for the training to take place during the dates set.

Would ADB & the DFCD-POM accept different dates if there is no venue available during the dates listed as a success indicator.
 - Local contributions are made by the LLG, DA, community, and teacher trainees through food, money and/or course fee.
 - Cooks are hired or cook as volunteers. Some training venue sites have cooks assign and available for every

course. Other sites may have to hire people for the particular course.

4. The assigning of the trainers to a teachers training workshop by the DFCD-POM trainer.

Assumptions – The following activities (1-3 above) have already been done and communicated to the focal point in sufficient time:

- **Activity 1** - The teacher selection criteria is agreed upon and followed.
- **Activity 2** - The selection of community literacy teachers is followed according to the agreed upon criteria (Number 1) and communicated to the focal point.
- **Activity 3** - The planning and preparation for the workshop is done by the district, local level and/or community in adequate time and communicated to the focal points.

1. The focal point communicates the numbers and names of teachers to receive training, the dates and the venue information to the DFCD-POM trainer.

Assumption repeated: The means of communication has happened in sufficient time, and if only one was used, it worked. If not, use multiple means of communication.

2. The DFCD trainer reviews the list of trainers available from the MIS database. Picks four to six of them to contact, in order to receive 3 confirmations.
3. Contact the four to six trainers by posting a letter directly to them, and also posting one to the focal point to pass on to them. Or, if the district administrator in their area has a HF radio, contact the DA to contact the trainer.

Assumption – Trainers will be living in a number of locations – villages, district government stations, towns, and provincial capitals. Depending upon where they are living, and what means of communication is available to contact them, sufficient time must be allocated for communication to take place.

4. Ask the trainers to confirm to be involved by a particular date. The trainers, through the LLG, DA and the focal point, communicate their availability to DFCD.
5. Assign at least 3 trainers per teachers' training workshop. If one person cannot attend or does not show up, then 2 of the trainers can continue with the teacher training workshop. It will be difficult for just one trainer to do all of the training.
6. Apply to the DFCD LIFE fund for funds to be released based upon the budget estimates submitted during Activity 3 above (planning and preparation for the workshop). These include:

- **Venue rental costs** (sleeping accommodations, cooking and eating facilities, and classroom space).
 - **Transportation costs**, the method of transportation needed is noted (for example PMV, motor canoe, plane, etc.)
 - **Food costs** (local and store).
 - **Petty cash** needed to buy local market produce.
 - **Trainers' pay** – K80? per day per trainer.
 - **Teachers' incidental cost?** - K15 or buy soap
 - **Spare petty cash** – for contingency purposes and emergencies
7. Money is released to venue site (through focal point?) in sufficient time to purchase the food before the trainers and teacher trainees arrive. The trainers must always carry a receipt book with them.
- Payment options –**
1. Cheque from DFCD is deposited into focal point's LIFE bank account.
 2. The amount, cheque number and when is communicated to the focal point. The focal point takes out cash and sends it to the venue through a district administrator. If DAs have bank accounts, deposit cheque into DA account instead of focal points.
Risk – Security issues and theft are a possibility. The more channels the money must come through, the more possibility of mismanagement or not being tracked properly.
The cheque must be deposited to the bank account in sufficient time to be cleared by the bank so cash can be withdrawn.
 3. Purchase Salim Kwik Moni through the Post Office and send the information from Post Office to Post Office.
Risk – Security issues, theft and misuse become more a possibility because cash is available. A post office in the district area may not have a Salim Kwik Moni option, or the amount of cash required in the order to give that amount to the person.
 4. Communicate the Salim Kwik Money order number (forgot official name of the number) to the focal point, trainer, or to a district officer.
8. Book the trainers' means of transportation. Communicate booking and dates to the trainer. Or the trainers' use their own money for transport and have them collect receipts. They submit the receipts to the focal point, and the focal point will reimburse them. The focal point gives them cash or the tickets to return home after the 3 week training course.

Assumption – The list of the trainers' names and contact information is in the LIFE database and is kept updated. Each trainer's means of transportation is also recorded.

Transportation risks or considerations

- The people of an area to responsible for airstrip maintenance. Pilots of the smaller airlines that serve the bush strips will close airstrips until further notice and the strip is maintained.
- If this occurs, than a trainer who is meant to fly from the village airstrip to the venue site will not have a way to attend the workshop.
- Seasonal weather conditions may prohibit training during certain times of the year.
For example – During rainy season, the rivers may become impassable for 4-wheel drive vehicles or PMVs.
Seas become more dangerous during certain times of the year.
- Seasonal harvesting time
The majority of adults served by the adult literacy programmes are subsistence farmers. Many are involved harvesting seasonal cash crops (coffee, cocoa, tea, vanilla?). Do not hold training workshops or adult literacy classes during harvesting time.

5. Distribution of teaching, training and learning materials

The following materials will be distributed:

- Teacher training manuals for each trainer (3 trainers assigned per teachers' training workshop).
 - Teacher training hand-outs for each teacher trainee.
 - Materials and supplies.
 - Reading sample materials
 - Learning materials
 - Certificates – Names to be added later.
 - The materials will be located at the focal points. When stock is low, the focal points will request more materials from the DFCD-POM.
- Assumptions:**
- Storage space for materials is allocated and sufficient in both the provincial focal point and the DFCD-POM.
 - Updated Inventory records are kept, distribution system works, sufficient money is budgeted for materials distribution and available and released on time.
 - The DFCD-POM has assigned 3 trainers to do the teachers training. The dates have been communicated and travel arrangements have been made in sufficient time for the trainers to pick up the materials and travel to the training venue.
 - Any money needed is released and available to be used.
 - The numbers of teacher trainees selected is communicated which determines the number of materials to be distributed.
 - The trainers will deliver the materials to the teachers' training workshop venue.

6. Conduct new teachers' training workshops.

Assumption – Activities numbers 1-5 above have taken place.

1. Each trainer must have both a trainers' manual and also a teachers' training manual available to them. The manual includes the timetable, all of the lesson plans and hand-outs.
 - Trainers' manual for reference, includes more information than the teachers' training manual.
 - Teachers' training manual – includes lesson plans and hand-outs.
2. Each day or evening, the trainer should review the next day's lesson, have available all of the materials required for that lesson.
3. Distribute the teachers' handouts. Each teacher trainee will receive the handouts at the start of the workshop.

Assumption – Photocopy facilities and machines are not available at the location near the venue. If they are, they may not be in working order. Paper and toner may be in short supply, or the photocopies themselves may be of too poor quality to be used.

Therefore, it was decided to have available these handouts printed up and available before the teachers' training workshop started. It is better to give out hand-outs during the lesson taught on it however, this way allows for hand-outs not to run out or be in short supply.

4. Have teacher trainees record their names, villages, ages?, and contact information on a piece of paper for the report.
5. Follow the timetable and teach the lesson plans as found in the manual.
6. Write a report and post it to the various offices (provincial focal point, district office, and DCDF-POM).

DFCD-POM designs a report form. Suggestions of topics to include are:

- a. Background Information – Dates, place and workshop location. List all the names of who organised/setup what aspects of the training workshop? List all the names of trainers who were on staff.
- b. Participants/Teacher Trainees – How many & list all of their names. Note the gender of each participant). Include their positions in the community if known (e.g. elementary teacher, chief, church official) and what village they are from, language, district and province.
- c. Training workshop content – List the major schedule of events, do not repeat the detailed time table. What was tried differently and why? What was tried and did not work? What sessions and units of the lessons were evaluated positively by the participants? What sessions and units of the lessons were evaluated negatively by the participants?

- d. Results of the Workshop – List items produced.
- e. Evaluation of the workshop itself, include recommendations and suggestions.

Success Indicators

Community shows support in the following ways:

1. Identifying building site either by choosing/marketing land building a new classroom or using an existing building to hold the literacy class.
2. Helping with garden, giving food or gifts in kind (soap, salt, etc.)
3. Contributing money or gifts in kind
4. Setting up a literacy committee, for the purpose of:
 - Deciding upon fund raising activities
 - Becoming the decision and policy making body
 - Looking after the needs of the teachers

System of Training Community Literacy Teachers – Success Indicators

	Y1	Y1 Totals	Y2	Y2 Totals	Y3	Y3 Totals
No. of teachers/course	20	40	20	60	20	60
No. of courses/province	2		3		3	
No. of literacy classes held	Assumption 50% drop-out rate	20		30		30
When	TT 1 Mth - 5 TT 2 Mth - 9		TT1 Mth - 3 TT2 Mth - 5/6 TT3 Mth - 9		TT1 Mth - 3 TT2 Mth - 5/6 TT3 Mth - 9	
No. of provinces	3-4		5-6		8-9	

Assumption –

1. The training of community literacy teachers cannot take place until the trainers of trainer (core trainers) have completed their 5 weeks TOT training.
2. Schedule time at the beginning for developing the system of training (6-9 months) before any training begins, and that includes the core trainer training and in-services training.
3. The DFCD LIFE training section has the knowledge of and the system in place and working before any training starts. This includes:
 - a. How to access the MIS database to retrieve information needed on the trainers, the focal points, etc.
 - b. All forms are designed, printed, and ready for distribution.
 - c. The financial management system is in place and working, including the release of funds and the required reporting and acquittal process. These are communicated to the focal points and the DAs, or an in-service is held to inform them.

Inputs

1. Money is released and available to run the teachers' training course.
Assumption - Money budgeted for the teachers training course is communicated ahead of time, released and available on time.
Risk – ADB & DCFD communicates the acceptable range or maximum? of money that can be budgeted and available per training workshop. The budget estimates may become inflated (higher) because the people hear the Asian Development Bank is funding the training.
2. **Means of communication available** – Identify means or have multiple means of communicating i.e. telephones, email, fax machines and/or two-way radio.
Assumption – Working when needing to communicate.

System of Training for In-service Services – February 2004

1. Each Qtr, each teacher will provide a report to the focal point to be sent to DCD including:

- 1 - How well they think they are teaching:
 - Strengths and weaknesses regarding
 - o teaching skills,
 - o methods and
 - o how they feel about their teaching
 - The report must include assessments from students and community members.
- 2 – Teachers will report regarding which language they are using for instruction: English, Tok Pisin, Tokples or other regional language.
 - They can also report if there is a desire to conduct classes in another language.
 - This information will be used to determine if an ADW (Alphabet Development Workshop) is required
 - It will also help to know what languages materials should be developed in.
- 3 – Teachers will report regarding what kinds of information or topics students are being requested by the students to be taught in their adult literacy class.
 - Possible topics
 - o Agriculture
 - Cash crops
 - Food crops
 - o Health
 - o Social Issues
 - Alcohol/drug abuse
 - o Environment
 - o other
- 4 – Teachers will be encouraged to visit the class of another teacher at least once a year and write a report telling what they liked about the other teachers style, methods and how they felt in the class. Then they can write about what they would change in their class.

2. Each quarter NLAS will produce 3 new inservice modules to be given to the Teacher Trainers to address the needs of the villages. Twice a year 6 modules will be introduced to the teacher trainers. Each module will average 5 pages each.

- 1 – DCD will tell NLAS which topics are of interest to villages for developing instructional materials.
- 2 – NLAS will research NGOs, CBOs and or government agencies and will talk to the Focal Points to find out who has materials to address these issues.

- Then modules will be developed to train trainers how to teach teachers how to use these instructional materials.

3 – Twice a year the modules prepared by Maggie will be introduced to the trainers to be given to the teachers.

4 - DCD will arrange to have the trainers inserviced on how to teach the teachers how to use these materials.

- Trainers and Focal Points will also be looking for materials to be developed for their teachers.

5 – DCD will contact the focal points to arrange an inservice venue, accommodation, food, transportation and equipment.

6 –Trainers will be inserviced 2 times per year after materials are developed by NLAS. In 2005 we will train 30 trainers. The number of trainers trained will increase by 10 trainers until we have 60 trainers who are being trained.

	Trainers to be Inserviced twice per year	Teachers to receive modules twice per year	Number of Modules this year	Number of Pages this year
2005	30	120	150	750
2006	40	320	360	1800
2007	50	480	530	2650
2008	60	560	620	3100
2009	60	560	620	3100
2010	60	560	620	3100

7 – In 2005 the trainers will be inservicing 2 group of 15 teachers in 4 provinces twice a year for a total of 120 teachers. We will add 4 provinces each year until we are inservicing all 14 provinces.

	# of provinces	Teachers to be Inserviced 4 times per year, 1 time per Qtr. Per province	Total per year
2005	4	4 groups of 15	120
2006	8	4 groups of 20	320
2007	12	4 groups of 25	480
2008	14	4 groups of 30	560
2009	14	4 groups of 30	560
2012	14	4 groups of 30	560

Recommendations for LIFE Accreditation System Issues, Suggestions, and Lessons Learnt

Issues

Accreditation of non-formal adult literacy programmes is an important issue to consider. Once granted it then creates a number of pathways of learning for adults. Accreditation can be for a training course and the completion of it, an educational programme, trainers' or teachers' certification, or recognition of achievements or completion of criteria met. Another possibility is to create another pathway to re-enter back into the formal education system.

There are three ways non-formal adult education can become accredited.

1. Find an existing accrediting institution and write-up the training and learning curriculum according to the a particular curriculum methodology's criteria and standards as determined by the institution,
2. Submit a previously written and effectively taught curriculum to an accrediting body. Adjustments to the curriculum may have to be made in order to be officially recognised and approved for accreditation, or
3. Setup a new accrediting institution or body.

There are many issues educationists must weigh. The method of curriculum development chosen by the accrediting body may not follow effective educational teaching and learning principles as determined by the educationist or the training institution sponsoring and staffing the training. Then, the benefits and importance of accreditation to the trainers versus a less than educationally sound curriculum must be considered. For instance, the curriculum methodology may follow a Western model of learning instead of, as in the PNG context, a more culturally appropriate Melanesian one. Therefore, the curriculum and training may be compartmentalized and decontextualised in contrast to the development of effective training programs which are suited to the needs (learner-centred), the learning styles (interactive and participatory) and meet the goals of the participants. Also, those running the training programs have to be accredited themselves and well qualified.

Training that is not accredited leaves the person who has been trained with no avenue for further development and with no recognition of their developed skills and abilities. They do hold a certificate from a particular workshop or course that may have some significance even though it is not as official as an accredited certificate.

In Papua New Guinea there are many factors that make it difficult to gain accreditation. The history to gain accreditation for the STEP Course, Supervisors Tokples Education Programme (newly named Strengthening Tokples Education in PNG), a course jointly run by SIL and BTA, has been plagued with difficulties. The STEP Course is a non-formal education programme and includes literacy for both adults and children.

Since 1990 Parliament established the National Literacy & Awareness Secretariat (NLAS) of the Department of Education (DoE) to be responsible for non-formal education. It has not developed an accreditation system for non-formal literacy

programmes. When funds have been available, it has served as a coordinating networking body between government departments, and NGOs, churches and CBOs.

The Education Reform Agenda was passed in 1995. It encourages vernacular language education during the early years of a children's formal education. Government policy recognises that NGOs have played a key role in the successful implementation of the non-formal education pre-school movement. Government policy states in the Elementary handbook that the education department will recognise teacher training offered by others if approved, and includes a form to be completed by applicants who do not have the level of education required to become an elementary teacher. In practice, many experienced adult literacy and vernacular language preschool teachers have been overlooked to become elementary teachers by people with little or no vernacular literacy experience but who do have the acceptable level of education.

The STEP curriculum has been submitted to two different divisions and units of the Department of Education at the request of top level education officers and to one of the universities, and yet accreditation has not been granted by either of these three groups. STEP serves as an example of how one non-formal education programme, and its curriculum, has been submitted for the purpose of accreditation through the elementary teaching system and yet it has never been granted. It is advantageous for STEP graduates to become elementary teachers because then they have an employment opportunity in their village area. Then, the language group loses its literacy supervisor.

In PNG, the following departments or institutions could be sought for accreditation of adult literacy and education programmes.

- The Department of Education already has a system of curriculum approval in place and working.
- Another government department, for example, the Department for Community Development. It will have to develop the process of accreditation and set the criteria standards for the training to be measured by and meet.
- National Training Council – They have accredited a TOT (Trainers of Trainers) courses but the newspaper did not specify what kind of training the people received nor the contents of it that they received.
- The Apprenticeship Board - Currently uses a competency-based curriculum.
- Certificate certification through a university. UPNG (University of Papua New Guinea) and UOG (University of Goroka) are in the process of setting up a certificate level of studies for vernacular literacy and education that may, some day lead to a diploma.
- Others?

The question to consider to what is written below is whether the Department for Community Development Bank and the Asian Development Bank prefers a secular instead of a religious equivalent accreditation for LIFE core trainers.

Certificate in Christian Ministry (Cert CM) through Australian College Ministry (ACOM) - in process of development in PNG

The Cert CM through ACOM is working towards accreditation offered either through Australian National Training Authority or within PNG for workplace training in translation and scripture-use. It may be able to be applied to literacy, STEP graduates or ADB-LIFE core trainers. This suggestion is being developed by Barry Borneman (SIL-Pacific Area) (Director Pacific Training Network, SIL Pacific Training Coordinator)

For more information contact: Barry_Borneman@sil.org

At the moment BTA (Bible Translation Association) and the Pacific Training Network (PTN) in conjunction with the Australian College on Ministry (ACOM) has plans to bring to PNG the basic trainer qualification required of workplace trainers in Australia. The upcoming BTA Monitoring and Steering Training Committee chaired by David Gela (in Alotau, Milne Bay) will be deciding on dates and location for the two week Certificate IV in Assessment and Workplace Training, which will be offered by BTA to its trainers and trainers from associated organisations.

This Certificate IV in Assessment and Workplace Training is the basic qualification for people with training experience in the workplace. As such it could provide an easy solution for STEP graduates by simply treating the Certificate IV as an additional course element for successful STEP graduates who have a viable program running in their communities. The successful completion of STEP would be one prerequisite for entering the Certificate IV in Assessment and Workplace Training. This Certificate IV is halfway towards a Diploma of Workplace Training which opens up a number of academic options for STEPS most outstanding graduates. You may also be interested to know that AusAID has been funding the delivery of this qualification in Vanuatu and the Vanuatu government is considering making it a requirement for all its own trainers. I mention this not because we should consider AusAID funding (we don't need it) but to illustrate that we are talking about a widely recognised qualification. You should talk to BTA about this as they are definitely progressing this development.

Upon further discussion with ACOM, and for logistical and management purposes we are now only offering the Certificate IV in Christian Ministry (Cert in CM). This course will allow us to write up translation and scripture use programs (and elements of STEP) as credit towards the Certificate IV in Christian Ministry. I have already trialled the process by writing up a Trainee Translation Consultant Workshop in Honiara to earn one unit credit towards the Cert in CM. The process has gone smoothly. So this means TTC or formal and informal programs can be evaluated and written up for accreditation if it is wanted. Once approved by ACOM the course remains valid for credit until 2007 and can be used through out the Pacific. Once approved, they could also be used to negotiate for accreditation of BTA/SIL training programs within PNG, as the vocational training system in both countries is the same.

Recommendations of Awareness Strategies to Promote Adult Literacy

SIL Output 5 - Terms of Reference

The major issues to develop an awareness strategy on the importance and value of literacy and how to mobilise communities to start new literacy programs and maintain ongoing ones in Papua New Guinea are too numerous to list. Most Papua New Guinea and Melanesian cultures are oral societies and are not considered to be cultures that rely on print literacy to learn or have access to information. One factor that leads to this is the lack of educational opportunities the farther language groups are from district government stations or towns. Another factor is that there is little or no print material available or found especially in the rural communities.

For adults and communities to value literacy and want to learn to read first, and then read to gain new information, literacy must be immediately useful, practical and meet felt needs in their lives. Once people learn to read, there must be literature available to read so that they will continue to read, or else they will lapse back into not being able to read at all or not read with fluency or comprehension. Also many adults desire functional literacy for economic gain and/or life skills development.

The following awareness strategies, though not inclusive, have been successfully used by various adult literacy stakeholders who have planned, designed, and implemented adult literacy programmes throughout PNG. Most of these will not receive comment in this paper. Those that do receive comments will highlight the lessons learnt or will serve as examples of awareness activities to be included in the LIFE project. One of the most important considerations in awareness activities is not to overly rely on technology (television, computers, videos, etc.) so that rural communities are disadvantaged and cannot receive information about the LIFE project.

The following awareness strategies are recommended:

Low Tech	<ul style="list-style-type: none"> ◆ Drama and skits – Talented acting needed and good script writers so that the drama’s message will make a point and be remembered.
Face to face communication and interaction	<ul style="list-style-type: none"> ◆ Awareness patrols and questionnaires – Example from STEP found below.
Print Awareness Materials	<ul style="list-style-type: none"> ◆ Shirts (t-shirts and/or collared shirts) –Coloured shirts or the printed design is in colour. This is the best advertisement because these shirts will be worn everywhere and be seen and “read” by those who see them. ◆ Create a Handbook about LIFE - Useful for a written record and reference. However, it implies a distribution mechanism and also people present in the communities to read and interpret it to community members. DoE has a number of these available. ◆ Booklets and brochures – Recommend diglot (English and Pidgin) or (English and Motu). If print as separate languages, have to estimate accurately the number to print of each language to avoid a print overrun if miscalculated. ◆ Coloured posters – Written on the back or in small print on the front is instructions how to lead an awareness discussion based upon the poster’s message.

Medium Tech	<ul style="list-style-type: none"> ◆ Cassette audio tapes – Assumes cassette players, batteries, or solar power are available. The trial LIFE teachers’ toolkits have hand-crank ones included. ◆ Radio programmes – batteries, or solar power are available. What kind and what frequencies are available? The trial LIFE teachers’ toolkits have hand-crank ones included.
Non-print media awareness information	
High Tech	<ul style="list-style-type: none"> ◆ Videos – Assumes electricity or generator available, plus equipment. Portable video equipment is used by SIL and others to show the Luke video in local languages in villages without electricity. ◆ Television - Assumes electricity or generator available, plus equipment. FYI - SIL Ukarumpa does not have television available, apart from satellite TV. ◆ Computer Multimedia Presentation (Microsoft Powerpoint or Windows Media Player) – Assumes electricity, generator or solar power available, plus computer.
Non print	
Non print and print combined	

Awareness Patrols and Questionnaires

The Summer Institute of Linguistics (SIL) and Bible Translation Association PNG (BTA) have developed the curriculum and staffed the STEP course (now Strengthening Tokples Education in Papua New Guinea, formerly known as Supervisors Tokples Education Programme) since 1994. “The STEP course is committed to the empowerment of Papua New Guineans as competent resource people with a vision to serve their own communities by developing, managing and expanding sustainable vernacular literacy and education programs throughout the country.” It consists of one-month modularized instructional modules which are completed in less than two years, followed by village assignments.

Awareness is one of the topics during the first module of the STEP course. The STEP participants “learn how to get village people and provinces involved in tokples education (awareness)”. The STEP sample awareness forms are attached at the end of this paper. This is included to serve as an example of what one literacy program uses in its awareness component. The STEP curriculum states the following about the awareness unit:

- ◆ **Awareness** - Get village people and district & provincial officers involved in tokples education.

Participants learn what information to give and how to motivate a community to get involved in literacy. They are trained to set up Board of Managements and ensure that all facilities and community support is in place before initiating literacy classes. They are also trained in keeping a record of the progress of each village. Participants are also taught ways to get district and provincial officers involved in their programs.

Village Assignment Related to Awareness

- ◆ Do awareness in a few villages and complete the awareness records.
- ◆ Help to setup Board of Managements in some of the villages.

- ◆ Visit the Local and/or Provincial Government offices to present and discuss their literacy program (see appendix attached entitled “STEP Course - Sample Awareness Form” in the footer.)

The LIFE Technical Assistance phase includes an awareness component and each of the four provincial focal points hosted a district and local level government awareness seminar for the purpose to identify roles and responsibilities in order to support, establish and maintain adult literacy programmes in their respective areas. NGOs who are actively involved in the training and the implementation of literacy programmes were also invited to attend. The results of that and other awareness activities lead to a 3-month awareness campaign run by a local advertising company.

Since 1994-2003, one hundred and forty-eight (148) people have graduated from the STEP Course. They represent eighty-six (86) different languages, and eighteen (18) of the nineteen (19) provinces, except Gulf. However, the number of graduates per province varies greatly.

Therefore, awareness patrols had been carried out in these communities amongst LLGs and then amongst provincial literacy or education officers. District level patrols were not expected nor required. However, what most STEP participants have reported is that there is rarely any concrete support that results from these patrols, whether financial or encouragement. During the LIFE Awareness Seminars in the four pilot provinces, what evidence was there of these past STEP literacy awareness patrols? If none, one reason for it may be that time has lapsed and new provincial and LLG officers are now in these positions. Each group present at the LIFE seminars outlined their roles and responsibilities and developed a plan of action. Encouraging a plan of action is better than just talking about the value of literacy and what plans are being made to start literacy in an area.

Advice Given to LLGs to Support Village-Level Grass Roots Literacy Programmes

Balai Gariai, another STEP graduate, mentor and a member of Bible Translation Association from the Kunimaipa language group met with Murika Bioro, the Morobe Provincial Education Administrator (PEA) in Lae. The PEA asked him for advice on how he can advise the Local Level Governments to support village-level grass roots literacy programmes.

These are some of the points that Balai, in consultation with the SIL literacy coordinator and SIL Kunimaipa literacy consultant, will pass on to the Morobe Provincial Education Advisor. It was mentioned to Balai that these would be passed on to the LIFE project as well.

- 1) The LLGs need to follow the National Literacy Policy and accept NGO's running of Tokples Schools and adult literacy programmes. They also need to consider proposals and submissions to fund.
- 2) In each LLG, there needs to be two trust accounts, one for Elementary and one for NGO's Tokples Schools (adult or TPPS). All the education funds must be put into these two accounts when the allocations are made during the budget

break up. The NGO trust account should be run by the Local Literacy Committee in each LLG area.

- 3) NGOs and LLGs should work together in non-formal education, for the purpose of strengthening the education of future leaders. They should not compete with one another.
- 4) Advise the LLG Presidents, the ward councillors, church representatives and all the village people to follow the right structure so that there can be unity amongst them in order to build up a good nation.

Audio Cassette Tapes – An Example, One Man’s Ideas

The following cassette tape entitled “Adult Literacy in PNG by William Edoni” was included in the LIFE trial teachers’ toolkits. William is SIL’s Director’s Assistant for Public Relations. It is adapted from the STEP Course’s (Supervisors Tokples Education Programme) Powerpoint Presentation that was designed October 2002 by Michael Jones & Glenys Waters. The references to “STEP” were removed and “adult literacy” inserted. Then it was re-recorded. William discusses the impact of literacy on a rural community through the involvement of a committed person, Selby Otire. Selby was a STEP mentor for participants from his own Omie language, Oro Province, but also for other neighbouring languages of Juvaje and Weru.

Adult Literacy in PNG

By William Edoni (SIL Director’s Assistant for Public Relations), October 2002

“For me, the exciting thing about adult literacy is that it is not just about books, papers and curricula. It impacts participants’ lives by building into them the capacity to be involved in development and to be willing to sustain whatever development they have started. This is real development, not just hot air. It is about people applying what they have learned in their lives and then teaching others.

Selby Otire, a literacy supervisor for the Omie language group in Oro Province, continues to run the program in his language areas. He makes sure that whatever literacy work they have started is not left to die. He continues to move it on. He does this despite the daunting variables that confront him as a rural person in Papua New Guinea. For example, to introduce literacy into an oral culture and maintain it is a two sided problem. On the one side there is the literate person bringing literacy into an oral society. Change has numerous problems associated with it. On the other side, there is the peoples’ desire to receive literacy, grabbing at it, but if it is not sustained it is easy for that culture to slide back into old habits. This in turn raises the question what sustains literacy?

- Finance – Though important, it alone cannot sustain literacy. If people feel their work is not valued, they would lose interest.
- Vision - People who have a vision for literacy will persevere through difficulties; but those who do not have the vision lose interest easily and move out of it. Women can be a powerful influence here. And if they don’t catch the vision also they can bring the whole program to a standstill.

- Ability to find solutions – There may be a lack of creativity on the part of the people involved in village literacy work to find alternative means to sustain the program.

And there are many more variables that people like Selby grapple with in order to keep programs alive. As a Papua New Guinean it's easy for me to analyse situations from my comfortable office and give answers to problems from a distance. But when you are involved in the rough and tumble of everyday living in the village situation it can be very difficult to maintain and sustain those programs. It takes a person with a high level of integrity, responsibility, commitment, and vision to carry on in the face of all these things. I see Selby struggling and yet determined not to throw in the towel because he is a man who has that vision, integrity and responsibility. And he's saying I can't turn my back on my people. That sheer determination motivates others to carry on doing what they are doing to make their people literate. But it has also excited people from neighboring languages to seek Selby's assistance to help them develop similar programs in their own communities.

Adult literacy programmes seek out people with integrity and good character.

It is about vision building, motivating, and empowering creative people to go back to their villages to vision build, motivate and empower others, so together, they could develop their communities. And that is what guarantees and encourages sustainable development.”

Sampela lista bilong mekim toksave long Tokples Edukesen Program kirapim bel

Nem long ples yu bin mekim toksave : _____

Redim toksave pastaim:

- ⇒ Toksave long program long - 1. sande lotu, 2. maket, 3. de bilong komuniti wok, 4. de bilong kaunsel.
- ⇒ Raitim pas i go long: 1. bikman long ples yu bai i go, 2. sios lida, 3. komuniti lida, 4. Lokal Gavemen Kaunsel.
- ⇒ Putim toksave long redio.
- ⇒ Kisim orait long Lokal Kaunsel long wokim patrol.

Tok save i mas i gat - 1. As tru bilong bung, 2. De bilong bung, 3. Ples bilong bung, 4. Husat i go pas long toktok (mausman) 4. Taim bilong bung.

TINGIM GUT: Toksave long bung i mas kamap wanpela wik i go pas long dispela bung.

Sapos planti manmeri i no kamap long dispela bung, orait makim narapela taim bilong holim bung na makim tu ples bilong holim bung. O holim ol wanwan bung insait long wanwan ples.

Make sure you have done the following before you visit a village to do awareness:

- A. You need to announce your program at - 1. Sunday church services, 2. Market days, 3. Community work days
- B. You must send letters to : 1. parents, church leaders, community leaders and the Local Govt. Council.
- C. Provincial Radio station service messages.
- D. Get the approval from the Local Government Council for the patrol.

Your information should include - 1. Reason of meeting, 2. place of meeting, 3. speakers, 4. time of meeting.

NOTE: You must inform all these people through announcements and letters at least one week before you start your awareness program.

If not many people came for the meeting, set another day and place for another meeting. Or you can organise a meeting in each village.

Makim det, mun na yia ⇒					
Items to be discussed at meetings Ol lista bilong toktok					
1. History of National Literacy Policy and non-formal education	1. Toktok long edukesen sistem long bipo				
2. Current policy of the province	2. As tingting long nupela senis long provins bilong yu.				
3. Needs - a. Materials b. Training c. Funding	3. Kain kain samting long kirapim skul a. Planti buk b. Trening c. Moni				
4. Community involvement	4. Hevi komuniti i mas karim				

5. How to start a Board of Management	5. Olsem wanem ol i ken makim komiti long lukautim wok				
6. Building a classroom and selecting teachers	6. Redim graun, wokim klasrum na makim tisa				

Bihain toksave bilong yu, ol i bihainim tok na mekim wok o no gat ?

(Response of the Village)

Nem long ples yu bin mekim toksave : _____

Makim det, mun na yia ⇒					
Response Ol lista bilong mekim wok					
1. Selected and started a Board of Management	1. Makim na statim komiti long lukautim wok				
2. Agreed on the ground to build the classroom	2. Tok orait long wanem graun long wokim skul				
3. Built a classroom and a toilet	3. Ol i wokim gutpela klasrum na toilet				
4. Selected teachers for training	4. Ol i makim sampela tisa				
5. Found a way to support the teachers	5. Ol i painim rot long givim moni o haus o kai kai bilong amamasim tisa				
6. Have got funds for materials and books	6. Ol i bungim moni bilong kamapim planti buk				
7. Decided to support the supervisor	7. Ol i laik helpim na givim pe long supavaisa				
8. They helped in writing the stories, making the books and being part of teaching cultural activities	8. Ol i amamas long wokbung na raitim stori, wokim buk, na skulim ol sumatin long pasin bilong tumbuna.				

Checklist for doing Community Awareness

Make sure you have done the following before you visit a village to do awareness:

- A. You need to announce your program at - 1. Sunday church services, 2. Market days, 3. Community work days
- B. You must send letters to: 1. parents, church leaders, community leaders, district administrators and the local level government council.
- C. Provincial Radio station service messages.
- D. Get the approval from the Local Government Council for the patrol.

Your information should include - 1. Reason of meeting, 2. Place of meeting, 3. Speakers, 4. Time of meeting.

NOTE: You must inform all these people through announcements and letters at least one week before you start your awareness program.

If not many people came for the meeting, set another day and place for another meeting. Or you can organise a meeting in each village.

Proposal of Assessment Mechanism for the LIFE Training Programmes

There are a number of items to be listed and then considered before determining an assessment mechanism for adult literacy training programmes in non-formal education and for the PNG-LIFE project. Assessment is the act and process of gathering and analysing data in order to better understand the strengths and weaknesses of the curriculum, training workshops, trainees' and learners' learning, literacy skills ability and development and literacy programmes.

The important factors to be considered first are what (content of the curriculum and training) and whom (personnel and human capacity) needs to be assessed. Then the when, or timing of the assessment, can be assigned, and the how (methods and techniques of assessment) be designed and then administered. The more the variety of methods and techniques used for assessment, for example between qualitative and quantitative, the better the data can be cross-checked and analysed, and present practice be evaluated and future training programmes be revised. Assessment and evaluation needs to be on-going and include both internal means but also involve outside external sources.

What – Content	Whom – Human Resources (Personnel)	Assessment Considerations
System of Training	National-level staff establishment of an effective and training system. This includes adequate communication means and flow, financial management procedures followed, and reporting mechanisms designed and used.	The provincial focal points & district officers are able to use them properly. Human capacity assessed, once designed and in place, and training seminars held.
System of Training	The provincial focal points & district officers are able to use the system of training procedures properly. Focal points and their effectiveness are essential to the how well the two-way flow of information goes from national-provincial-district-LLG-communities but also to the trainers who live in the districts but more than likely the village areas.	Able to network, liaise, coordinate between national, provincial/district, LLG & communities. Able to communicate with the core trainers & assign them to staff community teachers' training workshops.
Training Curriculum itself		
Training Curriculum: Core Trainers Training Workshop	National-level staffs' (trainers of trainers) ability to understand, teach and train from the core trainers' training workshop manual.	Content of curriculum itself needs revision. Too difficult? Units removed? Scope & sequence changed?
Training Curriculum: Community Teachers Training Workshop	Core trainers' ability to understand, teach and train from the community teachers' training workshop manual.	Same as above. These first two must have a trial stage before being assessed together.
Training Curriculum: In-services' Training Workshops	Core trainers' ability to understand, teach and train from the in-services' training workshop manual. SIL strongly recommends that formerly trained community adult literacy teachers take the full 3-week teachers' training and not only have a one-week in-service training. Many of the SIL-BTA STEP graduates were experienced literacy teachers and had a number of training courses in the past, but they went through the whole STEP course's programme.	Same as above. The only modules provided are: 1. Module 1-Health 2. Module 2- Environment 3. Module 3-Agriculture 4. Module 4 – Teaching Principles and Methods Need other modules' written – for example, business skills

	<p>Rationale – Adult literacy providers and training organisations, by their NFE nature, have chosen certain philosophies, ideologies and approaches to use and thus promote in their literacy training courses and programmes. Every adult literacy curriculum and training reflects a particular philosophy and approach. The LIFE training curriculum and programmes that result are based upon learner-centred, decentralised, and participatory philosophies and thus these are reflected in the training approach developed.</p>	for cash crops, numeracy, additional emerging issues (women's, HIV/AIDS), etc.
<p>Adult literacy classes held.</p> <p>Adult learners' literacies knowledge, skills and ability development, functional literacy uses, for life-long learning opportunities resulting in community empowerment.</p>	<p>Community literacy teachers.</p> <p>This will be the hardest area to supervise, monitor and assess. In PNG's Education Reform, district assigned elementary trainers train the elementary teachers and are to supervise them.</p> <p>In the LIFE project, the trainers are not full-time paid employees and will not be equally from each and every district area. Trainers' availability will determine who staffs a particular local teachers' training workshop. At times, though not ideal, a trainer may have to come from outside of the province.</p>	<p>Able to use the teachers' hand-outs and hold literacy classes?</p> <p>How many literacy classes result? How many adult learners are in each class? Are the learners able to learn how to read and write or use various aspects of literacies to meet their identified needs? How well do the learners read versus a yes or no answer whether they read in what language or not?</p>

In relation to the training manuals' content, during the February 2004 Follow-up Training Design Workshop, the following questions were used to guide the manuals' review, suggestions for improvements and discussions. These questions can be revisited during an assessment time once the training has been in place and implemented for 12 months.

Timetables/Schedules	Lesson Plans-Teachers & Trainers	In-service
<ul style="list-style-type: none"> • Are the topics chosen to be included in the timetables appropriate? • Are the topics chosen to be included in the timetables relevant for Papua New Guineans? • Should some of the topics chosen be removed and others added? • Length of time? 	<ul style="list-style-type: none"> • Are the lesson plans chosen to be included relevant for Papua New Guineans? • Are the lessons written clearly? • Is the language used easy to understand? • Do the handouts support the teaching and learning of the lessons? • Will the contents of the handouts be useful to the learners? • Would the teachers you train be able to use or make the learning materials? 	<ul style="list-style-type: none"> • What topics should be included in the in-service training to make up for the shortfalls or weaknesses of the trainer or teacher training? • How long and how often should in-services take place? • Should the in-service modules have content relevant for a particular region?

	<ul style="list-style-type: none"> • Would literacy classes run as a result of the teachers' training? 	
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Assumes that the training system for core trainers and community teachers has been:

- ◆ Planned, designed, and organised. The training system itself must be planned & designed allowing sufficient time, approximately 6 months, for it to be written up, the various required forms written and produced, and then distributed to the focal points and district administrators before the first core trainers' training takes place. The focal points, district administrators, and LLG councillors must know how to use them to plan a workshop, organise a workshop's logistics (travel, accommodations, food, classroom or meeting place) and submit a funding proposal to the DFCD through the focal point that includes an accurate budget attached, and the national level is able to have the money released to the focal points at least six (6) weeks before the workshop. Cheques need two (2) weeks in a bank to clear before they can be cashed and used.
- ◆ Start implemented on a small scale before expanding.

Fiscal Management


Financial Procedures and Reporting Requirements Documented, Communicated, and LIFE Financial Seminars Held on them if needed:

- ◆ Focal points and district officers are able to adequately budget costs for training workshops, and submit the budgets to the national DFCD through the provincial focal point. Track and keep sound financial records and submit original receipts.
- ◆ If the proper accounting and acquitting procedures are not followed, and if mismanagement of funds is to be confirmed, measures must be put into place to officially take care of these in regards to the LIFE project.
- ◆ The core trainers must also be able to keep financial records and submit receipts to the focal points or DFCD for reimbursement or as part of their report submission.

Internal Assessment

Weekly Evaluation Forms

Weekly evaluation forms are provided in each of the training manuals for the trainer and teacher trainees to evaluate each lesson's session that was taught that week. The forms reflect the units and sessions that are found on the timetable for the week. The numerical calculations of the answers can also reveal which content areas were clearly taught and which were not. The ones not clearly taught will need additional revision. It also allows the trainees to make written comments, including to identify what was helpful in a particular lesson. These forms can be used to evaluate not only the teaching and learning of the content by the trainers but also the trainees' ability to demonstrate the learning.

	Gutpela tru	Em i orait	Liklik hevi	Nogut
Makim leta long soim tingting bilong yu olsem		2	3	4
Mark the appropriate letter like this	Very Good	Good	Some Problems	No good
3. Community-Based Literacy – Awareness, Mobilisation & Involvement			1 2	3 4
Wanem samting em i helpim yu long dispela taim? What has helped you?				
Wanem samting em i no klia tumas? What is not clear?				

Trainer or teacher trainees' learning during Training Workshops:

1. Determine whether the learning outcomes of the whole training workshop have been met. These are found at the beginning of each of the training manuals. List the ones that have not been met. Why have they not been met? How can these be met in future training workshops?
2. Each lesson plan has an Assessment and Evaluation section. Were the trainees able to demonstrate what they were taught and what they had learnt in each session under the various units? Did the trainer communicate clearly the content of each lesson? Did the trainer adequately teach and demonstrate the content and various teaching methods throughout the workshop?
3. Review the trainer and teacher trainees' expectations. Have they been met? If not, what are the reasons why they have not been met? What could have been done differently so they were met?

The proposed mechanism for the assessment of the LIFE system of training found above is not complete, nor exhaustive; however, the points do highlight some of the crucial areas that need to be considered in the design and setup of it. For possibly more ideas to be added that also need to be assessed see the paper on the "LIFE – System of Community Teachers' Training" and the filename named "System_Training_LiteracyTeachers.doc".

Proposal of LIFE Materials Production and Distribution System

Please note that in the Plan of Operations, “a distribution system” is written, but in the TOR “propose systems/set-ups for material production” is written. This paper will include both even though the TOR does not state a distribution system.

Plans of Operation-July 2003

“Develop recommendations for a distribution system for learning and teaching material...”

SIL-Output 5 - Terms of Reference

- (v) “Propose systems/set-ups for material production to reproduce learning and reading material for community learning sites”.

To establish a Materials Production and Distribution System include the following items:

Financial Management System – (This system may also be applied to the system of training as well.)

Budget

9. Budget for materials production
10. Budget transportation costs to visiting various offices to collect sample materials (i.e. Department of Health, AID/HIV Council, UNICEF, NARI, Coffee Research Institute, etc.)
11. Purchase or designate computer equipment for LIFE materials
 - Pentium 4 computer with at least 512 RAM memory
 - 17" monitor
 - Scanner
 - Digital camera (optional)
 - Laser printer – to produce camera-ready copies
 - Photocopier, high speed photocopier (risograph) preferred if department is to have large print runs.
 - Comb binding machine
12. Purchase computer software
 - PageMaker 7.0 (Adobe is discontinuing PageMaker and moving to In Design instead. The Training Manuals are laid out in PageMaker. Shell books available on a CD are in PageMaker)
 - Microsoft Word
 - Microsoft Publisher – (A cheaper DTP program when compared to the high end ones that cost more. Some other NGOs are moving Shell books from PageMaker to Publisher.)
 - Microsoft Excel
 - Acrobat Reader 6.0, free download
<http://www.adobe.com/products/acrobat/readstep2.html/>
13. Printing costs - Submit print jobs to government's printer or a commercial printing company.
14. Maintenance and operating costs
 - Assumption/Risk – The provincial education departments did not budget money for maintenance, replacement or operating costs for the DOE's LAMP (Literacy Awareness Materials Production) Centre's equipment. This is one of the main reasons why the LAMP Centre idea was not successfully

implemented in the provincial capitals. The funding agency insisted on purchasing equipment for all 19 provinces at once. In 2003, the funding agency upgraded and replaced (4) provinces' equipment (Simbu, New Ireland, Morobe and East Sepik) because they were still in operation today.

15. Materials and supplies, including stationary supplies and postage
16. Distribution costs – Postage or transportation costs (via plane, road or ship)
17. Assign and pay the salary for a full-time material's officer. (How many does the LIFE project need, is one enough, can the department afford to pay the salary of more officers?).

Communication and Organisational Flow Chart

1. Design a materials 'organisational' flow chart and procedures. Communicate the procedures and lines of authority to all stakeholders involved in the distribution of materials.
2. Identify who (officer) or what level (national, provincial, district, local) is responsible for what for each procedure item.
3. Budget for materials distribution on the national, provincial, district, local levels to the training venues or the community adult literacy sites.
4. Have two signatures sign the budget submission form (This must also be a requirement for those responsible to submit a proposed budget to hold a core trainers' or teachers' training workshop.)
5. Submit the estimated materials' budget costs to the next proper level up (focal point or government department) for approval until it is sent to the DFCD.
 - If the focal point, then the focal point submits it to the DFCD. If the district, then district submits to the focal point who submits to the DFCD.
6. The DFCD submits the approved form to the LIFE financial officer. The money is released, communicated, and sent to the focal point or other office.
7. The officer or office that is responsible for distributing the materials, distributes them to the district or training venues.
 - Books the materials' means of transportation to the focal points, district areas, or workshop venue sites.
 - Communicates the booking and dates to the trainer, district officers or LLG councilors.

Human personnel needed:

1. Full-time salaried material's officer, at least one.
The qualifications are:
 - Knowledge about computers, word processing, and desk top publishing (DTP).
 - Background and experience in literacy and literacy materials production.
 - Able to design, lay-out & produce new literacy and awareness materials from start to finish.
 - Able to simplify existing materials at various reading levels and abilities (basic/new reader, intermediate, high).

- Able to adapt and use existing materials (for example agriculture, health, skills development etc.) and write lessons on how to use and teach them that have a literacy-focus.

Materials Production

Requirement to avoid a risk: All materials and equipment distributed as part of the LIFE project must be stamped with the LIFE, ADB and/or the government department so they are not used for other purposes or sold and not used for adult literacy programmes.

The DOE and AusAID have put written notices in the newspapers warning of this possibility.

1. Decide what topics learners want materials in to use in their literacy programmes. (For example awareness, emerging issues, skills development with a literacy focus, fluency practice, etc.)
2. Decide which of the Shell books on the CD are appropriate for adult literacy programmes to use. Put the English or Pidgin text into the Shell books chosen.
3. Choose culturally-appropriate pictures or hire an artist to draw them. Be sure that the pictures of people and other pictures represent the wide range of cultural areas or regions and are not just from one area, for instance, the Highlands only.
4. Provide a written text in English, Pidgin and Motu. These texts may also be translated into the vernacular language if the community chooses to have literacy in their own language.
5. Design, produce, and distribute a small number of them for testing and evaluation. Tabulate the results of the evaluation forms to determine whether the material (content, topic, and appearance) met a literacy felt need and was appropriate.
6. The adult literacy trainers during the February LIFE Follow-up Training Design Workshops still see value in silkscreened materials, though they do not last as long as materials that are bound better. Silkscreening is low tech and can be done in the village areas where there is no electricity as long as supplies are available.
7. Use the LIFE questionnaire to report the materials produced whether at the DFCD, training workshop, or literacy site.
 - Literacy Awareness Materials -
 - Literacy Teaching and Learning Materials
 - Literacy Reading Materials

<i>Number</i>	<i>Type²</i>	<i>Topic(s)³</i>	<i>Objective Level</i>	<i>Language</i>	<i>Provider</i>	<i>Address of Provider</i>

Distribution of teaching, training and learning materials

Training Manuals for Training Workshops

The core trainers will bring the following training materials to each of the teachers' training workshops they staff:

1. **Trainers' training manual** from the five- week (5) trainers' training workshop. This is used as reference and includes more information than

the teachers' training manual. These will be given to the trainers who complete the core trainers' training workshop.

2. **Teachers' training manual** for the three-week (3) community teachers' training workshop – includes the timetables, lesson plans and hand-outs.
3. **Teachers' handouts** in a separate book. These are to be distributed by the trainers during the first day of the teachers' training workshop.

The **rationale that the teacher trainees' hand-outs are pre-printed**, available, and distributed on the first day the teachers' training workshop starts is because photocopy facilities and machines may not be available at or near the location of the workshop's venue. This, also, may be true at the district administrators' offices.

Ideally, it is better to give out the teachers' hand-outs during the lesson taught on it. The preprinted hand-outs allow for them not to run out or be in short supply when needed. The trainers, then, can concentrate on preparing for the next day's lessons and also assisting the trainees in their work, rather than taking the time to photocopy the next days or weeks hand-outs.

If photocopiers are available, they may not be in working order if not properly maintained or the photocopies themselves may be of too poor of quality to be used. Paper and toner may be in short supply.

SIL found all of these to happen during the Sepik STEP Course in Wewak even though there was a photocopier available at the SIL Wewak Regional Centre and it is located in an air-conditioned room. It could not photocopy A3 size paper properly, and many of the A4 photocopies were printed poorly.

4. **Materials and supplies** for training workshops.

Materials for Training Workshops or Adult Literacy Sites

Assumption – The community teachers' training workshops will be held in the district and local areas. These, then, are more cost effective but assume a well operating materials distribution system. Training in the local areas also applies other important community development principles:

- Involve as many community people as possible in all activities from the start.
- Train people close to their home communities.
- Train in locally acceptable ways (e.g. methods, facilities).
- Train trainers who can train others.
- Involve local leadership.

1. **Materials and supplies** for training workshops or adult literacy sites.
2. **Reading sample materials** for adult literacy sites
3. **Learning materials** for adult literacy sites.

Assumptions:

- Storage space for materials is allocated and sufficient at both the provincial focal point and the DFCD-POM.
- Updated inventory records are kept, distribution system works, sufficient money is budgeted for materials distribution.
- Money is available and released on time.

LIFE Resource Requirements - Summary of Costs

Details found in Excel Spreadsheet Filename:
LIFE Resources Requirements Recommendations.xls

Sample Materials & Supplies for LIFE Training Workshops (including Trainers)

Price Lists from Ukarumpa - February 2004

LIFE Training Workshops for 30 People, 3 Trainers, & Workshop

			PNG Kina	For 3 trainers & workshop	3,266.55
			PNG Kina	Total for 30 trainees	9,391.50
				Cost per person of trainees	313.05
				Total for Workshop & Trainees	12,658.05

	ROE	0.3137	USD Dollars	For 3 trainers & workshop	1,024.72
	ROE	0.3137	USD Dollars	Total for 30 trainees	2,946.11
				Cost per person of trainees	98.20
				Total for Workshops & Trainees	3,970.83

Subset of Above:

Sample Materials & Supplies for LIFE Training Workshops (including Trainers)

Price Lists from Ukarumpa - February 2004

LIFE Training Workshops for 30 People

			PNG Kina	For 3 trainers & workshop	3,266.55
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	ROE	0.3137	USD Dollars	For 3 trainers & workshop	1,024.72
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Subset of Above:

Sample Supplies & Materials per Trainee attending LIFE Training Workshop

Price Lists from Ukarumpa - February 2004

LIFE Training Workshops for 30 People

			PNG Kina	Total for 30 trainees	9,391.50
				Cost per person	313.05

	ROE	0.3137	USD Dollars	Total for 30 trainees	2,946.11
				Cost per person	98.20

Sample Supplies & Materials per Adult Literacy Class in Community Areas
Price Lists from Ukarumpa - February 2004
LIFE Literacy Class for 20 Community Learners

PNG Kina

		Total for 20 adult literacy learners	2,147.40
		Cost per persons	107.37
		For 20 adult literacy learners during a community literacy	1,430.28
20		Cost per person	71.51
		Total Cost Supplies and Materials	3,577.68
		Total Cost per person Supplies & Materials	178.88

US Dollars

		Total for 20 adult literacy learners	673.64
		Cost per persons	33.68
		For 20 adult literacy learners during a community literacy	448.68
20		Cost per person	22.43
		Total Cost Supplies and Materials for Adult Literacy Class	1,122.32
		Total Cost per person Supplies & Materials	56.12

LIFE Training Manuals Offset Printing Estimates from SIL Press Printshop - 26 March 2004

PNG Kina Estimates & USD Dollar Estimates from SIL Press Printshop - 26 March 2004

PNG Kina Estimate from SIL Press Printshop - 26 March 2004

English	LIFE Manuals	English Total	100 Copies	500 Copies	1000 Copies
	Trainers	250	2,115.47	7,671.69	14,766.95
	Teachers	164	1,470.80	5,264.84	10,107.86
	Teachers' Handouts	72	736.19	2,522.16	4,798.66
	Inservices	64	721.19	2,466.19	4,690.31
	Totals - PNG Kina		5,043.65	17,924.88	34,363.78

Pidgin	LIFE Manuals	Pidgin Totals	100 Copies	500 Copies	1000 Copies
	Trainers	268	2,250.40	8,175.45	15,742.11
	Teachers	148	1,350.86	4,817.06	9,241.05
	Teachers' Handouts	62	661.22	2,242.29	4,256.91
	Inservices	52	631.24	2,130.35	4,040.21
	Totals - PNG Kina		4,893.72	17,365.15	33,280.28

USD Dollar Estimate

0.3137

English	LIFE Manuals	English Total	100 Copies	500 Copies	1000 Copies
	Trainers	250	663.62	2,406.61	4,632.39
	Teachers	164	461.39	1,651.58	3,170.84
	Teachers' Handouts	72	230.94	791.20	1,505.34
	Inservices	64	226.24	668.29	1,471.35
	Totals - USD		1,582.19	5,517.68	10,779.92

0.3137

Pidgin	LIFE Manuals	Pidgin Totals	100 Copies	500 Copies	1000 Copies
	Trainers	268	705.95	2,564.64	4,938.30
	Teachers	148	423.76	1,511.11	2,898.92
	Teachers' Handouts	72	207.42	791.20	1,335.39
	Inservices	52	198.02	668.29	1,267.41
	Totals - USD		1,535.16	5,535.24	10,440.02

LIFE Computer Equipment & Software Required for Materials Development

Category	Description	Authours if book, Company if item Other info	Place to purchase	Cost
Computer Software	Software used by SIL for development and laying out the Training Manuals		SIL received academic discounts from Daltron (software labelled "Academic Version") and also SIL JAARS (Technical Services)	
	PageMaker 7.0	K1,111.50 x .3134	Daltron, Pt. Moresby	348.34
	Microsoft Office Small Business Edition 2003		http://www.jandr.com/	350.00
	Microsoft Word		SIL JAARS Centre	
	Microsoft Publisher (2000/2002)		SIL JAARS Centre	
	Microsoft Excel		SIL JAARS Centre	
	Optional Adobe Acrobat 6.0 Standard (to save files as PDFs)	K389.50 x .3134	Daltron, Pt. Moresby	122.07
	Acrobat Reader 6.0 - Freeware		Free download	-
Computer Equipment		USD \$861.35 Computer		
	Dell Pentium 4 Computer	K1,207.18 DHP x .3134	Dell USA through Internet & DHL to SIL Aviation (Ukarumpa)	1,239.68
	17" monitor		SIL CTS Dept from Daltron	250.00
	Canon CS3000F Scanner	K729.64 x .3134	Datec, Pt. Moresby	228.67
	Canon PSA300 Digital camera	K1163.22 x .3134	Datec, Pt. Moresby	364.55
	HP Laser Printer-duplexes	K5,742.00 x .3134	Daltron, Pt. Moresby	1,793.90
			USD Dollars Total	4,697.22

LIFE Laptop Alternatives – Two Options Recommended to Trial

Dana Alphasmart

Alphasmart Dana - Option		http://www.amazon.com/	350.00
skin (protective see through cover) for alphasmart		http://www.academicsuperstore.com	8.95
Multimedia Card 16MB Lexar		http://www.bhphotovideo.com/	25.00
Lexar 7-in-1 Multi-Card, USB 2.0 Interface, Card Reader		http://www.bhphotovideo.com/	30.00
Software for Palm OS to read and write Word & Excel files			
Quickoffice - New 6.0 - Excel & Word	Cutting Edge Software, Inc	http://www.asenashop.com/sfitem/id-3231/pr-0	40.00
Paralite Portable Fold-up Solar Panel tested and approved for the AlphaSmart Dana.	JUTECH Electrical and Electronic PTE LTD 10 Jaklan Besar #12-04 SIM LIM Tower Singapore 208787 E-mail jutech@pacific.net.sg He does not have a Web site.		90.00
	With Solar Panel for Trainers if not near electricity	USD Dollars	543.95
	Without Solar for National Staff or if near electricity	USD Dollars	453.95

Handheld PDA (Personal Data Assistant) - Examples of PDA models & prices

Example PDA Handheld Palm Zire 2.1		http://www.palmone.com/us/products/handhelds/zire21/details.html	120.00
Example PDA Handheld Sony PEG-SL 10 Clie PDA 320x320 w/ PALM OS 4.1		http://www.atacom.com/program/atacom.cgi?SEARCH=SEARCH_ALL&KEYWORDS=PDAS_SO NY	110.00
Example PDA Handheld Sony PEG-SJ20 Clie PDA 320X320 w/ PALM OS V4.1		http://www.atacom.com/program/atacom.cgi?SEARCH=SEARCH_ALL&KEYWORDS=PDAS_SO NY	145.00
Targus Universal Wireless Stowaway Keyboard		http://www.targus.com/us/product_details.asp?sku=PA870U	85.00
Software for Palm OS to read and write Word & Excel files			
Quickoffice - New 6.0 - Excel & Word	Cutting Edge Software,	http://www.asenashop.com/sfitem/id-3231/pr-0	40.00
Example - Option 1	Palm Zire 2.1 + Keyboard + Software	USD Dollars Total	245.00
Example - Option 2	Sony PEG-SL 10 Clie PDA + Keyboard	USD Dollars Total	235.00
Example - Option 3	Sony PEB-SJ20 Clie PDA + Keyboard	USD Dollars Total	270.00

LIFE Resource Materials – Required for National Officers, Perhaps Trainers

USD \$106.60 per person.

Description	Authours if book, Company if item	Place to purchase	Website	Cost
Local Literacies, Theory & Practice (1998)	Glenys Waters	International Academic Bookstore 7500 W. Camp Wisdom Rd. Dallas, TX 75236-5699 Fax: (072) 708-7433 Email: academic_books@sil.org	http://www.sil.org	39.00
Learning to Listen, Learning to Teach, The Power of Dialogue in Educating Adults (1994), Revised Edition (June 2002)	Jane Vella	Discounts on bulk quantites: Jossey-Bass Inc., Publishers Phone: (415) 433-1740 Fax (800) 605-2665 Also available at: http://www.amazon.com	http://www.amazon.com/exec/obidos/tg/detail/-/0787959677/qid=1079754197/sr=1-1/ref=sr_1_1/02-7324640-6671326?v=glande&s=books	25.00
Planning learner-centered literacy programs for people-centered development.	Malone, S. & Armove, R.	UNESCO Paris: International Institute for Educational Planning.	http://www.literacyexchange.net/course/bookshelf.html	20.00
Using MULTIPLE METHODS of Beginning Reading Instruction A Position Statement of the International Reading Association		International Reading Association's website: http://www.reading.org/	http://www.reading.org/positions/	Free PDF file download
Handbook for Adult Learning Materials Development at Community Level	ACCU and UNESCO, 2001, 120 pages	Asia/Pacific Culture Center for UNESCO UNESCO Asia-Pacific Programme of Education for All (APPEAL) Published by the Asia/Pacific Cultural Centre for UNESCO (ACCU) 6 Fukuromachi, Shinjuku-ku, Tokyo 162-8484 Japan e-mail literacy@accu.or.jp facsimile (+81-3) 3269-4510		English - parts of it free download

Handbook of Non-Formal Adult Education Facilitation Hanbuk bilong ol Non-fomel Edalt Edukesen Fesiliteta Modul Namba Wan: Komuniti Mobilaisesen (34 pp) Modul Namba Tu: Luksave long ol samting biling lainim (28 pp) Modul namba tri: Redim ol Lesen Plen (24 pp) Modul Namba Fo: Patisipetori Lening (44 pp) Modul Nama Faiv: Usim ol Lening Eids (36 pp) Modul namba Siks: Skelim gen ol samting yumi bin lainim (38 pp)	ACCU and UNESCO, 2001, translated into PNG's Pidgin English	Photos-from ACCU activities, partner, agencies in Asia/Pacific and Christian Books Melanesia Inc., Wewak Papua New Guinea.		Free downloads & CD from NDOE
Kisim Save-Learning How to Read in Pidgin English Buk bilong Tisa (K12.60) Kisim Save Wok Buks 1-4 (K5.70 ea) Kisim Save Learners Package (K8.50) Buks 1-4, Asasais Buks 1-3 Makim ol Samting Kisim Save Rolbuk (K2.70)	Bought at Akapa Christian Bookstore, Lae K46.60 x .3134 (ROE) = 14.60 K8.50 Learners pack = \$2.66	Christian Books Melanesia Inc. PO Box 488 Wewak, ESP Ph: 856-2275 Fax: 856-2273		14.60
Save na Mekim (Liklik Buk)	The Melanesian Council of Churches, 1982, Wirua Press, Wewak	University of Technology (UniTech Lae), Liklik Buk Information Centre, PO Box 1920, Lae		
Shell Book CD, version 1.1		SIL, Materials Development Centre SIL Printshop Box 404 Ukarumpa, EHP 444		8.00
		USD Dollars		106.60

Printing Resource Requirements for PDF Download files from the Internet and UNESCO Materials (These will be available on the LIFE CD from SIL).

Pidgin English Version

Description	Pages	Total Pages
Hanbuk bilong ol Non-fomel Edalt Edukesen Fesiliteta		
Modul Namba Wan: Komuniti Mobilaisesen	34	
Modul Namba Tu: Luksave long ol samting biling lainim	28	
Modul namba tri: Redim ol Lesen Plen	24	
Modul Namba Fo: Patisipetori Lening	44	
Modul Nama Faiv: Usim ol Lening Eids	36	
Modul namba Siks: Skelim gen ol samting yumi bin lainim	38	
		204

Hanbuk Kamapim ol Edalt Lening Meteriel long Kumuniti Levul		129
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English

Description	Pages	Total Pages
Handbook Non-formal Adult Education Faciliators-Intro	13	
Module 1: Community Mobilization	32	
Module 2: Identification Learning Needs	24	
Module 3: Preparing Lesson Plans	20	
Module 4: Participatory Learning	40	
Module 5: Using Learning Aids	32	
Module 6: Assessing Learning	32	
		193

Handbook Adult Learning Material Development at Community Level		98
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Local Government Representatives in Non-Formal Education		224
Module 1 Relationship between Literacy, Education & Development	35	
Module 2- For Local Government Representatives in Non-Formal Education	51	
Module 3 - Supporting Non-Formal Education Programmes	78	
Module 4 Training LGRs – Purpose and Method	23	
Module 5 Planning, Monitoring and Evaluation Techniques for Trainers	26	

See next page for cost estimates.

Resource Materials Printing Costs	Language	Total Pages	100 Copies	500 Copies	1000 Copies	
Hanbuk bilong ol Non- fomel Edalt Edukesen Fesiliteta	Tok Pisin	204	541.51	1,963.79	3,780.03	82%
Handbook Non-formal Adult Education Faciliators- Intro	English	193	512.31	1,857.90	3,576.21	77%
Hanbuk Kamapim ol Edalt Lening Meteriel long Kumuniti Levul	Tok Pisin	129	342.43	1,241.81	2,390.31	52%
Handbook Adult Learning Material Development at Community Level	English	98	260.14	943.39	1,815.90	39%
Local Government Representatives in Non- Formal Education	English	224	594.60	2,156.32	4,150.62	90%
Totals - USD Dollars			2,251.00	8,163.22	15,713.07	

Note: The prices above are based upon the percentage of LIFE Trainers Workshop Manuals at 250 pages per manual. The LIFE Trainers' Manuals quote came from SIL Press, Ukarumpa, EHP, 26 March, 2004.

		English Total	100 Copies	500 Copies	1000 Copies
LIFE Manuals					
Trainers USD Dollars		250	663.62	2,406.61	4,632.39

Accommodations, Course and Travel Costs Estimates per Workshop
Trainers Training Workshop (5 Weeks), Teachers' Training Workshop (3 Weeks) or In-services Training (1 Week)

Description	USD Cost/person- 4 weeks	USD/Week	USD/Day	No people	No days- 3 wks (24)	No days- 5 wks (38)	No days - 1 wk (9)	3 Weeks (24 days)	5 weeks (38 days)	1 week (9 days)
Room & board exp	167.57	41.89	5.98	30	24	38	9	4,309.02	6,822.62	1,615.88
Course Costs				30				4,000.00	4,000.00	4,000.00
Travel								1,500.00	3,000.00	2,000.00
Total								9,809.02	13,822.62	7,615.88

LIFE Sample Materials Survey Results
from SIL-BTA's STEP Course, March 2004
(Strengthening Tokples Education in Papua New Guinea)

SIL's Contribution to Output 6 New Methods & Materials and "To Develop a System for Reading Material Production"

As part of SIL's Plan of Operations that is included in its LIFE contract with Asian Development Bank, SIL was to "Contribute in the process to develop a system for reading material production in close cooperation with NLAS and DSWD". SIL was not listed to take the lead, conduct, organise, nor develop the system for reading material production, Output 6, but to contribute during the brainstorming session when invited and scheduled. SIL did write and send a paper as part of its Terms of Reference to "Propose System of Material Production & Distribution" (filename: SIL-TOR Materials Production Distribution.doc). That was sent via email on the 17th of March, 2004, to the ADB consultants and the Director of Community Development at the Department for Community Development (DFCD).

Introduction to the Sample LIFE (Literacy Is For Everyone) Materials

A box of sample literacy materials was sent to SIL in order to have literacy teachers evaluate them for the PNG-LIFE adult literacy pilot project from the DFCD. The titles included both an English and a Pidgin version on various issues – Health (AIDS), Women's Rights (Abuse), Malaria, and Food. In each book, there was a survey questionnaire included to evaluate the content itself, its attractiveness, readability, relevancy, practicality, and an area to make general comments. These materials are printed by the Department of Health and the Department for Community Development.

The titles included are:

Emerging Issues	English Book Title	Pidgin English Book Title
Health – HIV/AIDS	The Facts about AIDS	Ol Tok bilong AIDS
Women Rights (Abuse)	Stop Wife-Beating Wife-Beating Hurts our Families	Stopim Pasin Paitim Meri, Em i Save Bagarapim Helt na Sindaun bilong Famili
Health – Malaria	Protect Yourself and Stop Malaria	Lukatuim yu yet na Stopim Malaria
Health - Food	Food is Natural Medicine	Kaikai em i Gutpela Marasin

The fourth one-month module of the 10th intake of the STEP Course K-4 (Strengthening Tokples Education in Papua New Guinea, formerly Supervisors' Tokples Education Programme) was in session 3-30 March 2004 at SIL's Training Centre, Ukarumpa, Eastern Highland Province during the time.

The LIFE Project materials and evaluation questionnaires were given to participants and staff during the STEP K-4 Course in March 2004. Two of the books actually fit to the health lessons that were already scheduled on Sexually Transmitted Diseases (HIV & AIDS) and Family Planning (which the Women's Issue and Abuse book could apply). In the newly

revised STEP curriculum, adult literacy is one of the electives during the fifth and final STEP module.

Evaluation Summary from the STEP Course Mentors and Participants

The completed questionnaires from the STEP Course will be given to the DFCD. The highest number of evaluators of a given booklet was 6, while the lowest number was 4. The ages of the evaluators ranged from 28 to 63. Some participants evaluated English booklets while others read and commented on the Tok Pisin booklets. Participants naturally read and commented on the booklet in the language in which they were most fluent. The participants came from provinces such as Southern Highlands, East Sepik, and Madang.

Questions for the Evaluators

1. Is the design of the book attractive?
2. Is the layout easy to follow?
3. Are the words easy to understand?
4. Is the topic relevant for you?
5. Are you able to apply the knowledge in your life situation?

<i>Topic</i>	<i>Question #</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Total</i>
Wife Beating	<i>Yes</i>	4	4	4	4	4	16
	<i>No</i>	-	-	-	-	-	-

Comments

Easy to understand; relevant material as it addresses common problems in the community and as a nationwide phenomenon.

<i>Topic</i>	Question #	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Total</i>
AIDS	<i>Yes</i>	5	5	5	4	2	21
	<i>No</i>	1	1	1	2	1	6

Comments

Material makes assumptions about morality. Eg. "This book is telling people to use a condom while having sex, which means that 'you can have sex with anyone you like, as long as you use a condom'. The picture on page 4 tells us that you may ask anybody and if a condom is used, it's okay. The government seems to approve people having sex with anybody they like; how long before they will approve and legalize prostitution which is an issue in parliament."

Little recognition is given to abstinence as a way to prevent the spread of AIDS.

Material is too explicit for a general audience that may include children, as many children look at picture books and can also understand Tok Pisin or English.

<i>Topic</i>	Question #	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Total</i>
Malaria	<i>Yes</i>	5	5	5	5	5	25
	<i>No</i>	-	-	-	-	-	-

Comments

This booklet could mention mosquito nets, and whether there are other causes besides mosquitoes.

The English grammar could be improved in the following cases:

p.6 “The Health Workers Medicine” should read “The Health Workers’ Medicine”.

p.8 “Bath the child with warm water” should read “Bathe the child with warm water”.

p. 10 “plenty of yellow fruit, green vegetables, eggs or meat.” Written that way means that the people should eat one or the other of those foods. But the intent of the sentence was probably that the people should eat both fruit and vegetables, and either eggs or meat. That meaning could be indicated by writing “plenty of yellow fruit, green vegetables, and eggs or meat.”

Topic	Question #	1	2	3	4	5	Total
Nutrition	Yes	4	4	4	2	2	16
	No	-	-	-	-	-	-

Comments

This booklet has misinformation and outdated information concerning nutrition. Eg. Drippings and avocado should not be in the same class as avocado contains good oils and are beneficial whereas drippings contain harmful oils and fats.

Omit the unnecessary blank pages.

Improve the prints of the pictures.

Improve English grammar:

p. 3 “Sweet potato and yam gives the body...” should read “Sweet potato and yam give the body”. Or one could say, “Eating sweet potato and yam gives the body...”. This should be corrected throughout the booklet.

p. 3 “Sweet potato and yam gives the body the main source of energy...” but on the following page other food that give energy are highlighted. So sweet potato and yam are not the main source of energy. A suggestion to correct this is, “Sweet potato and yam give the body the energy to work and play”.

p. 11-12 “when taken with fruits” Natural English uses the expression ‘taken with’ when speaking about medicine, not food. Therefore, a more natural expression is, “when eaten with fruits” or “when eaten together with fruits”.

Other topic suggestions

Marijuana/spak/longlong smuk
 Keeping the community clean
 Community development
 Counselling marriage and couples
 Corruption in authority and government
 Problems regarding chewing buai
 Child abuse
 Alcoholism
 Family Planning
 Good and Bad Behavior for Children and Youth (Eg. Doing rascal activities, smoking, marijuana, ombru)

Health: more about TB, diarrhoea, immunization, typhoid
 Health for an audience of Children
 Clean water
 Rubbish, Dumping, Toilets
 Looking after your home properly
 Small Enterprises
 How to use a sewing machine
 How to look after protein animals in the village
 Good Food and Bad food

LIFE PROJECT - SIL's Suggestions to Questionnaire

Survey Questionnaires

The purpose of this questionnaire is to gauge your honest views on everything about this reading material. This reading material is produced by the Life Project to raise awareness and educate on issues that affect every day lives of people and also increase reading abilities of readers.

Please help us to produce a user-friendly reading book for you and others by answering a few questions in this questionnaire. Thank you in advance for your time and willingness to participate.

SIL Suggestions

<p><u>Part A: Personal Particulars</u></p> <p>1. Name: _____</p> <p>2. Age: _____</p> <p>3. Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female</p> <p>4. Home Province: _____</p> <p>5. Highest Level of Education: _____</p> <p>6. Languages Spoken (Tick suitable box below)</p> <p>6.1 English <input type="checkbox"/> Very well <input type="checkbox"/> Good <input type="checkbox"/> Fair</p> <p>6.2 Tok Pisin <input type="checkbox"/> Very well <input type="checkbox"/> Good <input type="checkbox"/> Fair</p> <p><u>Part B: Comments on the Reading Material (Tick suitable boxes)</u></p> <p>1. Is the design of the book attractive?</p> <p style="padding-left: 40px;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2. Is the layout easy to follow?</p>	<p>Need Section Title of Book Particulars for the purpose of knowing which LIFE awareness book they are evaluating i.e. AIDS, malaria, nutrition, etc.</p> <p>Which book and in what language read are you evaluating – English or Tok Pisin</p> <p>Languages Spoken – what about tokples?</p> <p>Languages Able to Read - English, Tok Pisin, Motu,</p>
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<div data-bbox="282 195 560 241"> <input type="checkbox"/> Yes <input type="checkbox"/> No </div> <div data-bbox="230 287 721 323"> 3. Are the words easy to understand? </div> <div data-bbox="282 365 560 411"> <input type="checkbox"/> Yes <input type="checkbox"/> No </div> <div data-bbox="230 457 649 493"> 4. Is the topic relevant for you? </div> <div data-bbox="282 535 560 581"> <input type="checkbox"/> Yes <input type="checkbox"/> No </div> <div data-bbox="230 625 461 661"> 4.1 If not why? </div> <div data-bbox="233 695 1167 957"> <hr/><hr/><hr/><hr/><hr/><hr/><hr/> </div> <div data-bbox="230 993 1065 1031"> 5. Are you able to apply the knowledge in your life situation? </div> <div data-bbox="293 1066 560 1100"> Yes No </div> <div data-bbox="230 1140 959 1178"> 6. Suggest other topics you would like to read about? </div> <div data-bbox="233 1211 1167 1423"> <hr/><hr/><hr/><hr/><hr/> </div> <div data-bbox="230 1455 709 1495"> <u>Part C: General Comments:</u> </div> <div data-bbox="230 1528 1122 1602"> Please make general comment below on how to improve this reading material. </div> <div data-bbox="233 1635 1167 1848"> <hr/><hr/><hr/><hr/><hr/> </div>	<div data-bbox="1185 195 1304 228">Tokples</div> <div data-bbox="1185 266 1360 445"> All of the Questions in Part B are well stated and clear. </div>
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LIFE PROJECT

Survey Questionnaires

The purpose of this questionnaire is to gauge your honest views on everything about this reading material. This reading material is produced by the Life Project to raise awareness and educate on issues that affect every day lives of people and also increase reading abilities of readers.

Please help us to produce a user-friendly reading book for you and others by answering a few questions in this questionnaire. Thank you in advance for your time and willingness to participate.

Part A: Personal Particulars

1. Name: _____
2. Age: _____
3. Sex: ☐ Male ☐ Female
4. Home Province: _____
5. Highest Level of Education: _____
6. Languages Spoken (Tick suitable box below)
 - 6.1 English ☐ Very well ☐ Good ☐ Fair
 - 6.2 Tok Pisin ☐ Very well ☐ Good ☐ Fair

Part B: Comments on the Reading Material (Tick suitable boxes)

1. Is the design of the book attractive?
☐ Yes ☐ No
3. Is the layout easy to follow?
☐ Yes ☐ No
3. Are the words easy to understand?

☐ Yes ☐ No

4. Is the topic relevant for you?

☐ Yes ☐ No

4.1 If not why?

5. Are you able to apply the knowledge in your life situation?

Yes No

7. Suggest other topics you would like to read about?

Part C: General Comments:

Please make general comment below on how to improve this reading material.

LIFE Literacy Is For Everyone

Recommendations of Trainers of Trainers (TOT) Venues

Note: Check availability of provincial high schools, secondary schools, teachers' colleges, universities, seminaries and Bible colleges. Many times these institutions may have enough accommodation, cooking-eating facilities, and classroom space to rent to other organisations while their training is taking place.

Other times, it will have to be rented to an outside organisation **during their scheduled holiday times**.

Check with the **Provincial Elementary Coordinator** (PEC) of each province and ask where have they held elementary teachers' training (CET) courses. Are they suitable for LIFE's TOTs?

Most of the **major church denominations** (Catholic, Lutheran, United Church, Anglican, etc.) in a provincial town may have training facilities for rent. (Check the telephone book.)

Some of these suggestions came from the **Adult Literacy Trainer stakeholders present during the LIFE Training Design Workshop**, September 2003.

Provinces	Eastern Highlands	Eastern Highlands	Eastern Highlands	Eastern Highlands	East Sepik Province	East Sepik Province	Madang	Madang
Training Venue	Kefamo Pastoral Centre	SIL Training Centre	National Sports Institute	YWCA Training Centre	Pastoral Senta Tangugo	Pacific Islands Ministries	Madang University Centre	Pacific Orientation Course (SIL Pacific Area)
Address	PO Box 109	c/- SIL Housing SIL Box 247	PO Box 337	PO Box 636	c/- Wewak Dioceses PO Box 107	PO Box 41	PO Box 2036 Yomba Modilon Rd	PO Box 872
Town, Province	Goroka, EHP	Ukarumpa, EHP 444	Goroka	Goroka	Wewak, ESP	Ambunti, ESP	Madang, Madang	Madang, Madang
Phone Number	732-1405	737-4364	732-2019	732-1516	856-2526	858-5115	852-3003	852-2774
Fax Number		737-4111 (Mark for Housing)	732-1941	732-2924				852-3695

Continued on the next page

Provinces	Eastern Highlands	Eastern Highlands	Eastern Highlands	Eastern Highlands	East Sepik Province	East Sepik Province	Madang	Madang
Email Address		house-mgr@sil.org.pg						sil_poc@sil.org
Extra Information		Tentatively booked for the LIFE TOT training for September 2005, at the Dept for CD Trainer's request.		Accommodations?	Do these ESCOW sites have accommodations? ESCOW Building Wewak, Maprik Haus Meri, Angoram Haus Meri, Wosera Haus Meri			Just north of Madang up Nobonob hill at 1200' feet altitude
Special Considerations		Not available if SIL courses are scheduled			There is a settlement along the road to Tangugo. Security risk is to be considered. Sepik STEP Course, NDOE & ESCOW have used this facility.	Perhaps PIM is better facilities for the teachers' training workshops since located in the Dreikir District.		SIL holds a number of culture & language orientation courses here throughout the year. Don't know if there will be a 6-week slot free during the year.

Milne Bay Province	Morobe	New Ireland	Western Highlands	Western	Western
St Pauls Pastoral Centre	Martin Luther Seminary	Ligga United Church Regional Centre	Plantation Fellowship Ministries centre at Angilimb	Rumginae Health Centre (ECPNG)	Morehead Government Station
PO Box 400	PO Box 80 (Busa Rd.)	c/- Kavieng Town Circuit PO Box 336	PO Box 640	PO Box 41	
Alotau 211, Milne Bay	Lae, Morobe	Kavieng, NI	Mt. Hagen, Western Highlands	Kiunga, Western	Morehead, Western
641-1323	472-2699	984-2336	546-1001	548-3400	
jo@daltron.com.pg			pfpmpng@online.net.pg	rumginae@datec.net.pg	
		Life Bible College PO Box 273 Kavieng, NI 984-1220	Accommodations? 16 Km from Mt. Hagen on Okuk-Highway	The North Fly STEP Course (Supervisors Tokples Education Programme) was held here in 1998-1999.	SIL and the District Elementary Trainer staffed 2 Alphabet Design Workshops here for 50-80 people.
BTA & SIL held a regional translation course here. Check when running own courses.		SIL has held a number of regional literacy & translation training courses here. Free during holidays			