

**SIL's ADB-LIFE Summary Final Report
to SIL-PNG's Directorate
Submitted by Diane Wroge, July 2004
Based upon:**

**TA PNG 4109
Preparing the Literacy Is For Everyone
Papua New Guinea**



**Summer Institute of Linguistics (SIL)
Final Report
Output 5 – System of Training**

**Diane Wroge
Contract No. COCS/03-807
(LIFE - Preparation Phase Technical Assistance (PPTA))**

**Submitted 12 May 2004
to the Asian Development Bank
and the Department for Community Development**

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**SIL's Involvement and Completion of Contract with ADB-LIFE's PPTA
(Preparatory Phase Technical Assistance)**

Members representing The Asian Development Bank (ADB), the Department for Community Development (DFCD) (formerly the Department for Social Welfare and Development DSWD), the Department of National Planning and Development, and the EHP Division of Community Development (Goroka) visited SIL twice on the 6th and 20th of February 2003 as part of the ADB-LIFE Fact-Finding Mission. They expressed interest in subcontracting Output 5 to SIL to develop the adult literacy system of training for trainers, teachers, in-services and trial teachers' toolkits for an adult literacy pilot project in Papua New Guinea (PNG).

The Memorandum of Understanding for the Project Preparatory Technical Assistance (PPTA) LIFE – Literacy Is For Everyone was signed on 26 February 2003 between Hon. Lady Carol Kidu, (Member of Parliament(MP), (Minister of DFCD), Marianna Ellingson (Deputy Secretary, Department of National Planning and Development) and Dr. Andrea Iffland (LIFE Project Economist and Mission Leader, ADB-Manila).

The ADB advertised the PPTA LIFE in February and tenders were invited to apply for the consultancy positions. The *Technical Assistance to Papua New Guinea for Preparing the Literacy Is For Everyone Project May 2003* is available on the ADB website. In both of these related documents, SIL was invited to be contracted as *Domestic Recruitment of Non-government Organization Services*, August 2003-April 15, 2004. The four (4) international consultant positions were filled by the following people: Wolfgang Kubitzki-German (Non-formal Education Advisor and Team Leader for 8 months), Robert Kraemer-German (Information Management Specialist for 2-3 months), Social Mobilization Specialist (contracted to PNG's National Research Institute under Dr. Richard Guy-Output 1 Awareness Campaign), and Godo Limotlimot-Philipino (Participatory Project Planning Specialist for 2 weeks).

Diane Wroge, SIL's Literacy Liaison Coordinator, and Andrea were in email contact regarding SIL's contract possibilities and later negotiations from February until June 2003. The 22nd and 23rd of July, Wolfgang (ADB NFE specialist and team leader), William Goinau (Director of Community Development-DFCD counterpart), Willie Jonduo (Department of Education, Director of National Literacy and Awareness Secretariat (DOE NLAS) and Robert (ADB-LIFE Management Information System (MIS) Consultant) came to Ukarumpa to outline SIL's Terms of Reference (next section) into a Plan of Operation. Robert met with some of SIL's database experts and administrators. The SIL Acting Director, Michael Harrar, signed the contract on the 22nd of August, 2003. The contract was completed on the 17th of May, one month later because the LIFE National Planning Workshop was moved one month later and was held the last week of April. SIL was under the LIFE contract for a total of nine (9) months.

In 2002, there was a PNG government policy change and mandated that the informal sector, which includes non-formal education, be the responsibility of the DSWD (now DFCD). From 1989 until 2002, the government policy stated that NFE was under the responsibility of the Department of Education. SIL had seconded people to DOE's National Literacy and Awareness Secretariat and its predecessor from 1989-2001.

The PNG LIFE adult literacy pilot project website is <http://www.PNG-LIFE.net>. Other ADB LIFE documents can be downloaded from the ADB website <http://www.adb.org>.

ADB-LIFE - Domestic Recruitment of Non-government Organization Services Terms of Reference (TOR)

In addition to the design of the training manuals and to trial the teachers' kits, SIL's TOR listed a number of short papers to be written and submitted. The topics included to recommend, propose or determine:

1. gender-specific requirements incorporated into all aspects of adult literacy and the trainer training system,
2. TOT (Trainers of Trainers) venues,
3. an accreditation system,
4. awareness strategies,
5. an assessment mechanism,
6. a materials production and distribution system, and
7. resource requirements necessary for the training.

SIL was to list the issues, comment on lessons learned and make recommendations. Advice was sought during the February 2004 Follow-up Training Design Workshop on a number of these topics. The comments gathered during the workshop were considered and written into the papers. Copies of the full papers submitted are found in SIL's LIFE Final Report submitted 12 May 2004, on CD and in the binder in the LCORE literacy office.

Domestic Recruitment of Non-government Organization Services

SIL's Terms of Reference is quoted below:

"The Summer Institute of Linguistics (SIL) will be contracted to lead a working group of teacher training organizations in cooperation with NLAS. The working group will exchange information and experience on teacher training and jointly will determine the necessary content of (i) multiplier and core trainer training, (ii) teacher training, (iii) in-service training, and (iv) an accreditation system. Taking these recommendations into account, SIL will design the training concepts including training modules, trainer training instructions, learning materials, and material production. The specific tasks are as follows:

- (i) Organize and conduct workshops to exchange information and experience with major stakeholders on current strategies on teacher training related to adult literacy.
- (ii) In collaboration with NLAS and major stakeholders involved in teacher training and curriculum development, develop a training system on adult literacy for (a) multiplier and core trainer training, (b) teacher training, and (c) in-service training.
- (iii) Determine, in cooperation with major stakeholders, (a) selection criteria for multipliers and core trainers; and (b) content, duration, and methodology of training of trainers' training packages for multiplier and core trainer, including curriculum development.
- (iv) Design content, duration, and methodology of community teacher training conducted by multiplier and core trainer.
- (v) Design content, duration, and methodology of in-service teacher training.
- (vi) Based on the results under (iii)-(v), prepare training modules and trainer training instructions, learning materials, and materials for multiplier and core trainer training, teacher training, and in-service training.

- (vii) Ensure that gender-specific requirements are incorporated in all aspects of adult literacy and trainer training system.
- (viii) Recommend training facilities for training of trainers courses.
- (ix) Propose mechanisms to assess training programs.
- (x) Determine resource requirements for the proposed design of multiplier and core trainer training, teacher training, and in-service training.
- (xi) Propose systems for material production to reproduce learning and reading material for community learning sites.
- (xii) Recommend how to establish an accreditation system for teachers and adult learners.
- (xiii) Assemble 10 teacher kits for testing by SIL's trainee teachers and evaluate their usefulness.
- (xiv) Based on the evaluation, develop a prototype kit, including specifications, suppliers, and costs.
- (xv) Recommend awareness strategies to promote adult literacy at the community level.
- (xvi) Submit a draft final report 3 weeks before and a final report 2 weeks after the participatory planning workshop.
- (xvii) Present the training concepts, materials, and the kits at the national participatory planning workshop in March 2004."

**A Summary of the Technical Assistance of the Preparatory Phase LIFE
Prepared for the Directors' Report to the Executive Committee
by Diane Wroge, Jan 2004**

Sponsors & Cooperating Departments & Organizations

- Executing Agency: Department for Community Development (formerly Social Welfare & Development, changed name as of December 2003)
- Funding: Asian Development Bank (ADB)
- Partners
 - National Literacy & Awareness Secretariat (NLAS) of the Department of Education
 - Provincial Focal Points: ESP, Madang, Enga, EHP,
 - *East Sepik Council of Women (ESCOW) (East Sepik Province)*
 - *Madang Division of Education (Madang Province)*
 - *Enga Division of Education (Enga Province)*
 - *Division of Community Development (Eastern Highlands Province)*
 - Summer Institute of Linguistics (SIL) – Output 5
Domestic Recruitment of Non-government Organization Services

Below is the footnote the Asian Development Bank gave as rationale for subcontracting Output 5 to SIL during the LIFE PPTA. "SIL will be directly contracted to design the trainer training, teacher training, in-service training, and accreditation system, and to develop a prototype teacher kit."

Footnote: "SIL, a nonprofit Christian NGO, assists communities in PNG with language development, establishes orthographies or alphabets in local languages, and develops literacy material. Established in 1956, SIL is the most experienced organization in literacy teacher training and curriculum development in PNG. It has a unique capacity to design and implement a prototype program for teacher training suitable for nationwide replication. SIL has 600 international staff/volunteers and maintains headquarters in Southern Highlands Province and regional centers in 6 provinces."

(Note: SIL's headquarters is located in the Eastern Highlands Province)

The Methodology and Key Activities are:

Output 1: Awareness Campaign

Output 2: Institutional Arrangements

Output 3: Institutional Capacity

Output 4: Information System

Output 5: Training Packages – SIL's subcontract with the ADB

Output 6: New Methods and Materials

Output 7: Proposed Ensuing Loan & Materials

Note that a number of the short papers SIL was also contracted to write gave recommendations under other output areas as well, not only Output 5 the System of Training. The other topic areas were awareness strategies (Output 1), an accreditation system and proposal of an assessment mechanism (Output 4: MIS) and materials production and distribution system (Output 6: New Methods and Materials).

SIL and SIL PNG Employees Assigned

The following SIL people were assigned to (Diane, Bill & Michael) or help out (others) in specific areas of the SIL's LIFE contract. They are listed in order of length of time of involvement.

Diane Wroge February 2003 - July 2003 August 2003 - May 2004	SIL lead consultant of LIFE Training Team	SIL Literacy Liaison Coordinator, LCORE
Bill Simpson 17 November 2003 – 14 May 2004	Trial teachers' toolkits – assembled, distributed, evaluated and made recommendations	SIL Community Development Specialist, LCORE
Mark Ambrose September 2003 - Workshop December 2003 - Curriculum February 2004 - Distributed toolkits with Bill	First Training Design Workshop Wrote curriculum Distributed toolkits in provinces	SIL Literacy Consultant and current STEP Course Principal STEP=Supervisor's Tokples Education Program, now Strengthening Tokples Education in PNG
Sue Ambrose August 2003-June 2004	LIFE Finances	SIL Literacy Consultant and STEP Business Manager
Michael Jones January – May 2004	Graphic artist, lay-out, desk-top publishing (DTP), & multi-media production	SIL Literacy Specialist
Peter Brook February 2003 One month Feb-Mar 04	Attended two ESP Feb 03 Fact-Finding meetings Wrote curriculum – Feb/Mar04 DTP & lay-out	SIL Literacy Specialist lives in Wewak as SIL Sepik Regional Literacy Team
Mavis Price February 2003 3-4 February 2004 March 2004	Attended the Madang Feb 03 Fact-Finding meetings Attended the Madang DA/LLG Awareness Seminar Feb 04 Wrote curriculum Mar 04	SIL Literacy Consultant currently assigned to Maia language, Madang Province Literacy village, provincial and national training experience

Penny Tallman	Any time needed	LCORE Manager
Mick Bandy	Legal advice, lawyer in US	Projects Coordinator

The following SIL PNG employees were hired to work on the translation of the English manuals into Tok Pisin and perform other necessary tasks. Diane takes this opportunity to thank each of their managers for allowing them to do this extra work, off hours, but some were allowed to work on it during work hours. The LIFE Pidgin translation team was coordinated and led by Pauline Baru.

None of the Pidgin translation group had experience in education or teaching literacy using the Pidgin language. The O'umpa elementary teacher did join them one night. The Pidgin translations of the manuals will need to be reviewed and revised once the LIFE training of them actually takes place. This was started but time was too short.

Pauline Baru	Directorate's Administrative Assistant	Ninau Ephraim	Construction Department's Receptionist
Sophie Topakaise	Employment Office	Tanie Kongoni	Communications and Technical Services (CTS) Receptionist
Keren Nanong	Director's office Receptionist	Luhupáin Naomi	O'umpa Elementary Teacher for SIL employees

Other valuable employees

Marie Keilah-DTP	LCORE Academic Publications
Cornelius Senkai	Teachers' toolkits assembly
Nancy Bokowa	LCORE Receptionist

The SIL-PNG Pt. Moresby staff (John Hobson, Ila Hore, and Gware Nanong) provided airport pickups and drop offs not only for SIL LIFE people, but also the government officers and ADB consultants. They also met planes and submitted LIFE materials to various government offices to meet the deadlines.

BTA's (Bible Translation Association) Involvement

BTA was invited to attend the September 2003 Training Design Workshop, however, it held staff meetings at Ukarumpa during that time. During the February 2004 Follow-up TDW, BTA, again had staff meetings scheduled.

However, Mara Iyama (BTA member, STEP grad and Ukarumpa STEP Vice-Principal) was able to attend the first TDW on behalf of BTA. He also assisted in the logistics for the workshop.

Thomas Dukun (Pioneer Bible Translators, STEP grad, and Sepik Regional STEP Principal 2002-2003) attended most of the events under the LIFE system of training output. These included the September 2003 TDW, the February 2004 Madang Province District/Local Level Government Awareness Seminar, the February 2004 Follow-up TDW, and the April 2004 National Planning Workshop.

Papua New Guinea Counterparts

The trainer of the National Literacy and Awareness Secretariat (NLAS) of the Department of Education (DOE), Maggie Guria, was assigned to be SIL's

counterpart. The DOE's NLAS, as well as SIL, is listed as partners to the ADB and the Department for Community Development (DFCD) during the duration of the LIFE TA preparatory phase project. Though the DFCD was the executing agency of the LIFE PPTA, NLAS was to serve alongside it because of its expertise in adult literacy and non-formal education.

Diane, and the other SIL members who were later assigned, worked in close cooperation with Maggie. She came and lived at Ukarumpa for a period of 3 months from 29 October 2003 - 13 February 2004, including attending the first September Training Design Workshop. She was fully involved in the choosing of the adult literacy training approach, design and writing of the training curriculum and the four sets of training manuals. SIL takes this opportunity to thank the DOE for allowing her to contribute to the LIFE project, and to thank Maggie for the amount of time, education and adult literacy expertise and professionalism she provided to the training curriculum, and while working alongside the SIL colleagues. Maggie participated in the meetings between ADB and SIL (Andrea, Wolfgang and Diane) on the 29th of October, 2003. Maggie and Diane also attended and presented the teacher training content and schedule during the EHP District and Local Level Government Awareness Seminar in Goroka, 12-13 November, 2003. Diane & Maggie co-presented the training curriculum during the LIFE National Planning Workshop, 26-30 April, 2004.

Also, periodically and during shorter periods of time, Diane related to two members of the DFCD, the Director of Development Programs, William Goinau, and the Trainer Manager, Jack Simbou (assigned in November). Diane and the DFCD officers worked together to send the invitations and organise the logistics of the two Training Design Workshops (TDW). The names of who to invite to the first workshop were decided during the July meeting with input from the NLAS Director, Willie Jonduo and William. Both of these TDWs were held at Ukarumpa, 22-26 September 2003, and the follow-up, 10-12 February 2004. At SIL's request, Jack came to Ukarumpa 7-9 January 2004 for the purpose to meet Maggie, to receive a preview of the training curriculum, and to be able to get to know and understand SIL's involvement, as an international NGO, in adult literacy training and the LIFE PPTA.

Performance Indicators of Scheduled Events

LIFE Training Design Workshop – 22-26 September 2003, SIL Ukarumpa

The Training Design Workshop (TDW) was held at the SIL Ukarumpa Training Center, 22-26 September, 2003. Fourteen (14) experienced adult literacy trainer stakeholders, from around the country, represented the government, Non-Government Organisations (NGOs), academic institutions and churches, were in attendance. The purpose of the TDW was to allow stakeholders the opportunity to share their experiences, knowledge and background into the training of adult literacy trainers and teachers, and to determine the content, duration, and language of instruction to be used in the design of the training manuals.

Hon. Lady Carol Kidu, MP, Minister for Social Welfare and Development (later renamed Department for Community Development-DFCD), opened and addressed the workshop on the 22nd of September.

The adult literacy trainer stakeholders present represented the following organizations:

Catholic Women's Group-Goroka, EHP	Anna Mabem
Bible Translation Association (BTA) of PNG also the STEP Course	Mara Iyama
Department of Education – National Literacy & Awareness Secretariat-Pt. Moresby	Maggie Guria
Department of Social Welfare & Development-Pt. Moresby	Nicholas Nembo
Enga Provincial Literacy Coordinator-Wabag, Enga	William Goinau
East Sepik Council of Women-Wewak, ESP	Nicholas Manben
Plantation Fellowship Ministry-Mt. Hagen, Western Highlands	Paulus Kaius
Pioneer Bible Translators, Madang, also the Regional Sepik STEP Course	Samuel Angulu
PNG Trust, PNG Integral Human Development Trust-Pt. Moresby	Thomas Dukun
Summer Institute of Linguistics (SIL)	Noel Gisawo
United Church-Kimbe, West New Britain	Diane Wroge + 6
University of PNG (Department of Language & Literature)-Pt. Moresby	Eddy Poka
YWCA-Goroka, EHP	Sakarepe
	Kamene
	Lina Solato

Other SIL members present were: Mark Ambrose, Marianne Fast, Don and Heather McLean, Kim Yuen, and Liisa Meilliger. Sue Ambrose handled Training Centre logistics and finances.

The following key features of the TDW were taken into consideration into the design of the LIFE training curriculum.

- Opening address - Hon. Lady Kidu, MP, Minister DFCD
- Discussions – open & free
- Demonstrations - training methods & materials
- Materials Display – NGOs, trainers & government
- Questionnaire - tabulated results
- Prioritisation of Issues (i.e. Health) & Topics (i.e. HIV/AIDS)

The training curriculum is based upon the philosophical points of a Community-Based Approach, Decentralization, and Participation through Social Interaction. These led to a Learning Outcomes Approach to the curriculum design. The rationale for the learning outcomes approach is that it moves the teaching and learning to being learner-centered rather than teacher-directed; learners demonstrate knowledge, skills & competencies as defined by outcomes; it provides a framework to measure learners' performances, competencies and knowledge; it evaluates effectiveness of teaching & learning strategies adopted; it requires teacher-facilitators to constantly consider how learners learn rather than focusing on teaching content; it identifies learning environments that are achievable, assessable, and understandable to the learners, and develops higher order and critiquing thinking skills.

EHP District and Local Level Government (DA/LLG) Awareness Seminar – 12-13 November 2003, Goroka

Maggie and Diane attended and presented the proposed 3-week teacher training content and schedule during the EHP DA-LLG Awareness Seminar. The Pidgin version of the schedule and learning outcomes was posted. The day before, they had discussions on it with 2 members of one of the NGOs present during the September TDW.

Madang DA/LLG Seminar – 3-4 February, 2004, Madang

Mavis Price (SIL) and Thomas Dukun (Pioneer Bible Translators, Regional Sepik STEP Course Principal) attended the Madang DA/LLG Seminar with permission from William Goinau, the LIFE PNG counterpart and Director of Community Programs, DFCD.

Trial Teachers Kits Discussion, Demonstration and Distribution – 3 February 2004, Goroka, for EHP & Enga Provinces, and 5 February 2004, Wewak, for ESP

Bill Simpson (SIL Community Development specialist) and Mark Ambrose (SIL Literacy Consultant and current STEP Principal) distributed the teachers' kits on the 3rd and 5th of February to the 10 active adult literacy teachers chosen by the Enga (3 kits), Eastern Highlands (4 kits), and East Sepik (3 kits) Provincial Focal Points (PFP). The focal points were the Enga Division of Education, the EHP Division of Community Development and East Sepik Council of Women (ESCOW, an NGO). Each kit included an evaluation form which was to be completed, returned to the PFP, and then faxed to SIL.

- Bill used the following factors to decide on the content of the kits.
 - LIFE Sept 03 Training Design Workshop
 - Literacy Staff Recommendations
 - Standard materials, SIL literacy staff
 - NARI (National Agriculture Research Institute) recommendations, based on research & available materials
 - Easily Acquired Materials
 - AIDS Secretariat posters and brochures
 - Unicef brochures
 - Department of Health materials
 - Awareness Tools
 - Hand-crank Radio
 - Hand-crank Cassette Player
- Teachers' Toolkit User Guide
 - Use of literacy items and materials
 - Lessons that address felt needs
 - Agriculture Lessons
 - Health Poster Lessons
 - Health Lessons
 - Cassette tapes that address health and social issues

Follow-up Training Design Workshop – 10-12 February, 2004, SIL Ukarumpa

On the 10th-12th of February 2004, the LIFE Follow-up Training Design Workshop was held at SIL's center Ukarumpa. There were a total of seven (7) trainers present to review the drafts of training manuals. Five trainers returned from the September TDW, in addition to one new NGO trainer and the new DFCD LIFE trainer manager. Unfortunately, two of the trainers cancelled the Friday before the workshop was to start and there was no time to ask others to come and take their place. The ADB LIFE team leader was present, also his DFCD counterpart. The later person represented DFCD at the September TDW because the DFCD was not assigned yet back then.

The adult literacy trainer stakeholders present represented the following organisations.

<p><u>Literacy Trainer Stakeholders</u> ADRA Adventist Development and Relief Agency, Morobe Catholic Women's Group-Goroka, EHP Department for Community Development-Pt. Moresby (formerly DSWD) East Sepik Council of Women-Wewak, ESP Plantation Fellowship Ministry-Mt. Hagen, Western Highlands Pioneer Bible Translators, Madang, also Sepik STEP Course SIL – (Bill teachers' toolkits)</p> <p><u>Curriculum Writers</u> SIL DOE-NLAS</p> <p><u>LIFE PPTA Team Leaders</u> Asian Development Bank LIFE PPTA Team Leader Department for Community Development - PNG Counterpart</p>	<p>Tita Held Anna Mabem Jack Simbou</p> <p>Paulus Kaius Samuel Angulu Thomas Dukun Bill Simpson</p> <p>Diane Wroge Maggie Guria</p> <p>Wolfgang Kubitzki William Goinau</p>
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There was consensus agreement on a minor change to the Teachers' Training Workshop's schedule and the addition of missing content. After those suggestions were agreed upon, each trainer reviewed the content of the manuals' lesson plans and handouts individually. They wrote comments of acceptance and approval on yellow paper and suggestions and edits on green paper. These were shared verbally as well. The editorial suggestions were written in the draft copy of the manuals. The papers were collected for later reference.

The development of the training system was also discussed. Small groups of two or three were assigned to establish the system for training core trainers, literacy teachers, and conducting in-service training. These were to include the output, activities, assumptions, inputs and success indicators. The monitoring system for all three of these training areas was also developed. Each group presented the system they had developed to the whole group.

Study on ADB-NGO Collaboration in the Pacific

ADB was reviewing its cooperation with NGOs in the Pacific. An ADB consultant in Fiji had phoned Diane end of January first to ask whether a written or phone interview would be preferred. She said Andrea had given her Diane's name. She filled out the questionnaire below and emailed the answers to the ADB consultant contracted.

Also, before answering the questionnaire, Diane had emailed others within SIL's international literacy circles and learned that SIL-Asia Area had an ADB representative, Paul Giacomini. Also found out that a number of SIL Asia members had served on other ADB projects in Asian countries. In PNG, there are studies or projects that ADB and AusAID have cooperated together on, but LIFE would be the first time that SIL-PNG was specifically contracted with ADB-Manila, and it's Pacific Operations Division.

Study on ADB-NGO Collaboration in the Pacific

Introduction

The Asian Development Bank (ADB) recognizes the growing importance of non-governmental organizations (NGOs) to development and poverty reduction in the region. With a view to enhancing ADB-NGO practice, a consultant was engaged to work alongside staff from the Pacific Operations Division to analyze and recommend operational solutions to impediments faced by ADB staff in their efforts to better cooperate with the NGO community. The aim of this research is to identify practical strategies to improve ADB-NGO engagement in country programming and throughout the project processing, implementation and monitoring cycle.

Data gathering will involve personal interviews with ADB staff in Manila, Fiji and the Marshall Islands, telephone interviews and email exchange with NGOs in other Pacific countries. A literature review will also be conducted.

On behalf of the ADB, I would like to sincerely thank your organization for taking time to consider these questions and for assisting the Bank to more effectively engage with people's organizations. Please complete the attached questionnaire and return to Colleen Peacock-Taylor at colleenptaylor@hotmail.com by **Feb 10, 2004** or advise of a suitable time for a telephone interview. All information sources will remain confidential.

Research Questions

1. Please provide the name, address and focus of your organization's work.
2. Please describe your previous experience with ADB including
 - Period of collaboration
 - Nature and purpose of collaboration
 - Results of collaboration (i.e., Who benefited and in what ways? Were objectives achieved? If not, why? Did engagement with ADB lead to any unexpected results either positive or negative? What was the overall impact of collaboration with ADB? Were your relationships with other organizations affected as a result of working with ADB?)
3. What do you think are the advantages and opportunities for your NGO, and NGOs generally, in collaborating with ADB?
4. In general, what do you think are the disadvantages or impediments to ADB-NGO collaboration?
5. Are you aware of the ADB policy framework on NGO cooperation? If so, was your organization involved in developing this document? If not, are you interested in learning more about this framework?
6. ADB will soon be opening Resident Missions in Sydney Australia and Suva Fiji. How do you think these offices could contribute to enhancing NGO-Government-ADB collaboration?
7. What role do you think ADB should play in supporting civil society at the country, regional and global level?
8. Are you aware of other NGOs or individuals who have engaged with ADB that should be included in this study?
9. Other comments, concerns or suggestions.

SIL's Contractual Submission Items and Due Dates

A five-week LIFE Core Trainers' Training Workshop, a three-week LIFE Community Teachers' Training Workshop, and four (4) one-week In-service Modules were designed. Accompanying training manuals for each workshop were produced. Thirteen (13) trial teachers' toolkits were assembled and distributed along with an accompanying user guide that included sample agriculture and health lessons.

SIL submitted the required number of copies (15) of the training manuals to the ADB (2), DFCD (12) and NLAS (1) on 24 March, 2004. SIL also printed a copy for itself for a total of 16 copies produced for each of the 9 manuals. SIL PNG employees, as listed previously, were hired to translate the English manuals into Pidgin English (*Tok Pisin* or *tokpisin*). This could not be started until the draft manuals were edited and approved after the second week of February and the Follow-up Training Design Workshop finished.

The manuals written and produced include:

- English Trainers' Training Manual
- English Teachers' Training Manual
- English Teachers' Handouts
- English In-service Modules
- English/Pidgin (Diglot) Teachers' Kit User Guide, including Agriculture and Health lessons

- Pidgin English Trainers' Training Manual
- Pidgin English Teachers' Training Manual
- Pidgin English Teachers' Handouts
- Pidgin English In-service Modules

It was decided that a separate manual of teachers' handouts needed to be printed in case a photocopy machine near a teacher training venue in a district or community area was not available or not working.

The SIL Draft Final Report (ADB and DFCD copies), three CDs (Lady Kidu's September 2003 TDW opening address, SIL LIFE digital photos, and draft final report) and two boxes of the Trial Teachers' Toolkits (DFCD and NLAS) were submitted on the 29th of March in a visit by Diane Wroge. She was able to show the items submitted to William, including the manuals that were submitted the week before.

The SIL Final Report and five CDs (3 minute LIFE SIL training video, final report, SIL LIFE digital photos and 2 CDs of manuals) were submitted 12 May, 2004. One updated May 2004 printout of the training manuals were submitted to the DFCD on 17 May, 2004. The updated May 04 final versions of the manuals on 2 CDs were submitted on 31st of May, and include the copyright use statement found below.

Andrea approved the following statement to allow the use of the LIFE manuals. This will now be included with each set of 2 CDs that are sent to adult literacy trainer providers.

"The LIFE (Literacy Is For Everyone) training manuals for the adult literacy project were written during its preparatory phase, July 2003 through May 2004. The Asian Development Bank (ADB) and the Department for Community Development (DFCD) own the copyright. The LIFE training courses for core trainers, community teachers, and in-services will be taking place once the government and ADB agree to and sign the 6-year

implementation plan, perhaps in 2005. The ADB and DFCD grant permission for adult literacy trainer providers (for example, NGOs, CBOs, and churches) to use the LIFE training materials.

Include this statement with any LIFE training materials used:

Used with permission from the Department for Community Development and the Asian Development Bank's adult literacy project

Papua New Guinea – LIFE – Literacy Is For Everyone

Not to be used for commercial purposes, reprinted, or sold.”

**LIFE National Planning Workshop,
25-30 April, Jais Aben Resort, Madang Province**

Thirty-eight (38) people representing all the stakeholders were present during the LIFE National Planning Workshop, 25-30 April. The group included politicians (national, provincial, district, and local levels), officers from departments (national, provincial and district), academic and research institutions and also a number of NGOs and church groups. It was important to Andrea to have the full participation of all of the stakeholders who were involved in the LIFE PPTA, and also include their input into the 6 year LIFE implementation project's logframe (logical framework) project design. A participatory approach to a project design is one way that people then cannot say the project is donor-driven, or that decisions were made administratively or top-down by the government. Throughout the PPTA, the ADB consultants and PNG counterparts were constantly out visiting the four pilot provinces and also SIL at Ukarumpa.

SIL's presentation of the system of training designed, the training curriculum written and the contents of the teachers' toolkits demonstrated started with a 3:18 minute video clip by Michael Jones (SIL LIFE manual layout artist and desktop publisher). The video showed an overview of SIL's involvement and the various aspects of the LIFE PPTA project.

1. Fact-Finding Mission (February 2003),
2. Contract Details Outlined (July 2003),
3. Meeting at Focal Point (August 2003, Wewak, ESCOW, ESP),
4. Training Design Workshop (September 2003),
5. Teachers Toolkits Distribution (February 2004),
6. Review Draft Manuals and Establish System of Training (February 2004),
and
7. Training Manuals Production and submission (February-March 2004).

Maggie and Diane took turns and shared about the training curriculum's philosophies, approach, and rationale and inputs into the design through a powerpoint presentation. The presentation included a sampling of the lessons that are included in the manuals. The sample lessons included literacy needs assessment, comparison of reading methods found in PNG, theme web for problem solving, comparison teaching of teaching methods, one sample teaching principle, and the four one-week in-services modules' content.

Bill Simpson shared the teachers' toolkits contents, evaluations and recommendations through another powerpoint presentation. He also demonstrated the two awareness items, the hand-crank short wave radio and the hand-crank cassette player with a battery pack option. On another day, Jack presented the system of training.

Throughout the week, the large group was broken up into two smaller groups. Each group met on the presentations of the other outputs. Conclusions were presented to

the whole group and agreed upon. These were written up into the LIFE project design.

The following excerpts are quoted from the *Memorandum of Understanding, ADB Fact-Finding Mission, PNG: LIFE Literacy Is For Everyone Project, 26 April – 14 May 2004*. This was later presented to the government and discussed between ADB and the government. **As of the 30th of June, the government has not signed the MOU yet. Do not quote until the project is made available publicly on the ADB website.** The objective verifiable indicator of the project's purpose is that "At the end of the project literacy rates increased by at least by 3% for women and by 2% for men annually in each participating province".

"Objectives

The Project's overall objective is to contribute to improve living conditions of the people of PNG and to reduce poverty. The Project's purpose is to enable the adult illiterate population in selected provinces to read and write in one language of their choice. Over a period of 6 years the Project will reach out to the 14 provinces that have current literacy rates below 70%.

Specifically, the Project will (i) create literacy awareness; (ii) establish literacy policy framework; (iii) create institutional capacity; (iv) conduct teacher training; (v) produce reading basic materials; (iv) and ensure efficient project management.

Outcomes and Outputs

The project comprises 6 outcomes and associated outputs:

- | | |
|------------------|--|
| Output 1. | All levels of stakeholders are aware of the importance of adult literacy. |
| Output 2. | Policy framework at national and provincial level and coordination mechanisms at national, provincial, district and local level governments (LLG) are established and operational. |
| Output 3. | Institutional capacity of DFCD, provincial focal points, selected district administrations and LLGs is strengthened to promote literacy and awareness activities. |
| Output 4. | A training system for core trainers, literacy teachers, and trainer and teacher in-service training is established and operational. |
| Output 5. | A production and distribution system for basic reading materials is established and operational. |
| Output 6. | Efficient project management structures are functioning." |

Possible Future SIL Involvement between the LIFE PPTA and the Implementation Project

The DFCD is planning on holding a LIFE meeting back at Jais Aben Resort, Madang, in November. The purpose will be to work on the Plans of Operations for each of the 6 outputs and schedule various activities, at least for the first year. Diane will be in the United States on a one-year leave (May 2004-May 2005) so will not be able to attend it. Bill may be invited back to attend it since he was in charge of the assembly, distribution, and evaluations of the trial teachers toolkits. One of Bill's strength is

networking and getting groups of people together to share ideas and experiences. However, since he is a Community Development Specialist, he does not have the literacy teaching or training background in PNG so may not be able to fully participate in the development of how to operationally plan out the LIFE system of training.

Therefore, Diane recommends Mavis Price and Peter Brook be present. Mavis has the following literacy teaching, training, and materials production experiences.

- 1) Lots of village level literacy experience in many language groups around the country, especially in Madang Province;
- 2) Participated in a number of multi-language alphabet design workshops ADWs around the country;
- 3) Mentored the Giriwas through a STEP course, was on STEP H staff also as Venture 24 academic coordinator, as well as been out to Amanab as J-3 staff;
- 4) Done a lot of provincial/district elementary training in PNG's education reform;
- 5) Served as staff on the Elementary Trainers Course in Pt. Moresby;
- 6) Attended an initial LIFE meeting in Madang Province in Feb 2003 during its Fact-Finding Mission (Peter attended the ones in ESP);
- 7) Attended the Madang District/LLG Awareness 2 day seminar a year later in Feb 2004; and
- 8) Volunteered and assisted in writing up LIFE lessons and reviewed the Pidgin translation right before they were to be submitted in March 2004 (Peter dedicated a month February-March to it too).

However, Peter's experiences can be useful too.

- 1) Was a co-participant with the Pouye people through the Venture 24 program;
- 2) Participated in two multi-language alphabet design workshops ADWs, one at a regional center but one at a provincial high school;
- 3) Been involved in the Sepik STEP Course, Modules 1-2 as the SIL Vice Principal and Academic Coordinator through 3;
- 4) Struggled through the difficulty of finding different venues to hold the Sepik STEP Course when the first one fell through;
- 5) Was on staff at the Sepik STEP Course at Amanab for two modules and had to prepare all lessons and hand-outs ahead of time.
- 6) Attended two initial LIFE meetings in Wewak, ESP in Feb 2003 during its Fact-Finding Mission; and
- 7) Assisted in writing up LIFE lessons and laying out the manuals for a month before they were submitted in March 2004. Also delayed moving to Wewak at Diane's request to continue helping on LIFE.

Mavis will go on furlough in 2005, once the SIL work permits are renewed. Peter will not. Bill goes to the US for 4 months every year over the US summer. Mark Ambrose is planning on a two-year leave in June 2005, or else he would be another good choice to attend it. It is important that people who attend this meeting are familiar with training away from Ukarumpa, the conveniences that are available there, and the challenges of village or regional level courses.

NGOs will be requested to give a list of names and addresses of people to recommend become LIFE core trainers and take the 5-week LIFE trainers' course. STEP graduates who have remained involved and active will be good candidates for that.

Possible SIL Involvement during the LIFE Implementation Project

The DFCD and ADB may also request SIL to tender for the TOT Facilitators (Trainer of Trainers) short term consultancy positions. That would require the organizing of the logistics of the training venue and staffing of the five-week core trainers' training course. Another training consultant position will be tendered and that person will be tasked to review the training manuals, all of the training workshops, and the performances of the national, trainer, and teaching staff.

Previous SIL-PNG Literacy Experiences Utilized

SIL literacy consultants, language personnel and SIL-PNG, as a branch, have a number of previous literacy experiences from its over 40 year history of involvement in language development, translation and literacy in PNG. These were capitalized upon to enable SIL to fully participate and be involved in assisting the government and Asian Development Bank to develop a nationally coordinated system for a country-wide adult literacy project.

These include but are not limited to:

1. Single language literacy programs for adults and children.
2. Multi-language vernacular literacy teachers' training and materials production courses.
3. National, provincial, and regional literacy courses in non-formal education but also formal education (PNG's bilingual education system for the elementary grades in the vernacular languages).
4. Previous consultancies held with the Department of Education and/or AusAID (Australian Agency for International Development) from government to government and government to NGO grants.
5. Ukarumpa centralized literacy courses for literacy teachers, resource people, and supervisors from around the country.
6. Secondment of literacy consultants to the National Department of Education and provincial education divisions.
7. The STEP Course (formerly the Supervisor's Tok Ples Education Program, now Strengthening Tok Ples Education in Papua New Guinea) from 1994 until the present and the development of the curriculum of a full literacy training program. Partial funded by AusAID from 1994-2003.
8. Two STEP regional courses (North Fly 1998-1999, Western Province, and Sepik 2002-2003, East Sepik and Sandaun Provinces) and until 2003, the final two of the five one-month modules focused upon adult literacy.
9. Documented linguistic research and analyses of PNG's languages' grammars, phonologies (sound systems) and orthographies (alphabets).
10. A number of NDOE contracts to staff various elementary (bilingual education) trainers' courses and invitations to assist in district or provincial elementary teachers' training.
11. The orthography technician workshop (Orthotech) based upon a community-based sociolinguistic approach to alphabet design.
12. Two week Alphabet Development Workshops (ADW) based upon numbers 8 and 10, in both single-language and multi-language contexts.
13. An orthography development subcontract with the NDOE/AusAID's Elementary Teacher Education Support Project from 1999-2002 which included the submission of a total of 103 languages' or dialects' trial orthographies. Many of these ADWs were not held in areas where SIL had worked nor it does not have a regional center nearby.

Benefits to SIL of its Participation in LIFE

There are a number of benefits SIL received through its participation in the LIFE PPTA. Many of these are continuing and not confined to the project itself. These include:

1. Developing a new and positive relationship with another international, multi-lateral funding agency, the ADB's Pacific Operations Division, especially with the Project Economist and the ADB consultants.
2. Developing a positive relationship with a new government department, the Department for Community Development and many of its officers.
3. Strengthening an existing good relationship with the current Minister of the DFCD, and now, it is even better because we have worked closely in a project under her department for the 9 months.
4. Experiencing mutual respect in all of our areas of expertise, excellent working relationships, and good interaction and communication, especially when clarification was needed, but also taking into account PNG, as a developing nation, does not always have communication services available. The times of fun and laughter were enjoyable too.
5. Labeling SIL as the non-formal education, literacy, and education experts. The 2 main ADB-LIFE consultants were economists with background and experience in vocational and employment-oriented skills training in PNG.
6. Appreciating SIL's professionalism as an academic research organisation but also in the support areas, especially the areas of aviation and computer.
7. Being able to share with the ADB more about SIL International's work around the world. The ADB consultants involved were not that familiar with SIL previously, but they did know SIL is involved in Bible translation.
8. Convincing ADB consultants, from their first visit onward, that SIL-PNG is involved in other areas of literacy and not for religious purposes only. If the latter was the case, ADB would not have contacted or contracted SIL.
9. Relaying information about LIFE and clarifying it from village or NGO contacts to the government and ADB, but also visa versa, from ADB and government back to NGOs or village people. This was made possible because of SIL's unique position in the country and contacts with NGOs, provincial departments and rural communities since its linguists/translators and literacy specialists reside in the language areas.
10. Applying a temporary solution to an ADB financial costing software crash after the LIFE National Planning Workshop.
11. Supplying ADB with information from a number of SIL's literacy databases.
12. Continuing to strengthen the relationship with NDOE's National Literacy and Awareness Secretariat, especially with the NLAS' trainer assigned to be SIL's counterpart, and it's Director, a member of the lead team.
13. Cooperating with and involvement of PNG's adult literacy stakeholders (NGOs, churches, and academic institutions) from around the country in the decisions and design of the training courses and literacy materials.
14. Developing new relationships at the district level. Most SIL language personnel and regional administrators have relationships at the local and provincial levels.
15. Renewing interaction with PNG's National Research Institute and the University of Papua New Guinea's Language and Literature Department.
16. Experiencing full participation in and contributed to a government, multi-lateral international donor-agency, and NGO cooperative effort for an adult literacy pilot project in PNG.
17. Being involved in the decisions and design of the logical framework (logframe) for the 6-year implementation project plan during the LIFE National Planning Workshop, April 2004.

18. Benefiting personally and developing professionally for all the SIL members involved, especially the one SIL member assigned from the beginning.
19. Mentoring newer and younger SIL members who were assigned at various stages to the project.
20. Sharing knowledge and information between SIL members about computer programs, literacy and development, project management, and fiscal accountability.

Appendix A: Table of Contents of SIL's LIFE Final Report and Annexes

The literacy office in PNG has SIL's copy of the *LIFE Literacy Is For Everyone* final report. The Asian Development Bank owns the copyright. The bibliographic information is:

Wroge, Diane (2004). *LIFE Literacy Is For Everyone, Summer Institute of Linguistics (SIL), Final Report, Output 5-System of Training*. Submitted 12 May 2004 to the Asian Development Bank, Manila, Philippines, and the Department for Community Development, Waigani, Papua New Guinea, 135 pages.

A final report submitted in partial fulfillment of the requirements of SIL's contract with the ADB TA PNG Preparing the Literacy Is For Everyone Papua New Guinea (Preparation Phase Technical Assistance (PPTA)).
5 copies printed - 2 for ADB, 2 for DFCD & 1 for SIL.

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Appendix B: ADB-LIFE Official Written Statements in Documents Relevant to SIL

The following written statements are found in the LIFE Fact-Finding MOU, February 2003, and the LIFE PPTA, May 2003, documents. These are relevant to SIL in the areas of its core activities – translation, literacy and linguistics. They have not been previously reported. The paragraph numbering is found in the ADB documents. Also listed are the provincial focal points in the four pilot provinces chosen during the PPTA – Enga, East Sepik, Madang and Eastern Highlands.

“The Memorandum of Understanding for the Project Preparatory Technical Assistance LIFE – Literacy Is For Everyone-February 2003”

11. The absence of a systematic coordination mechanism-coherent with the formal education system-and the lack of detailed clarifications of responsibilities among communities, provincial and national government agencies promoting adult literacy together with insufficient provision of funds for literacy programs has resulted in NGOs and churches carrying the major burden in supporting literacy programs in the country. The quality of public support for adult literacy promotion was rated poor, inefficient and unprofessional. However, the capacities of NGOs and churches promoting adult literacy are limited, hence slow progress in improving literacy rates is the inevitable result under the current circumstances.
12. Support structures to promote adult literacy differ from province to province, depending on the institutional and organizational potential and the commitment of decision makers, bureaucrats, community leaders and politicians:
 - (i) In Enga the Provincial Division for Education has established a support system for literacy including the deployment of an acting literacy coordinator and the assignment of a literacy trainer. Churches are the major supporters of community literacy programs.
 - (ii) In East Sepik the most dynamic organization promoting adult literacy is the East Sepik Council of Women that established an excellent network throughout the province and is considered by all governmental and non- governmental stakeholders as provincial focal point for adult literacy.
 - (iii) In Madang Province the Provincial Division for Education has assigned a Literacy Coordinator to promote adult literacy in particular. Bible translation organizations are the major support provider for adult literacy programs in the area of teacher training and material development.
 - (iv) In Eastern Highlands no coordination mechanism is in place yet. The Provincial Division for Community Development could be considered to become the focal point because it has established linkages with NGOs and CBOs, which could be mobilized to promote adult literacy. Major support providers are NGOs that train community teachers, organize awareness, provide learning material, and advise.”

“II. ISSUES

3. PNG is lagging far behind other Pacific countries in achieving most of the Millennium Development Goals (MDGs).¹ After 25 years of political independence and some economic and social progress, a large percentage of the PNG people remain poor. Some MDG indicators reflect deterioration, particularly those for health, while education and gender equality show little progress and are far from achieving their targets by 2015. Enrollment ratios at all levels are low, with completion rates for primary schools reaching only 49%. Difficult access and long distances to educational facilities in rural areas have been cited as important reasons for low ratios.²

4. A major concern in the development process of PNG and a consequence of the low enrollment and completion ratios is the low literacy rate, particularly among women, in rural areas and in the highland regions. On average, 51.9% of adults aged 25 years and above are illiterate, ranging from the highest illiteracy rate of 72.2% among women in rural areas in the highland province of Enga to the lowest illiteracy rate of 5.3% among women in the island province of Manus. A significant gender gap exists, with literacy levels of women being 14% lower than those of men. However, the gender gap is less noticeable in youth literacy (15–24 years) and has increased to 10%.

5. Literacy in PNG has a very unique dimension, which has 5.5 million people, PNG is one of the most linguistically and culturally diverse nations. PNG has more than 830 languages, the majority of which are unwritten. Alphabets for most of these vernacular languages, which are fundamentally different from each other, have yet to be developed. Some languages are spoken by less than 500 people, others by over 300,000. The languages are not only a means of communication; they are essential to cultural identity.

6. Adult literacy is considered by all major stakeholders an essential tool for community development and poverty alleviation. The ability to read and write empowers community people to participate actively in the development process. The ability to read information and news on various topics enhances the understanding of economic and social interrelations and opens new avenues to apply appropriate technologies and to generate additional income. Literate mothers are able to read health instructions; literate community members will improve their opportunities by interacting with public authorities on legal, environmental, and other relevant issues.

7. Universal “basic education” as defined in the National Education Plan focuses on children and youth. Basic adult education and literacy training is considered outside of the formal education system and, hence, does not fall under the responsibility of the Department of Education (DOE). One source of confusion among literacy implementers has been the uncertainty over which government department has the responsibility for literacy and nonformal education. In 1986, the Government transferred responsibility for nonformal education from DOE to the Department of

¹ ADB. 2003. *Millennium Development Goals in the Pacific—Relevance and Progress*. Manila.

² The main focus of assistance provided by the Australian Agency for International Development (AusAID) addresses basic education infrastructure, curriculum development and material production, and teacher training.

Home Affairs and Youth, which was later renamed the Department of Social Welfare and Development (DSWD). In 1990, the responsibility was transferred back to DOE and the National Literacy and Awareness Secretariat (NLAS), which was created during the same year. In 1995, the Organic Law on Provincial Government was introduced, and states that “literacy is the responsibility of local-level governments (LLGs) and funds for literacy are sent to provinces to be used by LLGs.” However, low or no budget allocations show that literacy is not a priority of LLGs at present. In most provinces, neither sufficient staff nor adequate funds are available to promote literacy programs. LLGs’ awareness about the value of basic education and literate communities is extremely poor.

8. In 2000, the National Literacy Policy was endorsed. The policy determines that DOE is the lead agency for nonformal education. The policy assumes that the technical know-how and the capacity to provide guidance in teacher training, curriculum development, material production, and awareness creation is available at provincial, district, and LLG levels. The reality is rather different and does not confirm this assumption. Public support for promoting adult literacy was rated poor. Overlapping roles and responsibilities of major stakeholders and lack of funds, qualified staff, and/or technical expertise aggravate this situation. In 2002, DSWD’s mandate was expanded with the endorsement of the National Executive Council. The new policy states that DSWD is the focal point for the informal sector, which includes nonformal education.

9. Nongovernment organizations (NGOs) and churches have assumed the major role in supporting literacy programs in PNG due to (i) the absence of a systematic coordination mechanism linked to the formal education system; (ii) the lack of detailed clarifications of responsibilities among communities, and provincial and national government agencies promoting adult literacy; and (iii) insufficient provision of funds for literacy programs. However, the capacities of NGOs and churches promoting adult literacy are limited, hence slow progress in improving literacy rates is inevitable under the current circumstances.

10. Most of the adult literacy programs in PNG are community-driven. The success and the quality of adult literacy programs depend very much on the commitment of communities and the engagement and qualification of community teachers. Over 2,000 community-based adult literacy sites exist in PNG.³ Community ownership is essential for the sustainability of adult literacy programs. Community commitment may range from building classrooms and compensating volunteer teachers to fund-raising activities to provide learning materials and other support. Community-based adult literacy sites and programs are supported by NGOs, community-based organizations, churches, and government agencies mainly through teacher training, curriculum development, provision of learning material, awareness, and advocacy. No consistent system has been developed for adult literacy, and the quality and quantity of this assistance differ from

³ Data and information on adult literacy required by policy makers, support providers, and literacy implementers are scarce and scattered, collected on an ad hoc basis, and often out of date and inconsistent, which makes planning and monitoring difficult.

province to province according to the potential of the support providers.

11. Adult literacy is no longer seen as an end in itself, but as means of gaining useful knowledge and skills in a context. Adult literacy programs are increasingly responding to economic needs. Functional literacy education is requested by adults in the communities to improve their income generation opportunities. However, communities in remote areas with limited opportunities to earn cash and no reading materials in their language other than the *Bible* and songbooks do not see the value in being literate. To further the development of PNG and its people, and to reduce poverty in rural and urban areas, the challenges associated with adult literacy must be addressed, particularly the lack of awareness and appreciation for literacy, lack of information about literacy providers and programs, insufficient teacher training and learning materials, lack clear responsibility among government agencies, and nonexistence of a coordinating mechanism among NGOs and between NGOs and the Government.”