

ADULT LITERACY BRIEF INFORMATION

PILOT PROGRAM 2013-2014

1	NUMBER LEARNER BY REGIONS	MALE	FEMALE	TOTAL
	North Bougainville	476	389	865
	Central Bougainville	221	266	487
	South Bougainville	189	175	364
	Total	886	830	1716
2	NUMBER OF LITERACY TEACHER BY REGION			
	North Bougainville	17	8	25
	Central Bougainville	13	6	19
	South Bougainville	8	7	15
	Total	38	21	59

3	NUMBER OF CENTRES BY REGION			
	North Bougainville	25		
	Central Bougainville	19		
	South Bougainville	15		
	Total	59		

1. Brief Background

Between 1998-2004, Bougainville crisis severely disrupted the education system which affected the generation of youth and adult with limited literacy, basic education and vocational skills. 43 % population over the age of 15 years were illiterate, and of this group, illiteracy is the highest among females. They were classified as the 'lost generation'. The communities severely affected according to 2011 ABG literacy Survey were districts of Kunua, Tinputz [north], Panguna, wakunai, and inland Kieta [Central] and inland areas of Buin, Bana and Siwai [South]. The illiterates and disaffected youths would mean lost opportunities for skills related employment in the emerging industries and other sectors. There were 59 Literacy classes operated in the region and with approximately 1,716 learners had attended. More communities are now waiting for an opportunity to be established as we speak..

2. Purpose of the Adult Literacy Programs

a/ Pilot Program: Phase 1

Main focus of this phase was for these people to achieving the *Critical Literacy*: where basic literacy and numeracy are first acquired to recognize simple letters, words and phrases.

b/ New LLL Program: Phase 2

Main focus of the rollout phase is to improve the lives of some of the most disadvantaged people in the communities to gain skills and knowledge in literacy, maths, livelihood and life skills, and to pursue pathways to formal education and training.

3. Target group:

People aged 15 years and older, with low levels of literacy or no access to formal schooling and training from the most disadvantaged areas of Bougainville, as identified by the survey conducted by the ABG Department of Education in 2011.

4. Duration:

Pilot program had operated for a period of one year. From 2013-2014.

5. Review of Pilot Literacy Program:

The review was conducted by the *Assessor*, Ms Glenys Waters in November 2014. It was carried out with the view to assessing its efficiency and effectiveness and, where possible to improve the approach to rollout under the Literacy Partnership Program Phase 2 from 2014 -2016, with the assistance of the development partners.

With the *findings and recommendations* of the *Pilot adult literacy program review*, consideration was made to develop a new concepts design which incorporated into a *new improved adult learning program* called the **LLL program [Literacy , Life Skills and Livelihood]**, which is now ready to be implemented in July this year and onwards.

6. The New Roll out program:

a, **The LLL program** : The program integrates *literacy, livelihood, and live skills* and offers clear, flexible pathways through a suite of courses.

b, **Courses offered**: Courses that are offered are *basic, intermediate and advanced levels*, equivalent to end of prep 2, Grade 5 and Grade 8.

c, **Focus of courses**; The courses meets everyday needs, interests, context and lives of adult learners.

d, **Above courses**: The course will enable learners to pursue three possible pathways to reach their desired destinations- to enter formal vocational training, further education, or to contribute as a more skilled, knowledgeable and active leader in the community.

- e, **Three Pathways:** The new improved Literacy program has three pathways: 1/ *Pathway to Community Development*, 2/ *Pathway to Vocational Training* 3/ *Pathway to Further Education*
- f, **Informal interview:** Before program begins each learner will have an '*informal interview*' to receive the *best guidance* on the best pathway to follow and their entry level.
- g, **Mode of Learning:** Primarily '*face-to-face*' with *self-study* increasing as learners reach higher levels:
- h, **Course hours:** Basic Literacy-[3x3hrsx24wks=216hrs]+Self Study, Basic Maths-[2x3hrsx24wks=144hrs]+Self Study, Literacy + Life Skills [3x3hrsx24wks] + Self Study =216 + Self Study, Applied Maths- [2x3hrsx24wks=144hrs] + Self Study, Intensive Community Literacy - 216 hrs] + Self Study, Applied Maths-2x3hrsx24wks=144hrs] + Self Study, 4x5days=160hrs + Self Study @ 60hrs Total =220hrs. Intensive Preparation for TVET- [5x3hrsx24wks=480hrs]+Self Study @ 120hrs Total=480hrs, Intensive Preparation for FODE- [5x3hrsx24wks = 360 hrs] + Self Study @ 120 hrs Total=480 hrs.
- i, **New program:** Program will now include the Literacy development Partners. The partners will include ; Existing ABG Literacy service providers, local and international NGO's and Faith based organisations with active programs in Literacy, Life skills and Livelihood, Aids donors active in Literacy, ABG Department of Commerce and others.
- j, **Main Goal:** Goal of the LLL rollout program is stated in 2b above. Additional goals is to develop qualified adult educators and a development pathway
- k. **Program delivery plan:** To be delivered thru a decentralised structure , using existing ABG and community infrastructure.
- L, **Regional structure:** Regional Resource Centres will be set up. Based at selected Vocational Centres close to priority target areas. RRCs will offer LLL program courses on site to people in the local areas. Coordinate setting up and running of classes at community level using facilities in the village assemblies for basic and intermediate level courses, and at the COE for advanced courses.
- m, **Regional Resource Centres:** *TUNURU*- for Panguna, Kieta, [Kongara, Kokoda], *TARLENA BISHOPP WADE TSS*- for Peit/Solos, Tinputz, Suir, Taonita, Kunua, Keriaka [West Coast], *BUIN STC*: -for Buin, Torokina, Siwai, Bana
- n, **Human Resource Needed:** ABG Department of Education with the assistance of *Pathway partners, and Technical Advisors*.
- o, **Staffing:** ABG Department of Education will need to recruit: 3 managers to recruit , 3 Regional Coordinators, 3 Regional Literacy Trainers before January 2016
- p, **Facilities and Equipment:** *DOE HQ* will need 3 fulltime staff; the Manager Adult Education & TVET [Program Coordinator], Adult Basic Education Specialist and Adult Continuing and further Education Specialist. **Regional Resource Centres** will need;- 2 offices with computers, printer/photocopier, phones, stationery, Store room, Large room, able to be sub-divided into 2 training /meeting rooms, 2 toilets, kitchen, access to dormitory when running teacher training. COE's a training room to run advanced courses, Village Assemblies to have a shelter to for the classes to fit up to 30 learners etc.
- q, **Funds:** Funds will be needed from local MP, COE or donor partner to help purchase materials to build or to refurbish the existing structures for training purposes..

7. Implementation Plan

The new LLL program is challenging and ambitious. It does require a major capacity development effort to successfully implement this *non-formal, community-based, pathways driven integrated learning program*, targeting disadvantaged adults in Bougainville.

The approach to implement the program will be to do the capacity development together with program implementation in careful phases. Capacity development will directly be related to the activities under the implementation phases in step-by-step approach. Therefore the pace, scope and sequencing of the roll-out of the program is largely determined by the capacity development of staff and teachers.

It is anticipated that the implementation will start on a small scale and expand thereafter once the program is functioning well.

Phase 1 July – December 2015, is an *intensive Preparation Phase* to set up the program policies, administration and infrastructure; prepare courses, materials and training at the three levels; set up a basic literacy class at the department , also to be used *for intensive staff capacity development*, and subsequently three more basic classes in the RRCs. **During this phase , an estimated 80+ learners will attend basic literacy maths classes.**

Phase 2 January - December 2016, will be *the implementation Phase of the whole program and of the three pathways*. It focuses on training teachers to deliver the intermediate and advanced courses, while providing ongoing support, mentoring and coaching of staff and teachers. **During this phase, an estimated 1020 +learners will attend the basic, intermediate and advanced classes.**

Depending on the success of this program, follow-up phases from 2017 onwards could look at expanding the program, possibly setting up more Regional Resource Centres and classes in more communities.

Thank you

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