

APPENDIX XXII

CHOOSING A PROJECT

Basic Steps in Choosing an Income-Generating Activity

Groups that are poorly organized or inexperienced should choose activities that are simple and inexpensive. Such groups may also need a greater amount of outside assistance.

Step 1. Develop an understanding of the group. What are its strengths and weaknesses with regard to skills, experience, and capabilities? What kinds of activities are members most capable of doing successfully? Consider, too, the group's own objectives and interests. What type of income-generating activity would members most like to do?

Step 2. Keeping the answers to the above questions in mind, list some possible activities that the group might carry out successfully. (Be sure to stay within their realm of experience, skills, and interest!) In developing a list of activities, consider the following questions:

WHAT CROPS can be produced and marketed easily at a fair and steady price? Can the crops be processed locally?

WHAT FOODS could be prepared and sold locally? Which are the most popular in the community?

WHAT PRODUCTS are needed locally, but are unavailable? What products (e.g., tools, equipment, clothing, and household goods) are bought in town but could be produced locally?

WHAT HANDICRAFTS could be made by the group and sold without difficulty at a good price?

WHAT SERVICES are needed locally and could be provided by the group?

Step 3. For each possible activity, consider the following questions:

WHAT IS REQUIRED TO SELL THE PRODUCTS? Can the crop or product be sold easily at a good price throughout the year? What level of quality is in demand? Can that quality be produced by the group? Where would the product or crop be sold? Who will buy it? How will it be transported to the market?

WHAT IS NECESSARY TO PRODUCE THE CROP OR PRODUCT in enough quantity to make it profitable? At the appropriate level of quality?

WHAT EQUIPMENT, MATERIALS, AND SUPPLIES WOULD BE NEEDED FOR THE ACTIVITY? Are these available in the community? At what cost? If they are not available, where can they be obtained and from whom? (Activities that require expensive tools or equipment should not be recommended unless the group has some way of obtaining them without great expense both to start the project and to continue it on its own).

WHAT FACILITIES AND LAND WOULD BE REQUIRED? Does the group need land? a workshop? a store? Are these available at a reasonable cost? Could a workshop or a store be constructed by group members? Who will pay for the land and buildings?

WHAT SKILLS AND KNOWLEDGE ARE NECESSARY TO SUCCESSFULLY CARRY OUT THE ACTIVITY? If new skills must be learned, who will provide the training? How long will it take? Where can the group get information about the activity?

WILL THE GROUP NEED HELP ORGANIZING AND MANAGING THE ACTIVITY? If so, who will provide that assistance and how long will it be needed?

HOW MUCH WILL IT COST TO START THE ACTIVITY? To purchase materials, equipment, and supplies? To buy land and construct workshops or stores? What other expenses, such

as licensing, packaging, taxes, or transportation fees are related to the activity? What long-term costs are involved in the activity?

WHAT OTHER SHORT-TERM OR LONG-TERM BENEFITS MIGHT BE DERIVED FROM THE ACTIVITY? How will the activity help the community be self-reliant? Will the activity help group members to develop skills that may be helpful in other areas of their lives (e.g. financial skills)?

HOW LONG WOULD IT TAKE TO GET THE ACTIVITY STARTED? Consider the abilities of group members; their need for training; and other factors such as the time needed to obtain supplies, construct facilities, etc.

HOW MUCH AND WHAT KIND OF RISK IS INVOLVED? How much uncertainty? Can "success" be less than complete? What are the disadvantages of the activity (e.g., the activity may do little to develop creativity because members must "mass produce" items for sale. Or it may require undesirable competition with others in the community)? What are the social and economic implications of the activity for the individual, the family, and the community?

Step 4. Match up the group with each proposed activity. All things considered, what are the possibilities of the group doing the activity successfully and profitably? If the activity does not seem possible (e.g. if the problems are too great, if the costs are too great, if the activity requires extensive training and is complicated to manage) or if the "unknowns" are extensive, it would be best to consider another activity - something that would be less complicated and more promising. If, however, the activity does seem promising, consider the following questions:

WHAT MIGHT BE THE MAJOR DIFFICULTIES and constraints related to the activity and how might they be overcome?

WHO WOULD BE AVAILABLE TO HELP THE GROUP when there are

problems that group members cannot solve?

WHAT IS THE EXPECTED ATTITUDE of the community and its leaders if the group becomes involved in this activity?

Step 5. Propose the most promising activities to group members for their consideration. Discuss the possibilities, constraints, anticipated difficulties, and ways each activity might be organized, financed, and managed. In general, help the group to focus their attention on the decisions they must make. Explain each of the various options carefully. (These discussions may require several meetings. Avoid coming to a decision too quickly. Invite community leaders, government extension officers, and others who may be able to assist the group in its work, to participate in some meetings).

Step 6. Assess the group members' level of interest, their determination, and their willingness to participate in the proposed activities.

Step 7. When the time is right and various possibilities and problems have been explored, come to a decision.

Step 8. Develop a plan of action.

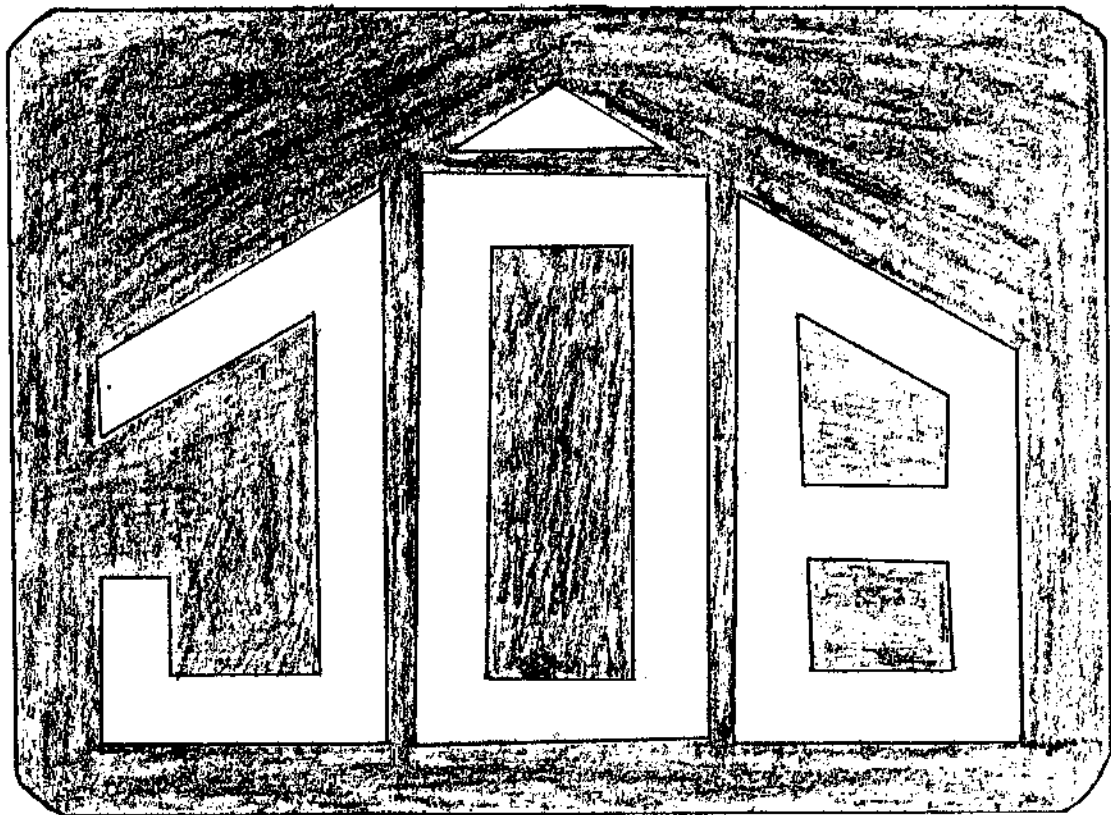
APPENDIX XXIII

SAMPLE PROGRAMME REPORT (ABBREVIATED)

1972

1982

10 YEARS



LAE
PAPUA NEW GUINEA

DIRECTORS

John Jimmy	from	Goroka	Manager
Pius Kubulan	from	Madang	Secretary
Paulus Billy	from	Morobe	
John Kauke	from	Madang	
Thomas Toko	from	Siassi	
Peter Auskuso	from	Meniyamiya	

SHAREHOLDERS & MEMBERS

Peter Kalamam	Tobias Iluak
Edward Mala	August Bame
Paul Awaki	David Wallace
Steven Talad	Simon Wrongdimi
Patrick Makele	Moses Busil
Pius Tamir	Bokon Seine
Sigo Bovi	Eddy Tau
Thomas Lakio	Job Talau
Anton Ewulel	Dominic Rahua
Paul Asari	Martin Kambut
Dismas Womosa	Jackson Kamyen
Pomai Pot	Willy Sengi
Rio Bisa	Linus Eiwai
Upsa Namaka	Peter Malang
Mapipe Kokola	Jonathan
Lelu Palmai	John Mek
Joachim Kipi	
Francis Sangua	Kisumsa
Leo Ampar	Michael Kako
Damien Kaliu	Adrian Sikas
Mark Alisi	Standley Navon
Peter Kayak	Anton Yall
Steven Makele	John Skup
Leo Gial	John Munjo
Casper Dauli	Julius Kidup

A COMPANY WITH A MELANESIAN CONCEPT

JOB started as a social club with a building-team amongst its members. It is this building-team which kept JOB alive and which naturally has given JOB its status.

JOB therefore has put most emphases on building projects and creating job opportunities for its members. It is in this way JOB became, after four years of existence, a company.

Companies are runned to make first of all profits for their owners rather than serve the needs. JOB has taken on a different concept.

You may call it "A Melanesian concept".

- JOB's aims are:
- a) To further the technical training of its members.
 - b) To create job opportunities.
 - c) To establish local businesses.
 - d) To serve the community by their works and products.
 - e) To improve living conditions and life of its members.

JOB allows employees to become shareholders of the company. Which makes it a company owned by its workers. A company who shares its profits and losses, its burdens and pleasures, its joy and sorrows.

SHARING - A MELANESIAN WAY

Serve the needs and if possible make a bit of profit too. That is JOB's concept.

The number of community projects established by JOB shows in what extent JOB gives serves to the community. All existing community centres around Lae are build by JOB. Numerous other community projects never would have been reality if not JOB would have come to help out.

The sale of JOB's furnitures, designed and priced for the local market, again is a sign that we serve the needs.

Our founder would say; "what came I to do if not JOB would be there to make real the development I did dream off". JOB has a mission! Maybe it is that we are inspired by the founder but we all feel that we have to carry on the objecttives we once setted out. These objectives which have brought us this far will also be the objectives for the future.

JOB intends to become a mother company from which a chain of workshops and businesses can descend and from which many J.O. Boys can profit to succeed in business and in life. Papua New Guinea, our country, of the future will need it.

The Manager

JOB's INVOLVEMENT IN COMMUNITY PROJECTS

BUILDING OF:

Haikost Community Centre (together with the people)
Butibam market place
Markham Road Community School (completion of classes)
Houses for Welfare workers at Haikost
Classroom block at St. Mary's Community School
Presbytery at St. Mary's Catholic Church
Butibam Community School (alteration & renovations)
Boundary Road Community Centre
Hiakost Clinic (extension)
Lae Workers Union Club
Canteen & Assembly Hall for Lae Soccer Association
Teachers houses at St. Martins Community School
St. Peter's Community School, Bulolo
Teachers houses at St. Mary's Community School
Presbytery at Catholic Church, Bulolo
Community Centre, West Taraka
Lae Market Stalls
Classrooms at St. Joseph's (together with students)
School-leavers Centre at Y.C. Lae
Staffhouses at St. Hoseph's Station
St. Martins Catholic Church
Mt. Kaindi Hall in Wau
Community School Faniyufa (assembly Hall & classes)
Pastoral Centre 8 mile (alteration)
Haus Boi (hostel) West Taraka
Lae Lutheran Community Centre & Sportshall
Sheltered Workshop for handicapped (Angau)
Homes for the Disabled, Lae

Staff quarters at St. Mary's Church
Community Centre, East Taraka
School-leavers Centre, Lutheran Church
Religious Formation Centre, West Taraka
Community Centre, Buimo road settlement
Catholic Church at 3 mile settlement (under construc-
tion)

APPENDIX XXIV

PERSONS/INSTITUTIONS CONSULTED (DURING THE STUDY)

<u>TITLE/INSTITUTION</u>	<u>LOCATION (village or town)</u>
(1) <u>East Sepik Province</u>	
Amboin Community School	Amboin Sub-district
Amboin Sub-district office	Amboin Sub-district
Yimas No. 2 Youth Group	Yimas Village
Kasilla Youth Group	Baliwe Village
Provincial Education Office	Wewak
Wirui Mission Station	Wewak
Community Leader	Wewak
Boys Town	Wewak
Skul Bilong Stoakipa	Wewak
St. Benedict's Teachers College	Wewak
Provincial NFE Officer	Educ. Office (Wewak)
East Sepik Women's Association	Maprik
People of Big Yambun	Yambun Community, Maprik
SIL Fieldworkers	Hauna Station
Shell Oil	Hauna Village
Hauna Sawmill Project	Hauna Village
Motor Repair Training	Hauna Village
Ambunti Office	Ambunti
Prov. NFE Office	Wewak
SPA (Educ.)	Wewak
AS (Educ.)	Wewak

(2) Eastern Highlands

Melanesian Institute	Goroka
SIL: Literacy and	Ukarumpa
Community Depts.	Kainantu
Extraordinary Meeting of Faculty of Education Goroka Conference	Goroka
Rehabilitation Committee	Goroka
Provincial NFE Office	Goroka
AS (Educ.)	Goroka
Womens Coordinator	Goroka
Manager, Basnenka VDC	Kainantu
Manager, Kamaliki VDC	Goroka

(3) Gulf Province

Provincial NFE Officer	Kerema
AS (DPI)	Kerema
AS (Health)	Kerema
AS (Education)	Kerema
CHNS Matron	Kerema
Inservice Coordinator	Kerema
Provincial Health Coordinator	Kerema
Prov. Health Educator	Kerema
Field Director KACCEP	Malalaua
Manager, Malalaua RVD	Malalaua
People from Poroma	Poroma Community, Malalaua
Leader of Village Poultry Project	Malalaua
Provincial Welfare Officer	Kerema

(4) Southern Highlands

Rural Development Office	Oiyarip Ag. Station, Mendi
Pembi Youth Group	Pembi Community
Director & Staff, ESSU	Mendi
Prov. Literacy Coordinator	Mendi
Aid Coordinator	Mendi
Prov. Youth Coordinator	Mendi
Project Officer (Womens)	Mendi
Project Officer (Welfare)	Mendi
Vocational Coordinator	Mendi
Kungdakapangi Youth Group	Kungdakapangi Community
Lake Egari Youth Group	Lae Egari Community

(5) Oro

Radio Announcer	Popondetta
Village Leaders	Naokanane, Itokama
Popondetta VDC	Popondetta
Provincial NFE Officer	Popondetta
Research, OERP	Popondetta
DPI Staff	Popondetta
Barai NFE Association	Itokama
- Director & Staff	Itokama
- Teachers, Preschool	Serefuna, Kokoro, Itokama, Tahama
- Literacy	Itokama, Kuae, Tahama
- Translation	Naokanane
- Adult Educ.	Kuae, Kokoro, Itokama
- Projects	Naokanane
- Youth Educ.	Itokama, Serefuna

- Womens Educ.	Itokama
- Christian Educ.	Itokama, Tahama
- Publications	Itokama
DPI's Barai Okari Estates Project	Naokanane
St. Mattias Community School	Itokama
Health DPI Nutrition Garden	Itokama
Itokama Health Centre	Itokama
Nahara Coffee Growers Cooperative	Itokama

(6) New Ireland

Lemakot Training Centre (CM)	Lemakot
Madina Village Development Council	Madina
Liga Training Centre (UC)	Liga
Hans Siedel Foundation	Kavieng
Educ. Office (Division)	Kavieng
NFE Office	Kavieng
Information Division	Kavieng
Health - PHC Project	Kavieng
Policy & Planning Office	Kavieng

(7) North Solomons

Viles Tokples Skuls (Admin.)	Kieta
NFE Office	Kieta
VIRTU Training Centre	Kieta
SIL Regional Office	Kieta
Tok Ples Skul (Admin.)	Kieta
District Office	Buin

(8) Morobe

Yangpela Didiman	Lae
Social Concern, Inc.	Lae
FSP	Lae
St. Joseph's Training Centre	Lae
Broun Health Centre	Lae
Braun Helath Centre	Finschhafen
Pastor's Wives Training (Fleirl Seminar)	Finschhafen
Catholic Experimental School	Alexishafen
World Vision Management Training Course	

(9) Madang

Viles Skuls	Nagada
N. Coast SIL Community Development Project	Mora
Catholic Experimental School	Alexishafen
World Vision Management Training Course	Madang
Skul Nabaot	Madang
Prov. Women's Councils Training Course	Madang
SIL Regional Office	Madang

(10) Western Highlands

Our Sisters of Notre Dame	Kumdi
Archbishop of Western Highlands	Mt. Hagen
Lay Missionary	Mt. Hagen

Holy Trinity Teachers College	Mt. Hagen
Maria Kwin VC	Banz
Yangpela Didiman	Banz
Christian Leader Training College	Banz
Fatima VC	Banz
Yangpela Didiman	Banz
AS (Educ.)	Mt. Hagen
NFE Planner	Mt. Hagen
Prov. NFE Officer	Mt. Hagen
Minister for Educ.	Mt. Hagen
Secretary (WHP)	Mt. Hagen
Prov. Youth Coordinator	Mt. Hagen
Chairman, Ogalbeng BOM	Ogalbeng C.R.C.
Kavali Poultry Project	Ogalbeng Comm.
Head Supervisor	Mun Station
Father Incharge	Mun Station
Supervisor, Housewives Centre	Mt. Hagen
Premier (WHP)	Mt. Hagen

(11) Enga

Prov. NFE Officer	Wabag
Enga NFE Council	Wabag
Prov. Health Extension Officer	Wabag
FAS (Planning)	Wabag
Coordinator for Youth Centre	Par Mission Station
NFE Officer (Wabag)	Wabag
Coordinator for Youth Centre	Par Mission Station
NFE Officer (Wabag)	Wabag
Chairman NFE Council	Wabag

TPPS Consultant	Wabag
Literacy Project (Enga)	Wabag

(12) East New Britain

Prov. NFE Officer	Rabaul
Manager, Raval VC	Raval
Regional NFE Inspector	Rabaul
AS (Educ.)	Rabaul
SPA (Planning)	Rabaul
Hans Siedel Foundation	Rabaul
Tok Ples School Coordination	Rabaul
Prov. Cultural Officer	Rabaul
Prov. Cultural Officer	Rabaul
Extension Officer (NFE)	Rabaul
Coordinator, COES	Rabaul
Manager, Vunamami Farmer Training Centre (STC)	Vanamami

(13) Port Moresby (NCD)

Secretary for Education	Waigani
FAS (Educ.)	Waigani
Superintendent of NFE & Staff	Waigani
Minister for Education	Waigani
Education III Project Manager	Waigani
National Planning Office	Waigani
Womens Coordinator	Hohola
Secretary for Youth & Staff	Waigani
BED	
CUSO	

IHAP	Boroko
Manus MP	
Deputy Chairman, Melanesian Alliance	Waigani
Editor, Times	Waigani
Director & Staff, ERU	UPNG
Faculty of Education (members)	UPNG
ADAB NFE consultant	Waigani,

APPENDIX XXV

PROPOSED APPLIED LINGUISTICS COURSES
UNIVERSITY OF PAPUA NEW GUINEA

1. Language Planning and Survey Techniques [for
Multilingual Literacy and Basic Education]

This course is designed to prepare students to participate with provincial planners and educators in conducting both preliminary and in-depth surveys of local patterns of language use, skill needs, and information flow that are necessary for setting priorities in developing new learning opportunities in village communities.

2. Programme Planning [for Multilingual Literacy and Basic
Education]

This course is meant to explore models of organisation as well as alternative learning styles and models of oral communication as they relate to the use of indigenous languages in village learning situations.

3. Learner Materials Development [for Multilingual Literacy
and Basic Education]

The materials development course for learners will explore currently recommended models for materials development for learning situations in rural areas of developing countries. Students will balance applying sound linguistic principles while insuring the relevance of content to the local situation. An introduction to the practical skills involved in on

site low-cost production of such materials will be included as well.

4. Teacher Materials Development [for Multilingual Literacy and Basic Education]

This course will focus on the development of appropriate materials for instructors of courses in literacy and basic education, assuming that the instructors are school leavers in situations that offer only short periods of in-service training. Strategies for constructing appropriate teachers' guides, charts, and other aids will be presented.

5. Translation Techniques [for Multilingual Literacy and Basic Education]

This course will discuss the practical ways of handling the transfer of technical terminology, idiomatic expressions, and culturally new material from an international language into an indigenous language, whether a vernacular language or a lingua franca and will be designed for other national translation needs along with those of multilingual literacy and basic education.

6. Testing and Evaluation [for Multilingual Literacy and Basic Education]

Currently recommended techniques for testing and evaluating material design and programme effectiveness will be presented.

Each course will include practical exercises as well as two week field excursion to enable students to experiment with their new skills alongside experienced practitioners at work in a village situation.

APPENDIX XXVI

SELECTED YOUTH DEVELOPMENT PROJECTS WITH REFERENCES

Projects

1. Botswana Brigades
c/o Brigades Secretary
Ministry of Education
Private Bag 005
Gaborone, Botswana

Education and production are closely linked:
80% production, 20% maths, English, development
studies, science and marketing. Production
units meet recurrent costs of training.
3000 trainees since 1965.

2. Kalaluski Farm College
Kitive, Zambia

Two months trial period when candidates
demonstrate their willingness to do the most
difficult and tedious jobs on the farm. Learning
to manage money is an essential element of the
program. First year students receive an
allowance from which they must save a certain
amount. Second year students receive no allowance
for their work and must live on their savings
until they harvest and market their crops. If
they successfully complete the course they have
access to land. These they farm the land for one
year before being given title to it.

3. Kenya National Youth Service
Nairobi, Kenya

Discipline and service for men and women, 16-30.
Involves a ten week training course.

4. Ngashire and Partners Building Contractors, Ltd.
Kaimosi, Kenya

Employee owned building/training company; a
little like JOBS.

5. Village Polytechnics
c/o National Christian Council of Kenya
P.O. Box 45009
Nairobi, Kenya

Locally based and managed, they train in skills
considered useful and essential at village
level; short and longer courses. Proceeds from
work are reinvested, used as part of a revolving
fund or given as pocket money.

6. Barreo Development Schools
College of Agriculture
University of the Philippines at Los Banos
Laguna 3720, Philippines

Joint community/government sponsored four year
occupational training program for youth 14 years
of age or older. Spend half day in supervised
activities on own farm, plus classroom instruc-
tion in languages, functional reading, business
arithmetic applied science, farm economics,
credit and savings, health, and citizenship.

7. Mitraniketan
Vellanad
Trivandrum District 695543
Kerala State, India

Program for formal school youth to integrate community life experiences into primary and secondary school structures.

8. Self-Help Barrio High Schools
Bureau of Public Schools
Department of Education and Culture
Manila, Philippines

Grew out of inadequate government funding for nation wide system of secondary education. These schools are a cooperative effort between parents, students, and school and lay leaders. Tuition comes from parents who agree to work with vocational and agricultural teachers to improve productivity of home lots. Students do income-producing projects as school assignments. These "high schools" use elementary school buildings when these are not in use.

9. Vocational Training Program
c/o ILO/SIDA - VSD Project Office
Labour Secretariat
P.O. Box 575
Colombo 5
Sri Lanka

Serves young adults 18-30 through three major centres and numerous mobile units. Reached 20,000 in 20 years.

10. SENAI (Brazil), INCE (Venezuela), SENA (Colombia),

SENATI (Peru)

These are autonomous public organizations which finance skills training largely by a payroll tax on employing corporations.

11. SENATI (Peru) - National Service of Apprenticeship and Industrial Work

Requires apprentices to spend half their time studying general education subjects and give extremely practical training which is closely aligned with industrial requirements. SENATI works with employers to analyze their specific training needs.

12. Basic Secondary Schools in The Countryside
Cuba

The practice of combining academic with production work has been expanded to include the country's entire educational system.

Bibliography

Hardjasoemantri, K. et. al. KNN: Indonesia's National Study Service Scheme, 1976. Centre for the Study of Education in Changing Societies, Molenstraat 27, The Hague, Netherlands. The program seeks to integrate village service into university curricula.

King, Kenneth. The African Artisan, 1977 - USA: Teacher's College Press, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027. Describes and analyzes the process of training and skill acquisition in "unofficial" Kenya - The thousands of small-scale entrepreneurs and producers operating on the fringes of the modern economy. Highly recommended for its

thoughtful analysis of the interaction between the high-cost modern sector and the unplanned "under-sector" of a developing country.

- King, Kenneth. (Ed.) Jobless in Kenya: A Case Study of the Educated Unemployed. Monograph Series No. 1, 1976. Bureau of Educational Research, University of Nairobi, P.O. Box 30197, Nairobi, Kenya. Challenges conventional assumptions about the attitudes of school leavers. These discussions with seven jobseekers reveal how they and their families look at the world of work. These discussions are placed into a wider perspective on education and unemployment in Kenya. Recommended for those who seek to understand the human dimension behind school leaver statistics.
- Kinyanjui, Kabiru. "Opportunities for School Leavers outside the major Towns of Kenya?" Discussion Paper No. 188, 1974. Institute for Development Studies, University of Nairobi, P.O. Box 30197, Nairobi, Kenya. As for the school's role in fostering a commitment to rural development, Kinyanjui warns that "the role of the school system in the formation of attitudes and values is marginal in a society where a value system different from that of the school is fostered and rewarded."
- Lasap, Jr., S.L. (Ed.) Human Resource Development: The Social Laboratory Experience. 1974. Department of Agricultural Education, College of Agriculture, University of the Philippines at Los Banos, Laguna, Philippines. Created as a guide for persons interested in developing a training program on the total human resource development of a community.
- Lee, Hsiang-po. Education for Rural Development in the People's Republic of China. Background Paper No. 3, 1972. International Council for Educational Development, P.O. Box 217, Essex, Connecticut 06246, USA. Chinese programs are characterized by their pragmatism and their diversity. The goal has been to develop educational objectives which meet local needs instead of relying on preconceived formal and nonformal educational models.
- Lesotho, National University of Training for Productivity: A Report of the Action Study On Incomes - Oriented Nonformal Education and Training. 1976. National University of Lesotho, Faculty of Education, Roma, Lesotho. Outlines a comprehensive plan for developing a national incomes-oriented NFE and training program based on a survey of current programs and felt needs in Lesotho.

- National Christian Council of Kenya. Village Polytechnics-Kenya. 1976. The Village Polytechnic Movement in Kenya by E.A. Wanjala. 1976. National Christian Council of Kenya, P.O. Box 45009, Nairobi, Kenya. These publications discuss the primary importance of local ability for genuine and concerted support in planning, administration and implementation and the possible conflict between the need to relate polytechnics to local needs and the tendency for greater central control due to government support.
- SEAMES. Beyond School Walls - A Study of Nonformal Education in the SEAMO Region: 1973-1974. 1975. SEAMEO Regional INNOTECH Center, 3rd Floor, College of Education Building, University of the Philippines, Diliman, Quezon City, Philippines. Attention is paid to the relevance of mass media in nonformal education efforts and to the fact that success in NFE activities depends on the conception, administration and adaptation of programs to the social and cultural factors of each country.
- Van Rensburg, Patrick. Report from Swaneng Hill: Education and Employment in an African Country. 1974. The Dag Hammarskjöld Foundation, Ovre Slottsgatan, 25-752 20, Uppsala, Sweden. Brigades for school leavers and Boiteko for people of all ages. Effective educational reforms must be accompanied by changes in the socio-economic system.
- Van Rensburg, Patrick. "The Serowe Brigades - Seeds of An Alternative Education" Paper presented at the Michigan State University Conference on Nonformal Education, September 26-29, 1976. Available from NFE Information Center. Factors influencing the replicability of the Brigades 1) ability to market the final product and 2) encouragement of the new system through national socio-economic policy. Through combining training with production the Brigades attempt to introduce the concept of scientific-technical culture into the learning environment. Thus, education becomes part of a total social process which should be politically tolerable and have the potential for social transformation.
- Viswanathan, K. Mitraniketan. An Experiment in Education-Centered Community and Community-Centered Education. 1976. Mitraniketan, Vellenad, Trivandrum District, 695543, Kerala State, India. Has a complex of institutions including an Educational Research, Innovation & Development Center (CERID).
- Weeks, S.G. "Blight on Blessing? Fact and Fantasy on School

Leavers in Uganda: A Position Paper for Policy Makers" in Manpower and Unemployment Research in Africa, 5, 1, April 1972. Centre for Developing Area Studies, McGill University, Montreal, Quebec, Canada. This paper warns of the danger of generalities and argues that the main "myth" of any proposed educational approach is that it alone can serve as a panacea.

APPENDIX XXVII

PRESCHOOL TEACHER TRAINING

(from Barai Tok Ples Preschool Teacher Training and Materials Development)

Characteristics of Teacher Trainees

Most of the trainees are already literate in Barai, although the head teacher never went to school and only became literate as an adult. Those that do not read and write Barai well enough after two weeks training are asked to work with their reading clubs for a year and return the next year for training. Most of the teachers are men. Young women have too many responsibilities, especially if they are married. Young unmarried women have not made good teachers. They have spent their time flirting with the young men, and/or there were rumours that that was what was happening.

Training

The training sequence is as follows:

Two weeks reading and writing in Tok Ples

Two weeks production of materials

90 reading readiness games are made following directions in Games for Vernacular Preschools by Gay Brown (SIL, Ukarumpa). Some of the games are made from bush materials. All are stored in plastic ice cream litres. Each teacher in training makes a set of games for his/her own class.

Two and a half weeks pure teacher training

During this time the trainees play all the games and give several lessons each day from the teacher's guide (there are two guides, one for pre-reading and one for reading, in Barai and in English). They practice on each other (just the pre-reading activities during this two weeks).

Two weeks practice on the children

Each trainee teaches one lesson each morning. In the afternoon the trainees critique each other. The teacher trainer only makes comments at the end, usually points involving basic principles of teaching, like not laughing at children who make mistakes.

Then the trainees teach the first semester pre-reading course in the company of an experienced teacher.

During the Lahara break there is a two week course in materials preparation and pedagogy for the next semester's reading.

Materials preparation and pedagogy are mixed each day. One weekend each trainee has to write and illustrate a story from a set of vocabulary based on Gudschinsky's syllable clusters. The two best stories are made into Experience Charts. These stories of about ten sentences each are put on a big chart. Each sentence is put on a strip of paper. About ten key words in each story are underlined. These words are put on cards.

The children learn the story by heart as a group

line by line. Then they learn the key words and make sentences for each of the words on the cards. This is largely done in unison in a very lively, energetic way - like learning a song. It takes about two weeks to learn each story.

When everyone has learned the two Experience Chart stories the children are given their first reader. When they open the reader, the first story has many of the words they have already learned through the Experience Charts. Thus, the children have the sensation of reading right away.

Each teacher must teach one year with an experienced teacher as part of their initial training. If there were a two year training course it would be possible to work for six months on English fluency and then introduce oral English into the Tok Ples Preschool curriculum.

When the teacher trainer left the program the teachers were handling their own training. They still needed work on management skills, that is taking care of the physical facilities of the school, ordering supplies handling salaries, etc.

Generating Readers

In six weeks the teacher trainer and six trainees generated 55 readers (some with as many as 24 pages) using Gudschinsky's syllable cluster method. There were two books for each syllable cluster. Each book was written and illustrated on paper then transferred to a stencil using a light table (each stencil makes about 50 copies).

Evaluation of Student Progress

There are five skill tests. The students get marks for each, and the marks are recorded in a grid. At a glance the teacher can see what areas a particular child is weak in as well as what areas the whole class is weak in. There are additional exercises for each area tested. The whole class does the exercises in areas where the whole class is weak, and where particular children are weak, one teacher works with children individually while the other teacher supervises free play with the rest of the children.

Teacher Evaluation

Teachers are evaluated on Reading, Writing, Preparation and Command of their class. The head teacher conducts a ten minute teachers' meeting every morning, and at the Lahara training every year all the teachers have a chance to meet and exchange ideas.

Miscellaneous

Tok Ples Preschool teachers are paid K7/week or 35 toea/hour. There are always two teachers for each class, so that if someone has to go tend their coffee garden, there will always be at least one teacher in the classroom.

For More Information

Bev Evans, SIL, the originator of the training program has done two articles, a journal article for a publication put together by Micael Crossley, ERU, UPNG, and an article on

reading methodology for SIL Read.

The Barai Tok Ples Preschool teachers themselves are also available for consultation and may be willing to let people observe their training or perhaps directly train others using the above strategies.

APPENDIX XXVIII

CRITERIA FOR SUPPORTING A PROJECT (See also the Department of Youth's most recent criteria)

- take the time to get good information re
persons involved with project

project history (if any) (# of yrs. of operation,
staffing, # of learners, type, programme,
training, costs, who paid)

impact on traditional social structures, equity,
how to handle new economic issues

- high priority to employment or productivity oriented
training groups

- demonstrates a high market and employment or self-
employment potential

- creates productive skills

- generates income

- relates to other development projects and local
priorities

- benefits the least educated and poorest members of the
community (priority to women and youth)

- originates in and is supported by the community it
would involve

- utilizes local resources
- has a potential multiplier affect
- is supported by local government

References re criteria for supporting provinces, persons, groups, activities, projects, transport costs and for awarding funds:

Burkins and Krause, 1982

Coletta, Jones et. al., 1983

Croft, 1985

Dalton, 1984

Galveson et. al., 1982

Giddings, 1985

Hosie, 1982

Kaiser, 1984, 1985

Olsson, in press

Radtke, 1978

Rogers et. al., 1980

Schlueter, 1979

Wasilewski, 1980

Weeks, 1981

NFE Program, 1984

1984-87 NFE Sectoral Program, May 1983

Supplementary Report on NFE Initiatives, 1984

WB, February 1978

Personal communication, 1985

Elizabeth Cox

Mamba Katur

Charles Nakau

Lukis Romaso

Leo Trommelen

Eli Wanira

APPENDIX XXIX

RESOURCE PERSONS AND ORGANIZATIONS

(This is not yet an exhaustive list and many persons/
institutions fit into more than one category)

PARTICIPATIVE METHODS

Francis Awesa, District Level Planning Workshops, SHP

Elizabeth Cox, East Sepik Women's Development, Documenta-
tion and Communication Programmes

John Croft, ADAB and SHP

Lucey Garo, Maprik District Women's Association

Lynn Giddings, Eastern Highlands Provincial Rehabilitation
Committee

Alison Mathie, NFE Workers Training Manual (Draft)

Joe Ogai, Nonformal Education Officer, SHP

Hannah Ogi, Gavien In-Service Center, ESP

Micael Olsson, UPNG

Lucy Sow, Maprik District Women's Association

Kove Waiko, Southern Highlands Literacy Campaign

Jacqueline Wasilewski, Community Development Worker, USA

Tony Blanco: Manager, Malalava Vocational Centre - was
instrumental in the planning and implementa-
tion of the KACCEP and the RVDC innovations
(as major provincial projects)

Peter Ginau: Field Director, KACCEP, Malalava (Gulf).

Youth and Womens Coordinators, provincial projects
(eg. ESSU, SHP).

Provincial Planners/Researchers involved in community and
district level planning workshops (eg. SHP,
NIP, ENBP, NSP, etc.).

Gwen Collins: Literacy Coordinator for United Church,
and Chairman of Mendi District Literacy
Committee - was involved in the establishment
and implementation of the Provincial Literacy
Campaign.

Mathew Habe: Staff Development Officer, SHP - was a
Community School Inspector, and still involved

in training through workshops and seminars for provincial public servants.

Babra Watson: Literacy Coordinator for all literacy work in ECP in Tari.

Ruth Tipton: Kar Mission (CUM)

Kwimb Nawe: Coordinator Angal Heneng (Nipa Dialect), and Chairman of Nipa District Literacy Committee.

Pastor Lagubi Tiagani: Hoiyabia United Church Tari - Chairman of the Tari Literacy Committee.

Genda Giles: CBC (Koroba).
Koroba High School.

PARTICIPATIVE RESEARCH (Inventories, Surveys, Etc.), LEARNING AND EVALUATION

W. Beebe, New Zealand (Retired) (Helped set up Indonesia's Educational Evaluation Unit)

Guy Belloncle, Ecole des Hautes Etudes des Sciences Sociales, Paris (use school leavers in Mali in participative research & village training).

Nat Coletta, World Bank (Worked closely with Penmas Project through the years)

James Hoxeng, USAID (Helped design Ecuadorian rural learning project)

Graham Kemelfield, NSP (Helped design and implement Tok Ples Preskuls using students for initial survey work)

Micael Olsson, UPNG (Used students to do linguistic surveys in Oro Province)

H. Ned Seelye, International Resource Development, Inc., USA (Designed participative research and evaluation programs for multilingual education projects in the US, Guatemala and Ecuador)

Sheldon Weeks, UPNG (As director of the Educational Research Unit directs staff and students in all sorts of action research projects)

PROVINCIAL NONFORMAL EDUCATION OFFICERS AND PROVINCIAL LEVEL PLANNING

Ephraim Apelis, UPNG

Francis Awesa, SHP

Joselito Bernal, WHP

Tony Blanco, Gulf

Patrick Hokmori, ESP

Adolf Kajir, ESP

Representative of Morobe Provinces Vocational Centre
Coordinating Committee

Joe Ogal, SHP

Peter Wama, WHP

Sem, Henry, APA (Educational Policy and Research

Arnol Koim, NFE Planning, WHP

Patric Nema, Prov. Minister for Education and NFE Planning, ESP

Elias Sakias, NFE and Education Planning (former SPA,
now AS-Information), Rabaul (East New Britain)

Samson Mangot, NFE and Education Planning, Lae (Morobe)

Leo Sand, PNFE0, Wabag (Enga)

CENTRE MANAGERS

Rural: Malalawa - Tony Blanco

Maria Kwin - Sister Mary Lisette
Sister Mary Rose Bernard

Popondetta Village Development Centre - Julian Say
Varena Ware

Volunteer Organizations - CUSO, DED, IHAP, OED,
Peace Corps, Swiss, VSO

Skill: ATDI - Charles Nakau

North Solomons Specialized Skill Centres -
Amos Rorima

Poini - Brother Taylor

St. Joseph's Technical Training Centre - Brother
Leo

VIRTU

Volunteer Organizations: CUSO, DED, IHAP, OED,
Peace Corps, Swiss, VSO

Joselito Bernal, CRC's and STC (Ogalbeng)

Kila Vavari, Kamaliki VDC - now Koki Voc. Centre Training
(NCD)

Roy Riowa, V.C. Coordinator, SHP (used to be the manager for
Pangia VDC during its pilot period)

Amando Dyrit, Kamaliki V.D.C/V.C. - now being regarded
as a resource centre, with a focus both inside
and outside the centre programs/activities

Perupe Tiagameso, Basanenka V.D.C.

Marshall Rodrigez, Raval VC (ENB)

Larry Brown, Vunamami VC/Farmers Training

Robinson Kadir, NFE REGIONAL
Inspector

HAUS LAIN AND OTHER VILLAGE LEADERS

Ephraim Apelis, UPNG

Viles Komuniti Trust (Vanuatu) - Viles Training Seminar

Americans For Indian Opportunity (AIO) (Washington, D.C.,
USA)

You Don't Have To Be Poor To Be Indian -
Resource Management for Tribal Leaders
Tribal Governance Workshops

COMMUNITY LEARNING

Barai Nonformal Education Association - Brian Kasira
Micael Olsson
Simon Savaeko

Denglagu Catholic Training Centre for School Leavers

East Sepik Rural Development and Nutrition Project
- Nicky Cape
Lucy Garo
Adolf Kajir
Hannah Ogi
Lucy Sow

Hauna Village - Balthazar
Jeffrey
Joel
Jonah
Shirley Killosky

Marilyn Lazlo

New Ireland Primary Health Care Project

North Solomons Youth Work Force and Young Farmers Club

Simbu Community Resource Center (all community initiated/
funded) - Peter Kawaga

Southern Highlands Planning Workshops and Learning
Campaigns - Francis Awesa
Joe Ogal
Kove Waiko
John Croft

University of Papua New Guinea - Mesulam Aisoli

Rascals - Eastern Highlands Provincial Rehabilitation
Committee - Lynn Giddings

Maria Kwin - Sister Mary Rose Bernard

Western Highlands Archdiocese - Archbishop Meier
Gary (Lay Missionary)

SUBSISTENCE AGRICULTURE/SUSTAINED YIELD AGRO-ECOSYSTEM

DPI (Oro) - Francesca Murmurit

Gavien In-Service Centre - Hannah Ogi

Popondetta Village Development Centre - Julian Say
Waren Ware

Subsistence Agriculture Development Institute -
Fungke Samana

Wau Ecological Institute - Friedhelm Goeltenboth

Yangpela Didiman - Reinhard Tietze

SMALL SCALE BUSINESS/APPROPRIATE TECHNOLOGY

ATDI/SPATF/FSP (e.g., banana chip project) Do feasibility
studies for transportation and accommodation,
no other fee Andrew Kauleini
Charles Nakau
Lukis Romaso

Community Based Buildings, Lae

Wok Bilong Senis, Manus (Water tanks, guest houses)
- Nahau Rooney

VIRTU (sawmills and water tanks) - Do feasibility studies

WOMEN'S ISSUES

Sister Mary Rose Bernard - Maria Kwin

Buntabu Brown - New Ireland

Elizabeth Cox - East Sepik Women's Development, Documenta-
tion and Communication Programme

Lucy Garo - Maprik District Women's Association

Christa Gehardy - Pastors Wives to be Village health aides
and birth attendants - Flier Seminary,
Finschhafen, Morobe

Immaculata Kareku - Rabaul Council of Women

Mamba Katur - Training Village Health Aides and Traditional
Birth Attendants, Braun Medical Centre,
Finschhafen, Morobe

Sister Mary Lisette - Maria Kwin

Francesca Murmurit - Agro-Nutrition-Health Project, DPI,
Oro

Hannah Ogi - Gavien In-Service Centre, East Sepik

Fungke Samana - Subsistence Agriculture Improvement
Institute, Lae

Lucy Sow - Maprik District Women's Association

Gwale Tumbe - Department of Education, Western Highlands

Dinah Vesikula, Primary Health Care, New Ireland

TOK PLES PRESKULS & ADULT LITERACY

Terry Crowley - Vanuatu

Graham Kemelfield - North Solomons

Ruth Kovoho - North Solomons

Robert Litteral - Summer Institute of Linguistics

Micael Olsson - UPNG

Simon Savaeko - Barai Nonformal Education Association

Mary Stringer - Enga

Kove Waiko =

MANAGEMENT

ATDI/SPATF - Viles Equipment Supplies
Hahuatuk

SKUL BILONG STUAKIPA

BOOKKEEPING/ACCOUNTING

AIFI - one month on-site course

Barai Nonformal Education Association

Commerce Department - Calculator Numeracy Project

Hauha Village Stores - Men's and Women's

Moprik District Women's Association

Morobe Vocational Centre Coordinating Committee - System
by which the accounts of all the centres are
managed in the same way

Skul Bilong Stuakipa

US. OF DRAMA/VIDEO/FILM

Pengau Nengau, Skul Bilong Wokim Pika, Goroka

Raun Basi Theater, Wewak

Raun Raun Theater, Goroka

Bruce Somban, Storyteller, East Sepik

Lucy Sow, Drama, Moprik

Sally Stuart, Village Video Network, Tokyo and New York

PUBLICITY

Franzalbert Joku, Times

Frank Senge, Times (with a specialty in autobiography)

Lahui Lovai, Radio Northern and NBC

East Sepik Women's Development, Documentation and
Communication Programmes

CREATING MANUALS

Christian Leadership Training Centre, Banz

Elizabeth Cox, NFE Workers Manual

John Croft, Initial suggestion for an PNFE0 Manual
(Appendix XII)

Department of Education, Nonformal Education Section

Department of Youth, Leadership Manual created by church
youth workers for Yut Pioneers

Alison Mathie, NFE Workers Manual

NGO's: CUSO, DED, IHAP, OED, Peace Corps, Swiss, VSO, etc.

Yangpela Didiman, Banz

CERTIFICATE COURSE IN BASIC EDUCATION

The Department of Youth designed their certificate course for youth workers by calling church youth workers together at the YMCA in Lae to create training appropriate for PNG's needs at the moment. It is suggested that we in basic education do a similar thing if we deem such a course to be necessary and call on the people and organizations listed above to do our design for us.

APPENDIX XXX

THOUGHTS ON CAREER TRACK FOR VILLAGE CENTRE/VILLAGE INFO
TYPE PEOPLE

Extension work needs status (Burkins and Krause, 1982, 43;
Giddings, personal communication; Walter, 1980, 179;
Carman and Mekillop, 1980)

Get promoted 1) for doing good extension work
(not for writing reports)

2) for years of service

3) upon recommendation or evaluation by
community

Do not get transferred when promoted (these two things do not
necessarily have to go together)

Must start at bottom in order to be promoted (like old kiap
system) - this is a field service - everyone top to
bottom "patrols"

So - village leader program coordinator district officer
PNFEO or ?

- student at a centre centre staff/extension agent
centre manager PNFEO(?) or ?

On the job/apprenticeship/counterpart/short course-type train-
ing (but even eventual possibilities for high school
equivalency and university training - like US government
training program)

Initial selection: Recommended/supported by community

Must have resources for training

travel/transport and maintenance

communication (radio, telephone, postage)

APPENDIX XXXI: PROJECT SUMMARIES

(Further information on these projects can be found in the NFE Exchange Newsletters).

Kamehameha Schools, Hawaii

Native Hawaiian children had the lowest school achievement of any ethnic group in the United States. In this school the culture of the classroom, the interactional style in which teaching/learning occurs, has been changed to more closely reflect the interactional patterns in Native Hawaiian culture. This essentially means learning by active observation and participation with a minimum of verbal mediation and direction giving by the teachers. For instance, on the first day of class the teachers quietly go about the class routines, arranging the classroom, putting work on the board, etc. By the end of the week Hawaiian children have the routine down pat and actively participate without a multiplicity of directions having been given. What would a classroom process more consonant with traditional Papua New Guinean styles look like? Many materials, including films, are available from Cathie Jordan, the director of this program. See bibliography.

Penmas, Indonesia

The Penmas program combines literacy and income-earning learning groups. The literacy course (in Bahasa) consists of 100 booklets called Paket A. The first 20 booklets are for teaching literacy, the last 80 are for supporting literacy once it has been achieved and constitute a small library on practical skills. Literacy is further supported by village newspapers. The learning groups are funded by a revolving fund which operates in a way consonant with the traditional turn-taking of traditional Indonesian lotteries, and each learning group pays the fund back to support another group. The key person in this system is the Penelik, the fieldworker, and it is to support the extension work of this field worker that the Penmas institution exists. Penmas has been in existence 30 years and has over 6000 employees and 3000 subdistrict centres. It is a centralized system that has as its goal responsiveness to the village. Since Indonesia, too, has a difficult geography and great diversity of languages and ethnic groups, Penmas might provide some interesting ideas for Papua New Guinea's emergent NFE system. It serves a target population many times the size of Papua New Guinea's and is particularly strong in its organizational and built-in evaluation procedures and in the detail of its planning. See UNESCO and Coletta, Jones, et al. in the bibliography.

Botswana Brigades

See Appendix XXVI: Selected Youth/Development Projects

RUFAL Education in Tanzania

See NFE Exchange.

This is one of the most famous rural development efforts in the world in a country that has very few natural resources.

Maison Familiale Projects in Francophone Africa

The emphasis in the Maison Familiale projects is on participation in development analogous to Eli Wanira's statement that development in PNG has to develop the family.

Masai Projects in Kenya

These projects are mentioned repeatedly in the NFE Exchanges. The distinguishing feature of all the subprojects of this integrated rural development effort, largely involving the formation of cooperatives, is their cultural appropriateness.

Small Farmers Project in Nepal

The most important characteristic of this project is that the discussion groups that generated the farmers' coops were kept small and homogeneous as regards class -- all small farmers, no "big" peasants -- and discussion and activity centered on very concrete topics.

Sweater Project in Ecuador

See NFE Exchange on Women and Development. A well organized craft project with two interesting features: bulk acquisition of raw materials and international marketing of final products. Provides women with access to cash economy.

Silk Embroidery Project and Offshoots in India

This is mentioned in the NFE Exchange on Women and Development. It is one of the more successfully organized handicraft projects in the world. As tourism increases in Papua New Guinea, so will the importance of traditional handicrafts and traditionally inspired artwork. Craft and art related activity has provided an important entrance into the cash economy for Native American people in the U.S.

Development in Bolivia

In the NFE Exchange #19 a women's project is reported on in which the proceeds from the project went to improve the local formal school system.

Training for Transformation Materials (Zimbabwe)

This is a three volume set (on hand in the nascent resource centre) developed in Zimbabwe to use in the training of community development workers. 50,000 people have been so trained. The materials are particularly strong in training for participatory decision-making.

Four Worlds Development Project (Canada)

This project, developed in Canada at the University of Lethbridge, has as its goal the eradication of drug and alcohol abuse in Native communities by the year 2000. The wholistic educational traditions of both native peoples and Europeans are combined in an aesthetically based curriculum which discovers the way out

of modern problems beginning with traditional stories.

Folkschools (Scandinavia) and Winter Schools (China)

See Section or Appendix VIII in the text on Folkschools. These are both examples of school schedules following the rhythm of rural life enabling rural young people and adults to pursue both their traditional subsistence activities as well as benefit from modern education.

Instituto Linguistico Francisco Marroquin, Antigua, Guatemala

In this project villages in the Mayan Highlands choose one person to be their linguist. None of the people chosen had more than a grade six education. All were literate in Spanish and native speakers of their particular Mayan language. The chosen linguists went to the provincial capital for short term training with a Ph.D. linguist on developing writing systems and initial literacy materials for the language. Training sessions alternated with periods of work in the village. The strength of this project is that the villager came to be seen as the resident expert on language. A difficulty of the project was working out the balance between the village linguists' language & subsistence work. Another interesting aspect of this language development project was that it was entirely financed by intensive Spanish immersion classes for "first world" businessmen, diplomats, volunteers and international civil servants. The residential classes were held at the same centre where the village linguists came for their training.

Foxfire, Georgia, USA

This is a years' long oral history project carried out by students in a rural high school in an underdeveloped area in the state of Georgia. Students went to their own families and into the mountain hamlets where their families originated and wrote down the stories of the old people about how life used to be. Besides legends and folktales the students concentrated on traditional subsistence activities and crafts. There are now seven or eight volumes of high quality written and photographic materials which document the life of rural Appalachia, all done by high school students.

Americans for Indian Opportunity, Washington, D.C., USA

This is a lobbying organization in Washington, D.C., which both trains tribal leaders in more effective governance and makes certain key decision makers in Washington, D.C., have accurate information as regards federal Indian policy and Indian issues in general. Besides formal workshops and usual lobbying activities AIO hosts a weekly lunch attended by all those in Washington, D.C., who have an interest in Indian issues. This organization might provide a model for the Basic Education Association.

Sarvodaya Shramadana, Sri Lanka

This project was started in one village twenty years ago by high school teachers and their students. The students gave the gift of their labor to villagers by working on a village improvement project. In discussions associated with the

initial project, problem identification and participative planning of future projects emerges. Today Sarvodaya Shramadana is in different stages of development in 3-6000 villages. Projects associated with the needs of women and children, especially around health issues, are particularly numerous. Much has been written about this project. See Arityanade in the bibliography and Sarvodaya Shramadana's international evaluation.

Hoxeng's Work (Ecuador and Lesotho)

Hoxeng has done extensive work in both Ecuador and Lesotho. The Ecuador projects are noted often in NFE Exchange, as is the Long Distance Teaching Institute in Lesotho. Both concentrate on materials development for adult learning. The Ecuador project is particularly noted for the development of consciousness-raising games for rural adults.

SIL Ecuador (circa 1976)

Many villages in the Amazon basin had not succeeded in keeping a normal school teacher for an entire year so children were having difficulty completing even a year of schooling. In conjunction with the Ministry of Education SIL developed a program by which each village chose a teacher. Many of the chosen "teachers" had never been to school before themselves, although all were literate. Each summer the village teachers gathered for ten weeks to learn one-third of a grade of material in both the vernacular and Spanish. They would then go home to their villages and teach what they had learned, returning the next summer for the next third of a grade. By the time the program was evaluated in 1976 some of the villages were up through the fifth grade. Of particular interest in this project were the teaching/learning styles which emerged which were sensitive to traditional tribal teaching/learning practices.

Media Broadcasting/Video Consortium (Australia) and Village Video Network (New York and Tokyo)

These are both projects which enable traditional and village people to benefit from new media. The first is an aboriginal T.V. project which provides aboriginal programming in aboriginal areas and supports traditional life. The second is a project through which villagers around the world can document their lives and share them with other villagers around the world through video, particularly as regards the diffusion of appropriate technology where video provides a bridge across cultural/linguistic differences (see Djibe and Stuart in bibliography).

APPENDIX XXXII: **U.S.AID SUBMISSION**
 for
 JOINT MINISTRY OF EDUCATION/SIL/UPNG PROPOSAL
 1986-87 Interim Period

U.S.AID PNG OTHER

UPNG LANGUAGE AND EDUCATION COURSE:

One staff position	30000/30000		
Student practicums	3000/6000		

ESTABLISHING BASIC EDUCATION ASSOCIATION:

Office manager	2100/2100	2100/2100	
-thru Partners w/Melanesians			1000/1000
Office manager housing	3000/3000	3000/3000	
-thru Partners w/Melanesians			1500/1500
Secretary	1500/1500	1500/1500	
-thru Partners w/Melanesians			700/700
Office supplies	300/300	300/300	
-thru Partners w/ Melanesians			150/150
Photocopier (Pw/M)			2000/
Microcomputer (Pw/M)			3000/
Furniture (Pw/M)			1000/
Office space	2500/2500	2500/2500	1000/1000
Postage	650/650	650/650	250/250
Newsletter	800/800	800/800	500/500

NATIONAL LITERACY ADVISOR:

Counterpart	15000/15000	15000/15000	
Understudy	5500/5500	5500/5500	
Counterpart housing	7500/7500	7500/7500	
Understudy housing	3250/3250	3250/3250	
Programme travel/communication	750/750	750/750	

ORO EDUCATION, TRAINING, &
RESEARCH PROJECT

Land (Oro Provincial Gov't)			10000/
House (Oro Provincial Gov't)			8000/
Offices (Oro Provincial Gov't)			10000/
Office furniture (ERU/UPNG)			1000/
Office supplies (ERU/UPNG)	450/450	450/450	300/300
Typewriter	400/		
Duplicating machine	400/		
Oro Provincial Literacy Advisor			
Counterpart trainer (SIL)	2600/2600	2600/2600	20000/20000
Understudy trainee	2600/2600	2600/2600	
Counterpart housing (SIL)	5000/	5000/	5000/
into renovation			
Understudy housing	5000/	5000/	
into renovation			
Advisor travel/communication	800/1000	800/1000	
Community Group trainee travel			
and communication	1200/2000	1200/2000	
Understudy field training			
(room, board, and fees at BNEA)	400/550	400/550	

CONFERENCES:

Vernacular Preschool Conference '86	5000/	5000/
Skill Training Conference '87	/4000	/4000
Adult Literacy Conference '87	/4000	/4000

TRAINING WORKSHOPS:

NFE Officers' Planning/Evaluation Training Workshop	2500/	2500/
Preschools Materials Training Workshop	/2000	/2000

COMMUNITY LEADER EXCHANGE VISITS:

3500/3500 3500/3500

PROVINCIAL SURVEYS:

Oro follow-up	375/	3/5/
E. Sepik	750/750	750/750
New Ireland	/900	/900

RESOURCE BANK DEVELOPMENT:

National	1500/1500	1500/1500	
(thru Partners w/ Melanesians)			750/750
Oro	750/750	750/750	
E. Sepik	750/750	750/750	
New Ireland	/750	/750	

AWARENESS CAMPAIGN MATERIALS:

Brochure, ads, radio, posters	3000/6000	3000/6000
Video	/3000	/3000

OTHER:

Various Provincial NFE Officer travel	13500/18000	
Nat'l Basic Education Advisor (understudy)	/11000	
" " " " -housing	/7500	
Nat'l Basic Education Advisor (counterpart)	/30000	
" " " " -housing	/15000	
E. Sepik Literacy Advisor (understudy)	/5200	
" " " " -housing	/5000	
E. Sepik Literacy Advisor (counterpart-SIL)	/5200	/20000
" " " " -housing	/5000	
Community Programme Sectoral Funds	257475/168650	

TOTALS:

U.S.AID for '86 & '87	112825/115950
PNG Government for '86 & '87	350000/350000
Other	66150/47150

APPENDIX XXXIII

FURTHER NFE SUBPROJECTS

Rural Information Dissemination or Getting the Word Out - Mail,
Tok Save, Community School Network...?

Self-Help Groups in PNG: Successes and Failures - (Village
Development Task Force, Moi Avei, Chairman; Kabisawali
Association, Love Island, Trobriands; Hiri Association
(Papua Baseina), Yangpela Didiman, Gougainville Farmers
Association, Olobus Village Melanesian Action Group of
PNG; Kafeina Groups in Chuave, BNEA; Morobe Women's
Association; East Sepik Women's Association; Melanesian
Alliance; see also Rolf Gerritsen, R.J. May and Michael
A.H.G. Walter's ROAD BELONG DEVELOPMENT: CARGO CULTS,
COMMUNITY GROUPS AND SELF-HELP MOVEMENTS IN PAPUA NEW
GUINEA: see also the Foi Association, Wok Bilong Senis
in Manus (Nahau Rooney's group); urban clansmen; PMV's
etc.

Involving Urban Wantoks in Rural Education and Development:
Village and/or Haus Lain Education and Development.

The Role of Libraries in Literacy, Productive Skill Development
and Information Dissemination (Awareness building,
national resource bank for basic education, literacy
maintenance, circulating locally produced materials, ILO
materials, dissemination (book boxes, book mobiles, etc.,
libraries on national steering committee and on provincial
coordinating committee, volunteers (DED, CUSO, etc.) as
librarians.

Involving School Leavers (Grades 6, 8, 10) in Village Development through Participative Research (surveys, inventories)/ Program implementation (Tok Ples Preskuls)/Training/ Materials Development/Evaluation/Learning Campaigns (language development and literacy work, primary health care, etc.): Using School Leavers As A Fulcrum - do with the Department of Youth - see Belloncle, 1983; Kemelfield, Weeks, Olsson, BNEA Preskuls, etc.

Distinguish Effective from Ineffective Information People.

Funding Projects and Enterprises in Papua New Guinea: Using the Wantok System for Capital Accumulation for Communal (Haus Lain) Investments...Or Maybe We Should Just Go Ahead and Have A Lottery...Or How Is The Department of Youth's System Working?

Basic Education Infrastructure: Finance - see above
Transportation - A Basic Ed. PMV
The Sepik Barge
Communication - two way radio
telephone

An Investigation of PNG Society Through 20th Century Autobiographical Literature.