

APPENDIX XI

MAPRIK DISTRICT WOMENS ASSOCIATION

The Maprik District Womens Association consist of 86 Village Womens Groups, and is affiliated to the East Sepik Council of Women which is one of the affiliated Councils to the National Council of Women in Papua New Guinea.

These 86 Womens Groups are all in different areas of community development.

These Association was formed in 1979 with the assistance of the Division of Social Development and its main aims are:

- (1) To ensure that each and everyone of the members have some basic knowledge on health care in her own respective family.
- (2) To assist them where ever possible in Nutrition and Agriculture
- (3) To try and help all mothers to learn to make clothes for themselves and their families.
- (4) To ensure that our young girls who dropped out in grade six don't go into towns and get into trouble.

We started off with only 7 Womens Clubs in 1979, up until now we have 86 Womens Groups.

We got involved in these areas of training:

Leadership & Management,
Nutrition & Agriculture,
Improved methods of subsistence gardening,
Handicraft,
Basic Health Study, Family Planning, First Aid, Village
Midwife and Sewing.

All of these Courses we held about 500 to 600 Women have attended these Courses and have some basic idea on all of these things and are now trying to help the community in their own villages.

All of these Courses held, in all of them we have tried our very best to try and dramatize all courses as trying to get across to them what message we want to give them.

Not excellent but, we always tried our best to do it that way as to relay what type of nonformal education we try to give them.

In 1982 PNG Government put out 350,000 Kina for small scale businesses. Funds were put out and all affiliated womens groups throughout PNG applied and about 50 of our Womens Groups won some funds and started up small scale projects such as:

Piggery, Poultry, Sewing, Drum Ovens and Village Water Pumps.

Now these Clubs are getting on well, but others are trying to start up projects with their own money.

One particular area in our District, malnutrition rate is very high and at this very moment, we are trying to develop that area, but one thing that is holding us back, is that we haven't got a Centre where all members can come together every now and then to talk about what we can do.

So just this year, Australian Council of Churches donated us some funds, to build that Centre. Now the building is still under construction, and we are trying to get women to go to attend different courses so when the Centre is completed, we have the resource persons to teach others better, especially in the fields of communications i.e. drama and so forth.

LUSEY GORO

APPENDIX XII

NFE MANUAL

NFE Manual: Guidelines to Effective Coordination of Community Education Programmes

- Step 0 - Guideline procedures to follow (NFE Manual), for restructuring NFE
- Step 1 - Clarify operational role of NFE strategy, so effective performance of all those involved can be measured
- Step 2 - How to find out -
1. What is everyone doing
 2. How effective is it in government and NGO's in NFE at provincial level
- Step 3 -
- a. How to use and analyse this information?
 - b. Where are the gaps in NFE provision?
 - c. How can this information be communicated best at PMT and DMT level?
- Step 4 - Creation of organization/group which cuts across boundaries of govt. and NGO's.
- Step 5 - Training, orientation and inservice training for the coordination body, so as to be effective.
- Step 6 - Find common needs of NFE workers, across departments, divisions, and in NGO's.
- Step 7 - Implementation and training alternatives (to be covered in the Manual (Step 0))
- Step 8 - Follow up/Plans and procedures (Skills in Management and extension required here).
- Step 9 - Evaluation, report writing, regular data collection.
- Step 10 - Feedback to the appropriate step to enable modification where required. How to use regular feedback to examine and improve system?
- Step 11 - A different NFE Manual than this is required for induction of new PNFE's.

2.3 It was decided that this laid out the basis of a national and provincial government need for effective coordi-

nation in NFE. The coordination body, it was agreed, had to be a sub-committee of the provincial management committee concerned with extension for rural development and should comprise the senior extension officers/trainers of all divisions (as currently the case with the Extension Working Group in the Southern Highlands, as well as being previously the case for the Enga Rural Development Committee and the proposed North Solomons Rural Development Implementation Unit), together with representation of NGO's.

2.4 To effectively implement this programme it was decided that these were the needs:

- Need 1 - Appointment of regional advisors in NFE
- Need 2 - Annual National Inservice Workshop, to enable head office and provincial people coordination to ensure head office procedures were meeting provincial needs
- Need 3 - Design of restructuring manual (to be done by regional advisors after visits to the provinces)
- Need 4 - Provision of regional training for PNFEO's organized by the regional advisors in using and following the manual, and based upon the different requirements in each province.
- Need 5 - Regional follow-up by advisors into the provinces.
- Need 6 - Provincial level training programme (see Step 5 & 7 on Coordination Group) for the coordination body in order to ensure it was functioning effectively.
- Need 7 - Province decides upon the mix of training venues and methods (see below 1-12) are appropriate.
- Need 8 - National coordination for the creation of opportunities for NFE training (as below 1-12).

2.4 The following venues for NFE training were discussed:

1. UPNG (eg. DES course, Diploma in Educ in NFE)
2. With other extension workers (eg. HATI, YWCA Youth Training in Lae, Social Work and Rural Sociology (UPNG) etc)
3. National PNFEO Inservice Workshop (eg. Ukarumpa in 1981)
4. Regional PNFEO Inservice - PNFEO's design own programme to meet own needs (eg. Highlands & Islands Regional NFE Council)
5. Overseas training for individual officers (eg. Ken Gigmai at Canberra CCE)
6. Overseas training for a team (eg. Southern Highlands Province sending DPI Training Officer, Provincial Affairs (District Manager), Office of Information and PNFEO)

7. NFE Manual (see above) with guided instructions for PNFEO's as to how to go about restructuring NFE in their province
8. Training inside NGO's (eg. Yangpela Didiman, SIL (Ukarumpa) etc)
9. Possible institute of NFE (for PNFEO's, NGO's and other government extension workers)
10. On the job training with rural village people as the teachers and PNFEO's as the students
11. Exchange programmes (eg. UNDP programme in extension exchange, and possible exchanges between provinces, depts and divisions)
12. Regional advisor/training officer for NFE

2.5 In order to better organize this list, three different types of NFE training were considered to be required.

Type 1 - Planning and Coordination in NFE - eg. "broader (NFE) plans and strategies...call for a new breed of development planners and administrators, capable of diagnosing the major elements of any rural situation, selecting priorities in consultation with others, evolving workable plans and tactics, mobilizing resources and implementing them" (ARP)

It was considered that these skills were needed at National, Provincial, District and Community Level

Type 2 - Management of Individual Programmes (including skills in administration, report writing etc)

It was considered that this skill was required at National, Provincial, District and Community Level

Type 3 - Day to day instruction methods and group leadership (stressing participative learning)

It was decided that this skill was required at district and community level

These considerations were considered to help in determining what kind of training should occur at what level.

2.6 Thus it was considered that the following venues should refer to the following levels

National Level	-	1, 2, 3, 5, 6, 7, 9, 11
Regional Level	-	4, 8, 11, 12
Provincial Level	-	11
Community Level	-	10

In addition it was suggested at the following conference that there are 4 basic types of NFE programmes which can be offered, namely

- i. Basic education - which is functional literacy, numeracy and a scientific attitude to natural processes (In PNG this is currently covered by the SHP Literacy Campaign, mission literacy efforts and the "Kos Bilong Kalkuleta" only)
- ii. Family improvement education - includes nutrition, family planning and family hygiene, home care and repair. (In PNG the innovative Health "Primary Health Care" programmes, and the Community Welfare Assistants are involved here)
- iii. Community improvement education - includes political education at village level, cooperatives, and extension programmes aimed at teaching villages how to improve and take care of village infrastructure (eg. roads, bridges, water projects etc) (In PNG the old Office of Information had responsibilities here, but it was largely ineffective and there has been nothing done (except the Engan programme "Mekim Save", and various SPATF programmes), for ten years)
- iv. Occupational education - includes all programmes of vocational training and apprenticeship schemes (In PNG this includes Vocational Centres, PETT Courses and Technical Education)

Considering these in relation to the three different levels of training input required for agents of Nonformal Education - namely

- a. Broad-scale planning & coordination
- b. Programme administration and management
- c. Appropriate instruction & group leadership techniques
this makes a grid with 12 different types of NFE training required for Papua New Guinea. We then allocated which particular agency is the most appropriate for that kind of training. Many gaps in existing provision were then to be seen and recommendations were as to how these gaps could be best filled.

2.7 It was suggested that this training model effects all aspects of Nonformal Education, and that it acts as a model for the expansion of NFE as outlined in the Medium Term Development Strategy. It was suggested that it be offered to provinces, with appropriate assistance with funding. In return provinces would have to commit themselves to the following:

- a. Recreate the PNFE0 position at a higher level within the province (requires national government clearance through the Public Service Commission)
- b. Declaring PNFE0 positions vacant, readvertising, and refilling the positions from amongst the applicants.
- c. Provinces to allow the regional advisors in NFE to sit on the selection committee for the new PNFE0's.

The reason for these changes is that it is felt that there is a great problem at present with the current low status of PNFE0's and that consequently in many provinces there are inappropriate officers filling the positions. The restructuring of NFE outlined above presupposes a great deal on the quality of the officers, and would be impossible with many of the provincial NFE officers in positions at present. If a province wishes to benefit from the restructuring (above) then provincial commitment would be signalled by the agreement to abide by the conditions above.

2.8 Since there are no Papua New Guineans currently with the capacity to act as regional NFE advisors, it was suggested that this position be recruited from outside the country (similar to the Education Planning Advisors under World Bank Education II project).

2.9 The various steps outlined above (Steps 0-11 were suggested to be useful, as they could be used as the names for the different chapters in the Restructuring Manual for NFE in the provinces)

APPENDIX XIII: NATIONAL LITERACY ADVISOR

PROPOSED JOB DESCRIPTION

Promote sound guidelines for curriculum design for both vernacular preschools and adult literacy programmes.

Promote sound teacher training principles for training school leavers for both vernacular preschools and adult literacy projects.

Solicit evaluation and testing for new and existing vernacular preschool and adult literacy projects through appropriate national and international bodies.

Promote sound planning and survey strategies for potential vernacular preschool and adult literacy programmes.

Develop channels for creating and maintaining resource files of critical information useful for vernacular preschool and adult literacy programmes.

Encourage sound translation principles for project translators to insure responsible information flow through the vernacular languages.

Promote sound guidelines for insuring that the skills acquired through vernacular education are transferred to one of the lingua franca (i.e., Tok Pisin, English, or Hiri Motu).

Create channels for existing projects to learn from one another.

APPENDIX XIV

LITERACY PLANNING & MANAGEMENT (UNESCO Module 5)

- 1) Don't create new nor overly centralized organizational structures
- 2) Have adequate linkage with formal school and other development programs
- 3) Create coordinating mechanisms, especially government budgeting procedures and incentive systems which are conducive to coordination among agencies re resources and recognition
- 4) Agency responsible to organize and coordinate literacy campaign - function as manager and coordinator in mobilizing and utilizing existing resources in planning and implementing literacy programs (p.5)
- 5) Have access to national planning organization
- 6) Central org - formulate policy
set targets
develop guidelines & criteria
provide technical support
coordinate
follow-up
- 7) Setting up an interagency committee
 - a) extent to which chairman understands and is committed to literacy - support he can

elicit from other agency members

- b) serve illiterates
- c) clear division of responsibilities among agency committee members

1 - central, the above

2 - motivating & other development service

3 - higher ed: training in specialized fields research to improve teaching production of materials summative evaluation

- 8) Effective monitoring and reporting back to central entity re activities being conducted [Nat, Penmas reporting procedures - card]
- 9) Supporting regulations & budgeting
- 10) At each level needs to be responsible person or committee
 - can be existing ones - need to be reoriented and supported in taking on new responsibility
- 11) Decentralization as close to the grassroots as possible
 - flexible/global guidelines to be adapted to grassroots
 - delegating authority to grassroots
 - strengthening capabilities of grassroots so they can takeover

- influencing government regulations & procedures to support decentralization

12) p.8 conduct a survey

- all existing resources at all levels
- functions
- strengths
- weaknesses
- gaps

13) besides coordinating committee create some of commitment and shared responsibility

- mass media
- personal contact
- experience in integrating programs
- recognition by prominent leaders

develop competence in receiving literacy programs in all agencies - training

orientation

provision of a continuous flow in information

14) p.8 fully endorses use of private agencies

- motivation
- mobilization
- experimental approaches
- instead of gov't program

15) factors which elicit private agency support

- promotional campaigns re awareness & shared responsibility

- clause in education law requiring participation
- tax exemption, medals, awards
- assigns different areas geographically on activity wise

16) local resource centers - multipurpose p.9
use of radio

17) staffing constraint - inability to deviate from gov't
rules resulting in inappropriate
staffing - p.11

18) villages select (p.12)

get around formal credentials for upward mobility in
literacy

possible volunteers: primary school teachers
extension workers
soldiers
local & religious leaders
unemployed youth
graduates of primary, secondary,
nonformal ed. programs
[recent literates]

incentives: bonus, upward mobility, opportunities to
become gov't official; lowered leave fare,
health services, preference in admission to
higher ed., exemption from military
opportunity to travel

APPENDIX XV

UNESCO'S LITERACY IN CHINA

1. Organizational structure and staff from central government to production team level in village
2. Education-linked with production
3. Education-masses given higher PRIORITY
4. Post literacy - cultural and technical schools set up with own resources
5. Production, cultural development and ideological work have all been interwoven
6. Given awards - work in literacy
good schools
high achievement by students
7. Literacy program materials prepared locally
8. Criteria for what constitutes being literate
- what skills
How many hours of school
[SIL determine 'this'?]
9. Anti illiteracy teaching staff
people teaching each other
letting those who know more, be teachers
[Mexico - "each one, teach one"]
duty of all literates to teach an illiterate, army youth in particular
family members teach each other
10. Materials development
combining learning - with practical needs
applying knowledge to practice
proceeding from the easy to the difficult
11. Fixed amount of public expenditure
12. For political awareness and professional competence.

APPENDIX XVI

MATERIALS DEVELOPMENT

1. The ILO materials should be translated and used to maintain literacy in whatever language. They constitute an instant library of practical booklets, like booklets 60-100 of the Indonesian Paket A literacy materials.
2. As much as possible materials should be developed locally within Papua New Guinea by Papua New Guineans.
3. This can be done in writers' workshops as was done by 28 Vanuatuan regional education officers when they came together to produce booklets in local languages (Crowley, 1985). This is also the method that the Barai Tok Ples Preschools use to produce their materials (see Appendix XXVII: Barai Tok Ples Teacher Training). See also A Report on the Workshop for Writing Instructional Materials for Nonformal Education, February, 1980, Lesotho Distance Teaching Centre, P.O. Box 781, Maseru 100, Lesotho.
4. One day there might be a national format for literacy materials, but then these could be funded to be produced locally but according to the national format.
5. The multimedia public information campaign will produce many materials. These can all be used to maintain literacy.
6. Projects should be encouraged to document their activities,

not only in print but in visual media as well. Skul Bilong Wokim Piksa and the East Sepik Women's Development, Documentation and Communication Programmes are resources for such efforts. Barai Annual Report.

7. All of these efforts increase information flow to and within rural areas, which in itself helps maintain literacy (Evans, 1983; Burkins, 1981).
8. All these newly generated materials could form the core collection of rural/village libraries, libraries more in the nature of information centres,
9. Circulation of Wantok newspaper should be increased for maintenance of Tok Pisin literacy. If basic education creates more transportation infrastructure (the Sepik barge), perhaps some distribution constraints will be lessened.
10. Any materials developed:
 - should impart skills in literacy and numeracy so that self-reliant learning may take place;
 - should enable the learners to get a basic understanding of the social and physical environment in which they work and live;
 - should develop in the learner attitude of self-reliance and initiative;
 - should lead them to constructive action;
 - should prepare them for parenthood and better family and community life;
 - should enable them to realize their rights and responsibilities.

(from UNESCO, Monograph #1, 1981)

APPENDIX XVII

FUNDING IDEAS

NGO's can be encouraged to run CSE/COES programs as at Kumdi and Hauna

Volunteers can do

- (a) counterpart training to help with localization and quality improvement
- (b) bookkeeping/accounting training on Morobe/ATDI/Commerce/Skul Bilong Stuakipa/Sharing model
 - as training for staff
 - as course for students
 - as extension for community

include something on the social context of money
(see Skul Bilong Stuakipa materials)

Finance for specific projects can be acquired

- a) centre projects - so students can acquire capital for their own projects;
- b) revolving loan fund (see Penmas Project in Indonesia);
- c) Development Bank small project loans under Provincial Government guarantee;
- d) Provincial Small Project Loan on a kina for kina basis (as in North Solomons, Morobe & East New Britain);
- e) small contracts by which youth acquire pocket money and capital for their own projects (see Eastern Highlands Rehabilitation Committee Small Contracts

Scheme and North Solomons Youth Workforce Scheme);

- f) multiple funding with overseas aide (ATDI itself, Maprik District Women's Association; ATDI facilitated village hydroelectric project - 5, 5, and 12 donors respectively - see Appendix III).

Funding criteria

- joint approval of project, including a detailed list of costs for program inputs (simple equipment, materials and/or instructors) by subdistrict office and/or village development council
- evidence of a minimum local commitment of at least 25% of total costs in money or in kind (or a larger proportion if the group is more prosperous)
- tied financial aid and/or soft loan tied to another project
- prepared to be responsible to additional needs, e.g., bookkeeping
- funds go only where local organizational structure exists, like village development council or village education organization
- to disadvantaged area on a per capital basis
- counterpart training if volunteers are suggested
- all projects have to have budgeted staff training (pre-in-service, special courses, overseas)

- only where local priorities have been set
- solicit submissions from missing areas
- show other sources of funds
- how to fund those with least access - poorest, least vocal, English/literate bias of paper work, reflect enthusiasm of provincial staff or villagers?
- public reporting of funding decisions

Criteria for supporting transport/travel

- previous involvement with the project (i.e. you know the people)
- community group pooling their resources and deciding jointly who should receive aid

APPENDIX XVIII

LINKS BETWEEN FORMAL AND NONFORMAL: NO BIK HETS
(NFE Exchange #23, 1982; Say, personal communication; Skeldon, 1979; Weeks, 1980-85)

The UN is very concerned about creating dual education systems, an elite and an "other" system. Such a system in Tok Pisin terminology makes most of the population feel "rubbished".

As mentioned, in Papua New Guinea theoretical knowledge alone is not particularly valued. Practice is what is admired. If knowledge does not produce benefit for the community, what good is it? The St. Joseph's Old Boys advertise their company, JOBS as follows

JOBS - for the development of the country

- SHARING - a Melanesian way

- a Melanesian concept

- (1) to further the technical training of its members
- (2) to create job opportunities
- (3) to establish local businesses
- (4) to serve the community by their works and products
- (5) to improve the living conditions and lives of its members.

Educated people also have to benefit their communities,

not just themselves, and the educated elite in particular have a responsibility to pay back, to compensate, to give back to the community who have sacrificed so that they could go to school.

1. Use school buildings (community through university) for adult learning, women's and youth groups - the school then becomes an information centre and helps create support for the community school, etc. Continue and improve CSAPP and SSCEP programs.
2. Every literate person, man, woman or child, should be teaching an illiterate person to read in some language, Tok Ples, Hiri Motu, Tok Pisin, or English.
3. Community school teachers should have as part of their duty statement literacy work, either by teaching their students to do literacy work or by doing adult education directly (two evenings a week was one approach 20 years ago in Manus). Or an experienced teacher could be released to do adult education in their home area for a certain amount of time.
4. "Love of the Land" should be a course for all community school teachers and a subject in all Tok Ples and community schools (Say, personal communication) so that people will have pride in their house, garden and work.
5. Social studies curriculum should reflect the work of IASER, the Melanesian Institute, the Institute of PNG Studies, ERU and the National Cultural Council

so that each citizen, as part of basic education/ community schooling, has an idea, an awareness, of what it is to be a Papua New Guinean, a Pacific Islanders, and a citizen of the World today. The particular role of village life in Papua New Guinea and its development should be understood and emphasized. Village life should be understood in a world/ historical context as the meaning of urban and rural are transformed (New Alchemy Institute) in the information society of the 21st century envisioned by Yoneji Masuca as a mult centered participatory democracy (Masuda, 1984). This study can all begin with simple questions like "What does my village look like now?" "What could my village look like in the future?"

6. Community schools focus on children's experiences of contemporary village life: conflicts and their resolutions, image for the future - do this through expressive writing, drama, etc.
7. Parents teach community living subjects in community schools.
8. Teacher training curriculum needs core courses in community development, sociolinguistics, literacy, and modernization processes in Papua New Guinea - modernization not westernization, transformation not development, or Senis Bilong Papua Niu Guini.

Have as core reading-current PNG autobiography
(Highlands autobiography, Somare, 10,000
Years in a Lifetime)

new history books - Village,
The Golden Bough Be Broken,
Europe & the People Without History,
Flash of the Spirit,
Clash of Cultures
Training for Transformation
Melanesian Institute Seminars on the "The
No Poverty Society"

Father Heineman's Homili - Storis Bilong
Papua Niu Guini

ERU reports on education

Publications on village possibilities -
Mother Earth News
New Alchemy
Lorian
Yoneji Masuda
Scott Nearing
ATDI
VIRTU
SAIP
Wau

Also see Village Video Network
Skul Bilong Wokim Piksa
Info about development in other countries
Lucy Sow's drama workshop.

9. Youth - No Bik Hete

Rural works projects for all youth - joint service
projects for all, not just rascals - same spirit
as the walk-a-thon in Banz (see Michael Mel's
novel - about people building the Highland's
Highway) - adults/elites must sweat too - working
with youth as in the Sarvodaya Shramadava (Gift
of Labor, Village Re-Awakening) Movement in

Sri Lanka.

10. Continue CSE with updated materials and link to vocational/village development centres.
11. Expand COES program; improve turn around in marking papers; enable every community school, vocational and village development centre to have a COES tutor.
12. Have vocational centres and village development centres support youth groups; link youth group projects to centre training.

"National Service Sandwich" for High School and University Students

The elite curriculum should include sociolinguistics, anthropology and oral history as core subjects. Students' major disciplines should then be used in required practical projects which assist in the development of the country (Kemelfield, Olsson and Weeks have all engaged students in these sorts of efforts).

History - collect oral histories, history of land tenure (Rorima, personal communication)

Anthropology - do social impact statements of projects in traditional areas

Linguistics - do language surveys, develop writing systems, interpret, translate, do literacy

Law - explore conflict of traditional and modern

systems, especially as regards land

No radio broadcasts of current events for home areas in Tok Ples

Working as an aide to a rural teacher as a requirement for entrance into teachers' college

Rural service as part of medical studies

13. Students should also be encouraged to get their degrees in disciplines needed for the country's development.

14. Lahara Courses at High Schools & Universities

for farmers)
) like AIO course on governance
community leaders)

by traditional leaders

re traditional life (use translators)

as part of extension services for adults (release one teacher/professor to manage these activities)

15. Have a Division of Village Studies within the Institute of PNG Studies embark on a History Writing Project as part of adult extension activities (this has been done at the University of the South Pacific).

16. Use grade 6 leavers as Tok Ples Skul Teachers, as literacy workers, as group representatives (see Belloncle, 1983), etc.

17. AND MOST IMPORTANT: Nonformal or basic education should lead to primary school equivalency, qualifying to sit for trade tests, high school equivalency and eventually lifelong continuing education at the tertiary level, not as preparation for wage labor but for personal enrichment.

APPENDIX XIX

EVALUATION NOTES

1. "Any project evaluation is...an ideological statement... [which requires] that the value premises on which an evaluation is made be fully explicated" (i.e., immediate or long term, economic or non-economic, etc.) (de Janury in Klees and Wells, 1983).
2. Formative evaluation by practitioners is 'a precondition for better program results in nonformal education (Kinsey, 1983).
3. Participation in evaluation determines the extent the project met community needs in terms of the community's criteria rather than the targets and goals of the central administration (Bock and Papagiannis, 1983).
4. For policy definition
 - system design
 - system build-up
 - system maintenance
 - system review

These are the questions:

Who are the actors?

What decisions are involved?

What information is required?

Data sources?

In seeking policy guidance ask:

How did it work?

For whose benefit?

At what cost? (Economic and non-economic)

Under what conditions? (Mainly institutional)

I.e., under what conditions of leadership

coordinating mechanisms

management strategies

institutional arrangements for
permanence

how responsiveness can be

maintained over long run?

(Majo and Hornik, 1983)

5. Evaluating Village Level Participation (Coletta and Todd, 1983).

- a. What measurable changes occur in village power relationships as the result of NFE? Or is power still in the hands of the village elite and/or powerful outsiders?
- b. What is the spectrum of training activities? Do they really give villagers the tools to become skilled workers and community leaders?
- c. Are the projects offered by NFE appropriate? Or still defined externally?
- d. What are the economics of self-reliance? Or how to link small scale and large scale strategies?

Eleven Themes Central to Understanding the Conditions
Necessary for Village Level Participation

- Theme I Existing traditional (culture rooted) participation patterns in the village context
- Theme II Existing procedures by which villagers (and perceived capacity of villagers to) participate meaningfully in identifying needs
- Theme III Origin and extent of participation in development projects
- Theme IV Characteristics differentiating participants from nonparticipants and degree of participation among participants in the development efforts
- Theme V Social, economic, and political factors that are either encouraging or hindering participation in projects
- Theme VI Participation in projects - determining projects, evolving methods of working, and deciding on instructional roles that have to be layed in the project implementation
- Theme VII Benefits of participation in determining projects, evolving working methods of those projects and playing instructional roles in implementing the projects.
- Theme VIII Characteristics and activities of workers in

promoting villager participation in a project

- Theme IX Nature and duration of relationship between facilitators and client community
- Theme X Nature of participation in sanctioning and legitimizing activities
- Theme XI Functional outcome of development projects; e.g., general changes that have taken place in those who participated directly attributable to their participation

6. Approaches which have been found to be effective in improving performance assessment of literacy workers are: (UNESCO, Module 1, 1983)

- clarification of programme objectives and job description of each position to serve as a basis for performance assessment;
- establishment of mechanism for supervision, monitoring and reporting at all levels of programme operations;
- use of performance assessment results for planning, staff development and promotion;
- provision of opportunities for regular discussion on the suitability of performance assessment approaches, the results and ways in which individual performances can be improved;
- Use of committees with representation from the community and target group in performance assessment.

7. Proposed Applied Evaluation Research Program with ERU and/or with Seelye's Input

- a. Establish a formative evaluation system ("moving ideas forward over hurdles", "building on what is working

a little bit")

- b. Have a central monitoring and evaluation unit (for methodological support, training staff, quality control, in depth comparative analysis) which links with project based units (for administration/collection and basic analysis) (Guido and Kinsey, 1980)?
- c. Favor short questionnaires and small sample sizes locally collected. Use Penmas Penelik postcard system to report data back - one card to local unit and one card to central unit per year.
- d. Who should evaluate? local organization?
provincial PNFEQ?
central evaluation unit?
students?
- e. Evaluate projects
training programs
group representatives, PNFEQ's, centre managers etc.
- f. Questions to ask:
What is successful at village level and why?
Compare BNEA
North Solomons Tok Ples Skuls
Hauna Village
East Sepik Women's Network
Etc.

What makes a successful group representative, PNFEQ, centre manager, etc.? What are the criteria of effectiveness?

See selection criteria

duty statement/tasks

Is it age

sex

family/clan/lain background

education

experience

skills

ability to get along with people?

g. Follow up Elizabeth Cox's evaluation

h. Further references:

Clark & McCaffrey, 1983: innovative village assessment techniques.

Connert, 1979: evaluation of experimental world literacy program.

Crone, 1977: using interviews to diagnose problems.

Hosie, 1981: organizational evaluation.

Ismawan, 1980: in-built participative evaluation of the Usaha Bersama Movement in Indonesia which organizes pre-cooperatives.

APPENDIX XX

NFE AWARENESS CAMPAIGN

TOWARDS A PAPUA NEW GUINEAN MULTIMEDIA PUBLIC INFORMATION
CAMPAIGN ON BASIC EDUCATION AND VILLAGE DEVELOPMENT
(Burkins and Krause, 1981; Cape, 1981; Croft, 1985)

The conduct of popular education is more like organizing a movement than managing a system. Both the pre-independence political/economic education campaign and the move to create integrated rural development in the Southern Highlands in the 1970's were successful mass awareness efforts. Giddings (1985) stresses the importance of getting information to the people so that they understand the significance of different development efforts. However, although mass media raises awareness and diffuses information, it is interpersonal contact which affects people's decision-making (Lenglet, 1983).

The Message

1. Promote basic education (literacy, numeracy, productivity, citizenship).
2. Promote what all citizens can do to help the development of their clan/lain, village, province, country.
3. Cannot develop the country unless we develop families (Wanira, personal communication). Demonstrate that basic education enables children to stay in the village and be economically successful (Flikkema, 1983), that basic education makes income and prestige possible in a village setting (Giddings, 1985).

4. Encourage high school and university students to develop the skills needed for the development of their clan/lain, village, province, country, and to assist in basic education and development by doing practical work in their communities as part of their formal academic work (see Appendix XVIII: Links between the Formal and Nonformal Systems).
5. This should be the Clan/Lain/Village Development Decade. Image what the contemporary village could be like. Show how youth and urban relatives can be useful to their village communities. Enhance urban/rural respect. Remind people that "modern" sector development rests on the subsistence agricultural activities of village women.
6. This campaign is not about getting something (Trommelen, personal communication) but about doing something. It is not about Pulumapim Save but about Serim Save, about Kirapim Gutpela Sindaun, about how (in a spontaneous slogan of the rural development efforts in the Southern Highlands in the 1970's) "the last village, in the last district, in the last province, in the last country in the world" can be fully contemporary.

Activities

1. Contest for naming the public Basic Education Association in Hiri Motu, Tok Pisin, and/or English
2. National and/or provincial contests/projects in oral history (like Foxfire, in children's writings (like Mexico Par Sus Ninos), for the first Tok Pisin novel, best Tok

Ples story/poem/song, best locally produced literacy or other materials

3. National and/or provincial awards for Achievement in Basic Education - for village leaders, group representatives, provincial officer, centre staff, centre manager, etc. Part of award should be a trip to the capital
4. National and/or provincial awards for achievement by self-educated people
5. National and/or provincial awards for outstanding clan/hamlet/village self-help projects
6. Production of an Annual Report on Basic Education with recognition for best projects
7. Enable every vocational centre and village development centre to prepare a pamphlet articulating the centre's work
8. Encourage project documentation, not only through official reports, but through other media (posters, film, video, etc.)
9. Do learning campaigns on special issues: multilingualism, literacy, nutrition, etc.

The Media: modern, traditional, hybrid/multilingual/national, provincial, local/print, non-print (UNESCO, Monograph 1, 1981)

1. Newspapers: expand Wantok circulation
weekly stories on self-help, etc.
2. Newsletter: NFE Bulletin
Yumi Kirapim
Wamatagna News
3. Posters
4. T-Shirts
5. Laplaps
6. Comic Strips: Engage Grassroots in the campaign
7. Illustrated booklet
8. Write up: rhyme
notice
circular
advertisement
brief essay
9. Film: Skul Bilong Wokim Piksa
10. Film Strips
11. Radio Brief: NBC
Provincial radio
School broadcasts
Tok Save - multilingual
12. Radio play

13. Video: play
Village Video (documentation)
14. Radio/film/video/print/slogan
15. Cassettes
16. Drama: Raun Raun
Raun Esi
Nabarosa
National Theatre Company
Storytellers
17. Music: Songs
String Bands
18. Shows
19. Public Meetings: local government councils
market areas
churches
DPI base camps
aid posts
schools
20. Basic Education informal weekly/monthly lunch Meeting

The Audience

1. All levels of government
2. Own organization and staff

3. Policy makers, politicians, ruling elite
4. Members of mass media
5. Other development agencies
6. Other organizational networks
7. Local leaders
8. The general public

The Communicators

1. Basic Education Association
2. National/provincial basic education staff
3. Student journalists

APPENDIX XXI

BUILDING AN NFE DATA BASE

1. This is for auto-analyze, to help us understand ourselves in NFE.

A national effort (part of the awareness campaign!) to gather modern information with traditional, transitional and modern networks.

2. Use ERU

Lahara - High School and University students
School leavers
Community School students
Centre students

3. Build on 1977 NPO list - see attached

Elizabeth Cox's inventory
Sheldon's innovations
Derek H. Van Groningen, 1978

Inventory For Profile of Villages
Oksapmin, Waulap, Aranimap, Tonuanap,
& Divanap, Oksapmin Subdistrict,
West Sepik Province, Lahara 1977-78,
ERU, UPNG, 43 pages plus map.

4. COMMUNITY SURVEY (Local, Provincial, National Levels)

	Resources	Realities	Visions
Economic			
Political			
Social			
Educational			
Information			
Linguistic			
Facilities			
Transport/ Communication			

5. Questions:

- What basic education organizations are active?

NGO, gov't., etc.

What are they doing?

Where?

What can they offer?

Programmes

Training (e.g., Barai Tok Ples teachers
train others)

Programme design

Curriculum/materials

Facilities

Resource people

- Other educational institutions

community schools
VC's, VDC's, CRC's
CSE/COES centres
High schools
Universities
Other

- How many villages are in the project areas?

Who are the village leaders?

the village officials? (Friend, 1981, 45)

- What is the political configuration of the project area? Villages, wards, subdistricts, local gov't councils, politicians?

- Employment/self-employment/productivity opportunities/possibilities?

- What do people spend money on? How much is needed?

6. Earlier Inventories:

NPO Inventory 1977

Technical Education
Vocational Education
Correspondence Education
Theological Colleges
Women's Groups
Government Departments
Bible Training

Extension Work
School Leavers
Youth Clubs
(Literacy)
(Tok Ples Skuls)

Part I - Private and Religious Organisations

Community Secondary Education
Scouts Association
Boys Brigade
Girl Guides*
Y.W.C.A.
Y.M.C.A.*
Yangpela Didiman
Melanesian Institute for Pastoral and Socio-
Economic Service
Salvation Army
Evangelical Bible Mission and the Papua New Guinea
Bible Church
Seventh Day Adventists
Evangelical Lutheran Church
International Bible Student Association -
(Jehovah's Witness)
United Church
Theological Colleges
Catholic Church Groups*
Baptist Church*
Papua New Guinea Bankers College

Part II - School Leaver Centres and Co-ordinating Bodies
11 School Leaver Centres
Boroko Vocational Centre - (see Salvation Army)
3 Voluntary Co-ordinating Bodies

Part III - Government Departments

A. Office of Business Development
Office of Village Development
Provincial Affairs - Social Development and Welfare
Health Department
Department of Primary Industries
Education - Adult Education and Correspondence
Courses

B. Public Service Commission - Training Programs
Administrative College
Education Department - Technical Colleges
Education Department - Vocational Centres
Justice Department
Defence Department
Police Department
Department of Transport, Works and Supply
Papua New Guinea Electricity Commission
Courses for other Government Departments and
Statutory Bodies

Apprenticeship Board WB, 1982

*Awaiting further information

NFE 1984 Programme (Mimeo, no date)

Vocational Centres
Village Development Centres
Youth Centres
Workshops
School Leaver Centres
CSE Centres
COES Centres
Preschools

Provincial Governments
Catholic Mission
Lutheran ELCONG
United Church
Evangelical Alliance
Communities
YMCA/YWCA
SIL
Salvation Army
Highlands Region

Community Education Areas (Preliminary List)

Political Education (Parties)
Youth Education (Scouts/Guides)
Women's Education (Associations/Clubs)
Business Education (Rotary/Lions)
Religious Education (Melanesian Council of Churches,
CLTC leadership)
Trade Unions

Innovations (Sheldon Weeks, 1985)

Village Development Centres Pilot Project

Sheldon Weeks

Comprehensive Education of Disadvantaged Children Pilot
Project

Hilary Pumuye

Nonformal Education Programme

Elizabeth Cox

Extension Services Support Unit, Southern Highlands
Province

Ephraim Apelis

Wanepop Woodwork Training Centre, Enga Province

Sheldon Weeks

Community Resource Centres, North Solomons Province

Amos Riroma

The East Sepik Women's Network

Elizabeth Cox

SAMPLE QUESTIONNAIRE #1 (M. Olsson - NFE Study Interviews)

What kind of networking or cooperation would you like to see develop between yourselves and the government that could help meet rural learning needs?

In what areas do the NFE programmes you are currently running have needs or concerns where you could profit from a cooperative effort with other NFE agencies?

*Is there some level of staff training where your agency might be able to help in a cooperative training effort with other NFE agencies?

*Is there any other area of expertise where your agency might be able to assist in such a cooperative effort?

Are there NFE materials that you would like to see centrally produced for...

...centre-based programmes?

...community-based programmes?

*Do you have NFE programmes that have been particularly successful in attracting school-leavers?

Do you have literacy programmes that orient early content toward 'live' issues in community life?

Do you have literacy programmes where the community itself has worked out what they want to find out through literacy?

Do you have literacy programmes that carry learners from vernacular literacy to literacy in a lingua franca?

Are your NFE programmes tied to ongoing national infrastructures in any way?

What are the goals you hope to achieve thru your NFE programmes?

...fuller participation in nation-building?

...improvement of the physical well-being of community members?

...improvement of local productivity?

...other?

SAMPLE QUESTIONNAIRE #2 (E. Cox - NFE Sectoral Fund Evaluation)

Provincial Nonformal Education Officer (PNFEO) Interview

Name: _____ Phone: _____ Address: _____

Province: _____

Date: _____

Basic Training: _____

Specific Training for NFE: _____

Definition/Philosophy of NFE: _____

Understanding of Aims of Education Sectoral Fund: _____

What is the 'Standard Procedure' for Project Identification?

What procedure was followed in this Province? _____

Level of Communication with Field Projects. (both ways) _____

Level of Cooperation with Field Projects. (both ways) _____

Communication with Headquarters: _____

Provincial NFE Policy (Prepared by Whom/When) _____

Being Implemented? _____

(Collect all Relevant papers, plans booklets)

Funded

Programmes Allocation Purpose PNFEO's Opinion

How were these Project selected? _____

Do you have a Provincial NFE C'TEE'? Yes/No _____

Who are the Members? _____

How often do they meet? _____

Minutes kept? (collect) _____

What do it do? _____

What Programmes are currently submitted for Funding? _____

Have any major Development Projects in the Province affected
Provincial NFE Operations/Activities (Detail) _____

What NFE activities do Provincial Women's Programmes carry out?
(Your Involvement) _____

What NFE activities do Provincial Youth Programmes carry out?
(Your Involvement) _____

What contribution do the Churches make to NFE? _____

What problems do you see with the current Operation of the NFE Sectoral Fund Programme? _____

How can it be improved? _____

What can you do about it? _____

Has the Province prepared a Duty Statement for you? (What does it set out as your work?) _____

What do you spend most of your time doing? _____

What other workload do you have? _____

What do you really believe P/NFEO's should/could do? _____

Files kept on NFE Sectoral Fund: _____

Other Comments: