

Adult Literacy Program
 Date: 8th – 16th of August, 2019
 Refresher
 Venue: Wabia – Black wara

Introduction

The Frieda River Adult Literacy Level One Training was delivered in November 2018 (last year) .The training was delivered by BUPNG – education services in partnership with ADRAPNG, funded by Women in Mining. A total of 19 Women and girls from the 7 mine impact communities attended the 8 days training. It was challenging because of their different levels of education.Their grade levels varied from Gr. 4 – Gr. 10. Most of these participants after leaving school were back in their villages for years. However, regardless of the challenges, all trainers were expected to start a school after the training in their village. Therefore this visit was focused on refresher and visitation.

1. The 1 ½ days refresher training

From the 19 trainers, 8 turned up with 6 new ones totaling to 14. .The 1 ½ day refresher trainings were planned and delivered accordingly. **Table 1.** Shows the school progress report and specific need areas.

Target areas

- a) **Lesson objectives & daily teaching lesson plan method** – to come up with clear achievable lesson objectives and write up a clear, simple plan which they can be able to carry out effectively.
- b) **Assessment plan / assessment record** – come up with a total number of assessable items; learn how to keep assessment record and how to calculate gradings for each participant in percentage.
- c) **Keeping rollbooks** - learn how to keep attendance records of participants to know exactly how many lessons each participant has attended and be able to report correctly to qualify for level two training.
- d) **Adminstration** - appointing school board, fee collection, budget, meetings, sustainability, classroom management etc.....

Activities were provided accordingly. Area found most challenging was calculation to find percentage for grading learners. Couple of examples was done together in class to help them master the skill. Trainers are expected to at least keep a good record of learner's performance so that this will help us to do a proper selection for learners to move on to level 2. **(See samples attached)**



Figure 1 Adult Literacy Teachers checking learners work



Figure 2. Learning in progress



Figure 3. Trainer

Site visit /lesson observatio/brief report

Frieda River is a very difficult place because of its geographical location. A big thankyou to the company for making it possible for us to visit all schools and be able to observe a lesson presented by each trainer. The **Tool used for lesson observation** - Refer to training manual pgs.: 26-28, Unit 10: Presentation skills include:

10.1 **Lesson preparation**

- Lesson plan, lesson steps, and teaching aids, warm up, introduction to get learners attention
- Involving all learners (whole class, small groups, pairs and individual)
- Setting of classrooms - contusive learning environment

10.2 **During presentation/teaching**

- Motivation, posture, mannerism, eye contact, gestures, voice variation.

Refer to Tab: 2

Brief school reports

1. **Wabia Adult Literacy School** is made up of 10 learners and 3 teachers. Martina Aki, Netty Downen and Cathy Kisten. Out of the 10 learners 7 are females and 3 males. The school is situated in the middle of the village. Learners have good relationship with their teachers and it was clear that they are eager and willing to learn. Wabia has a good bush material classroom. The classroom has a door and is locked to keep the things safe. The learners sit on improvised desks. The learning environment is inviting and the community is supportive. School progressing well.



2. **Amaromin Adult Literacy School** has 5 learners and 2 teachers. Singila Daniel and Kikina Robyn. Out of the five, two are women leaders. Amaramin is the furthest school and the most disadvantaged school due to its geographical location. It has a bush material classroom where learners sit on the floor on gravels. Three mothers have breast feeding babies, one learner walks 20 – 25 minutes just to come and attend classes. Despite difficult challenges, the mothers are committed and keen to learn. The two teachers are both grade 8 and need to upgrade their education levels for the good of their community and their own lives as well. Amaramin has started well and need closer attention for a better outcome. Class in progress.



3. **Sokamin Adult Literacy School** has 7 female learners and 2 teachers, Smaina Yamimin and Selonita Selon. Among the learners, there are 2 prayer warriors. The school has a bush material classroom with gravel on the floor for learners to sit on. Majority learners are 0 – level (meaning NO education background) however, it was really exciting seeing them read and write numbers on the board. The trainers are committed to their responsibilities. It's an eye opener to other women in the

community and more women leaders were encouraged to join in the 2nd phase. Learning is evident This community is also excited because a local construction is working on a health center which will be the first permanent building in the village. Community support is very good. Learning is progressing.



4. **Waemamin 2 Adult Literacy School** has 9 female learners and 2 teachers. Regina Skilon and Christina Nathan. It's seen to be the only community that has given away a space in the elementary school to be used for adult literacy learning. The TIC after seeing his wife (0 – level) changing was so impressed and told us he is ready to accommodate those who are doing well and want to continue to the next level after completing level 2. Christina's husband Nathan (**who works at the company mess**) has greatly supported also by coming in with all the required things and has delivered a very successful training on how to make doughnuts. This group of young mothers who thought they have missed out on education for life are so thankful for the program because they have learned a lot. The training has had impact in individual lives also. (**see impact story**) Teachers are committed. Very good community support. Learning is progressing well.



5. **Okisai Adult Literacy School** has 14 female learners and 1 teacher Miss Plutrin Pluto. Other teachers trained together have decided to step aside due to personal issues. However, Miss Plutrin is confident in running the school. The class is made up of elderly and young mothers who have missed out on formal education and are so eager to learn. They are supportive and cooperate with their teacher. Okisai has the biggest classroom with bigger space and sometimes it is used as venue for trainings. The learners sit on the floor on gravels. Fredah (**Project Officer – Women in Extractives**) has arranged for a teacher to join in the next phase. Learning is in progress.



Paupe Adult Literacy School has 10 learners and 1 teacher, Georgina Thomson. The School is located about half an hour walk from the company camp, next to Paupe primary school. It has a bush material classroom and the learners sit on the floor on gravels. Some sit on improvised seats. Blackboard, chalks and some basic materials are provided by the company. The learners are eager to learn. Interestingly a child comes with his mother to school everyday and on the day we visited, the teacher asked the class a question and surprisingly, the child answered the question. The child was learning together with his mother. Although she is one, she is confident and learning is in progress.



Figure 1 Teacher



Figure 2 Class Photo



Figure 3 learners



Conclusion

We were able to achieve our outcomes. We delivered refresher workshop for 14 trainers and visited the 6 existing schools. Some schools have more learners, others have less but most importantly, schools are functioning and learning is taking place inside a building. A total of 54 learners are learning and out of that 4 are males.

Basic materials like: b/board, chalks, A4 reams, markers, books have been provided by the company which has made teaching/learning easier. The company has also provided Solar lights for each school for both teacher and learners use.

The different life skills training has up skilled and opened the eyes of many women /men who are now seeing what they never saw before. We have witnessed some changes in lives and we expect to see more lives changed through this program over time. We look forward to graduating the trainers and the trainees

for level 1 if requirements are met at the end of this year (2019). I feel satisfied seeing people participating , lives changing and communities supporting the program. We look forward to seeing greater outcomes in the communities in the future.

Challenges

Yes we do have challenges :

1. **Trainers level** of knowledge /understandings low. Some gave up because they couldn't cope up with the curriculum (too much / difficult for them).
2. **Learning facilities** – No proper classroom, No desks for learners to sit on to learn / write, hard to put up pictures and information on the walls for learners to see and be reminded of , roof often leaks when it rains **etc**
3. Communities need to take ownership for sustainability

Recommendations

1. Trainers need to up grade their levels of understanding /knowledge / education through:
 - FODE
 - Continuous refresher
 - Monitoring & Evaluation
 - Supervision
2. Improved learning facilities – a proper classroom with proper learning facilities. (This may provide answers to most questions for point 2).
3. Awareness through both male and female community leaders.

Acknowledgement

With due respect, I am humbled to take this time to thank the following individuals and groups for your time, commitment and support towards this program. Without you, I am definitely sure this would not have been possible. Thank you so much to:

1. **Fredah Wantum – Project Officer / Coordinator** - Women in Extractives. For closely supervising and making sure what was being delivered is being carried out effectively in respective communities.
2. **Women in Extractives** – for providing funds in delivering this program.
3. **Baptist Union – Education Services (James Suki – Education Manager / Pepa Bala – Education Officer)** - for providing qualified trainers and logistics for their travels.
4. **ADRAPNG – Bernard Paru (SDA - National Adult Literacy Coordinator)**
 - for providing trainings for TOT trainers
 - Providing the required books for trainings. Thank you for strengthening our partnership.
5. **Company – Frieda River Mine** – for providing chopper to visit all 6 schools & for food and accommodation during visit. Appreciate that .
6. **The 6 communities** – for providing accommodation , food and hospitality


Impact Stories

General Information

Project Name:	Adult Literacy
Project Number:	
Reporting Date:	17 th /sep/2019
Reporting Person:	Heather Mapusia

LLG:	Blackwara
District:	Telefomin
Province:	Sandaun
Gender:	Female
Age:	Elderly woman
Marital status:	Married
Disability:	Nil

Beneficiary Info

Name:	Martina Aki
	
Village:	Wabia

Impact story 1

I have a new mindset and that is significant in my life.


My name is Martina Aki. I come from Madang. Currently I am teaching social inclusion. The subject social inclusion has brought change in my life. While in the process of preparing lessons, I have learned a lot. I have new content knowledge and when applying this to my life I am starting to see things differently. As a women leader I now feel confident to educate my

women in the village on how to handle social Issues that often affect our living, not only that but other important lessons as well. I am so thankful for this program because it is through this program that I have a new mindset and that is significant in my life. Today I am doing awareness to bring in more adults to be part of the program so that they learn new things that will change their mindsets.

Story 2. General Information

Project Name:	Adult Literacy
Project Number:	
Reporting Date:	17 th /sep/2019
Reporting Person:	Heather Mapusia

Beneficiary Info

Name:	Miriam
	

Village:	Wameimin 2
LLG:	Okisai
District:	Telefomin
Province:	Sandaun
Gender:	Female
Age:	Elderly woman
Marital status:	Married
Disability:	Nil/skin diseases

I have new skin and now I know how to look after myself and that is significant in my life.

I have had skin diseases on my skin for too long. I have tried different ways to help myself but didn't seem to be working. I felt more like an outcast but when this program was introduced, I enrolled. I was so excited to learn. I gave full attention to the lessons. One day in our Social inclusion lesson, I learned how to look after myself. I learned that I should wash my body 3 times a day. My friend Sr. Fredah gave me a special soap called sapoderm and told me to wash 3 times a day using that soap. I did exactly as I was told. I have new skin now. My old skin is gone. I wash with soap. Now I know how to look after myself. Thank you sr. Fredah for the soap and for this training as well.

There are more impact stories

Figure 2

Table 1 - School Progress Evaluation summary Date: 08th /08/19

No	7 Impact Villages	Trainers	Grade Level	Commencement Date	Enrollment Figures			Skills Training Done	Special Need Request	Comment			
1	Wabia	1. Martina Aki	10	April - 2019	M	F	T	Family Farm Team & Financial Literacy Training	Daily lesson plan & assessment	- Class in progress			
		2. Netty Dowe	9								3	7	10
		3. Helen Christen	10										
2	Okisai	1. Plutrin Pluto	10	April - 2019	-	14	14	Financial Literacy Training	As above	- Class in progress			
		2. Alibain Bethuel	4										
3	Wameimin 1	1. Tatim Lincy	8	April - 2019	-	-	-	-	Daily lesson plan	Trainers did not sit in for the 1st training			
		2. Kipas Kikimap	7										
4	Wameimin 2	1. Regina Sikilon	6	April - 2019	-	9	9	Leadership Training and Baking	Assessment & How to keep roolbook	- Class in progrss			
		2. Christian Nathan	7										
5	Sokamin	1. Smaina Yaminim	10	April - 2019	-	7	7	Knitting & Baking	How to do daily lesson plan	- Class in progrss			
		2. Selonita Selon	6										
6	Amaromin	1. Singila Daniel	8	April - 2019		5	5	Leadership Training	Assessment & drafting test questions	- The furthest school - Class in progrss			
		2. Kikina Robyn	8										
7	Paupe	1. Regina Thomas	10	April - 2019	1	8	9	Baking	Daily lesson plan & classroom management	- Class I progrss			
		Total Trainers = 14		Total Learners =		4	50	54					

Table 2 – Trainers lesson observation results

No	School Name	Trainer	Learners present			Presentation Skills												Others						
			M	F	T	Lesson Preparation			Involving Learners			Content Knowledge			Learning Enviro:				During Presentation			Score	Comment	
1	Wabia	Martina Aki	3	7	10	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	15			
		Netty Downen						3		2							3				3	14		
		Helen Kisten							2											2		11		
										2	1										3	2	10	
2	Okisai	Pultrin Pluto		11	11			2					3			2					3	12		
3	Wamaim in 1	Lincy Tatim																					Sat in for the refresher training	
4	Wamaim in 2	Regina Sikilon		9	9			2					3						3		3	13		
		Christina Nathan																						Excused to attend CLF meeting
5	Sokamin	Smaina Yamimin		7	7			2					2								3	12		
		Selonita Selon						2		1				1							2		8	
6	Amaromi n	Singila Daniel		5	5			2					2								3	1	2	10
		Kikina Robyn						2					2								1		2	9
7	Paupe	Georgina Thomas	1	8	9			2					3							1		2	10	
					9	1																		

A Simple Sample Assessment Plan

Required marks to be collected per learner

NO	Subject	Marks/ subject	Comment
1	Language	50	
2	Numeracy	50	
3	Social Inclusion	50	
4	CRE	50	
Total = 200			

KEY

1. 90 – 100 % = A
2. 70 – 89 % = B
3. 50 – 69 % = C
4. 30 – 49 % = D
5. 0 – 29 % = F

Eg:

N0	Name	Score	Percentage	Grading
1	Martina Aki	145	72	B
2	Plutrin Pluto	135	67	C
3	Georgina Thomson	180	90	A
4	Kikina Robyn	95	47	D

Lessons are planned and ready for use: the purpose of redoing is to help the teachers to get clear idea of the lesson steps and content so0 that they teach a effective lesson:

Sample of Daily Lesson Plan Format

1. **Subject:** : Social Inclusion Week: ----- Day: _____ Date: -----
2. **Lesson:** 10 Personal Hygiene
3. **Objective:** By the end of the lesson , the learners can be able to :
 - a) Define and explain personal hygiene
 - b) Discuss the benefits of personal hygiene
4. **Material /Resources :** (show real things eg: towel , soap , comb , tooth paste & brush, water , face towel etc or pictures / charts of personal hygiene
5. **Warm up :** sing the song – Head ,shoulder knees and toes
6. **Revision –** revise the main points on previous lesson
7. **Introduction –** Show pictures of personal hygiene and get learners to look at them. The teacher asks questions about what learners are seeing. Stregthen learners responses .
 - Introduce new topic – Personal Hygiene
8. Main Body of the lesson
 - a) What is personal hygiene : (it is keeping your own body clean)
 - b) What are some good personal hygiene practices? (learners give answers)
9. **Conclusion;** - personal hygene is looking after yourself , it is one of the most effective ways to protect yourselves from illness.
10. **Assessment**
11. : Home study: demonstrate to their families how to do the activities.

End of report