

# Hem No Leit Tumas: Evidence for Improved Outcomes in Solomon Islands Women's Literacy Programs

## Summary Report

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Asia South Pacific Association  
for Basic and Adult Education  
Learning Beyond Boundaries



**WORLD BANK GROUP**

*Photo: A Literacy teacher at Holy Cross Literacy School,  
Honiara. [S Close, World Bank, 2010]  
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Design and management of the Study was led by Rebecca Spratt, working in close partnership with Paul Kakai of COESI Solomon Islands. The COESI team organised and assisted with the field research and in-country workshops, and COESI Board members in particular Steward Tatalu and Ali Zareqe Kiko provided valuable support throughout the study. Jennifer Wate, Melinda Kii, Salome Karibule and Miri Taqu carried out the field research in the three provinces, doing an excellent job despite challenging circumstances. Bernie Lovegrove and Philippa Smales of ASPBAE Australia provided valuable input and support throughout the Study.

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## **THE OPPORTUNITY OF ADULT LITERACY**

Adult literacy is a potent and urgent issue in Solomon Islands. The ability to read and write, to access, comprehend and use information, to communicate with others is fundamental to survival in the rapidly modernising society of Solomon Islands. In Solomon Islands today, lack of adequate literacy is a barrier to adults accessing a range of social, economic and cultural opportunities and resources. Globally, adult literacy remains a wide-spread challenge and a gendered issue. This is mirrored in Solomon Islands. According to household assessments undertaken in five provinces between 2006-2009, functional literacy rates for adults 15 years and over range from 7% to 30%, with average literacy rates of 24% for males and 21% for females (ASPBAE 2006; 2010). Equally concerning is the indications that these rates have not changed significantly over the last two decades despite rapid expansion of the basic education system. This indicates an on-going need to invest in adult literacy efforts, in addition to continued investments in basic education.

There is a long history of church, NGO and community-based initiatives to advance adult literacy in Solomon Islands. Yet, despite this legacy, and the significance of the adult literacy 'problem' in Solomon Islands, there has been minimal investment in adult literacy programmes (ALP), and in building an evidence base to support effective approaches.

## **BACKGROUND TO THE STUDY**

*"Hem no leit tumas - evidence for improved outcomes in Solomon Islands women's literacy programmes"* (the Study), was initiated as a step towards filling the information gaps about ALP, and to provide an evidence base to inform efforts to address adult literacy. The Study was commissioned by World Bank, with support from the East Asia Pacific – Umbrella Fund for Gender Equality, and undertaken by the Asia Pacific Association of Adult and Basic Education (ASPBAE) and the Coalition for Education Solomon Islands (COESI), in close collaboration with key adult literacy stakeholders: the Solomon Islands Literacy Network (SILN), the Literacy Association of Solomon Islands (LASI) and the Ministry of Education and Human Resource Development (MEHRD).

The Study was carried out over October 2013 – May 2014. It involved consultations with key actors in the adult literacy sector, a background literature review, collection and analysis of available data about ALP, and field research in rural areas of three provinces of Solomon Islands. The field research involved visiting 15 different ALP across the three provinces, with over 100 ALP learners (75% of which were women) participating in focus group discussions, and 20 teachers (14 women, 6 men) interviewed. The study gathered qualitative and quantitative data from ALP provider organisations and involved them, with MEHRD and donors, in a series of workshops and discussions.

## **STUDY OBJECTIVES**

The key aim of the Study was to provide, for the first time, a comprehensive analysis of ALP in rural areas of Solomon Islands. The macro-policy environment in which ALP operates and the key stakeholders involved in providing and participating in ALP were examined. The study reviews the attributes of providers with a focus on their delivery models, their capacity and reach, and examples of good practice and innovation. The

study also examined the motivations and expectations of male and female adult literacy learners, and their experience of participating in ALP. While the impetus for the Study was to improve outcomes of ALP for women, the Study sought to establish a better understanding of ALP overall, including the gendered aspects of ALP, as this is a necessary starting point for informing improved quality for women and men.

The second key aim of the Study was to work with those in the adult literacy sector, to develop agreed quality benchmarks and a monitoring framework for ALP, as critical platforms for improving quality and building the evidence base of what works. Through a participatory workshop, key stakeholders jointly developed quality benchmarks and the initial components of a monitoring and evaluation framework. While these require further work to complete, they represent an important step toward sector driven and owned accountability and quality assurance mechanisms.

## **KEY FINDINGS**

The Study unearthed a large amount of information about the delivery of ALP in rural communities, as well as finding some significant gaps in available information. In doing so, the Study has exposed some incongruity between how ALP are typically described and perceived in Solomon Islands, and the reality on the ground. The Study also found a wealth of knowledge amongst several key actors in the sector, which could be harnessed more effectively to improve ALP delivery. Overall, there is a lot of similarity between the experience of adult literacy provision in Solomon Islands and other developing countries. Many of the challenges faced in Solomon Islands are faced in other countries, and there is opportunity for Solomon Islands to learn from others experience. The key finding of international research, that ALP need to be flexible, responsive to a diversity of learning styles, use locally developed and practical learning materials and invest in teacher training and on-going support is confirmed to be also true of Solomon Islands. The report shows that overall, successful models are characterised by a high degree of leader support and community ownership with classes that are customised to learner needs. Key findings of the Study are summarised below.

### *Demand for and participation in ALP:*

- Solomon Islander's place high value on the ability to read and write, as they do on education more broadly. However, the Study found a disconnect between people's support for the abstract idea of literacy, and the need and opportunities to use literacy in their every day lives. This appears to contribute to low participation and retention rates in ALP, especially amongst men and younger adults, and fragile community support for ALP.
- Learning and use of literacy is highly gendered in Solomon Islands. Women have lower rates of literacy than men and dominate the adult literacy sector as learners, teachers and coordinators. There is evidence of gendered perspectives on the value of literacy, the motivation for attending ALP, and the practical and socio-cultural barriers to participating in ALP.
- Men do not participate in ALP. The key reasons given were a sense of shame, lack of perceived relevance/benefit, time demands, and that most ALP are linked

to women's groups and taught by women. Men would be more likely to attend if there were segregated classes with male teachers, and a curriculum more relevant to their daily lives.

- Younger men and women (below 30) are also less likely to participate in ALP, although they express high interest. Main reasons for not participating appear to be competing priorities for their time, a sense of shame in attending, and lack of perceived relevance/benefit.
- There is a consistent pattern of initially high enrolment rates, with steady drop-off in attendance and classes typically not lasting more than a couple of months. Respondents attributed primarily to demands of daily life, classes are boring, too hard or do not provide practically useful skills for learners daily lives.

#### *Delivery of and support for ALP*

- There is a long history of community-based ALP provision dominated by Churches, a small number of NGOs, and community driven initiatives. Government (and donors) is largely absent from adult literacy and adult education more generally, both in terms of financial support and policy setting. Solomon Islands ranks amongst the 8 lowest spenders on adult education (out of 70 participating countries), with 0.18% of their total education budget allocated to adult education (UNESCO 2013:81). There is no record of significant (i.e. multi-year nation-wide funding above SBD\$1mill per annum) government or donor investment in adult literacy in the Solomon Islands over the last two decades.
- There are very few consistently active providers of ALP in rural communities. There are currently just 4-5 agencies consistently supporting ALP and combined their programmes are likely to reach only 10% of the current adult population that are not literate.
- The majority of active ALP use a volunteer-based, community managed classroom model. Largely as a result of reliance on volunteers and community-management, and limited relevance to learner's lives, there is a persistent, common pattern of stop-start classes, variable attendance, low retention rates, limited competence and retention of teachers.
- Providers estimate that just 50% of attendees complete classes and of those 41-60% learn to read and write at a relatively basic level. The majority of ALP do not go beyond level 3 of the LASI curriculum and there is no evidence of follow-up programmes to support learners to practice and further develop their skills.
- Institutional models, such as delivery by Rural Training Centres or through local schools are currently very weak, but offer potential particularly for creating pathways from ALP to further education, for those learners who are interested.
- The majority of ALP rely on LASI curriculum, materials and teacher training. It is widely accepted that these are good quality albeit with some room for improvement. However, the short duration of the training, limited follow-up

support to teachers, and inadequate provision of learning and teaching materials significantly undermines their impact.

- The majority of teachers have just 1-2 weeks of training from LASI and teach for less than 1 year after being trained, if they start at all. The majority are not provided with adequate on-going professional support and are usually unpaid. There is a tendency towards didactic teaching styles and limited range of learning exercises, and appreciation of adult learning principles.
- The Study found evidence to suggest that reliance on classroom based, literacy-led learning is not always relevant to the needs of village-based adult learners, and may not be the most effective approach to teaching adult literacy. Ambitious objectives of empowerment, gender equality and livelihood improvements need to be checked against realistic assessment of what ALP, and literacy, offers rural Solomon Islanders. There is considerable room for achieving greater coherence between the stated objectives of ALP, the content and learner priorities.

#### *Accountability, Sector Coordination and Governance*

- Largely due to lack of resources, in general there is inadequate monitoring and evaluation mechanisms and a subsequent lack of documented evidence and assessment of outcomes. Reporting is very limited and where it does exist, has a dominant focus on quantitative measures of inputs and outputs. Consequently, there are information gaps about effective practice, cost-efficiency and learner achievements. The focus on actual learning outcomes of learners is weak, with limited learner assessment and even less recording of that assessment.
- There are some good efforts at collaboration and coordination amongst providers and teachers but this is difficult to maintain resulting in limited knowledge sharing. There is willingness within the sector to learn and improve but this is undermined by an absence of supporting structures or incentives as well as timing and resource challenges.
- Accountability mechanisms are limited, due to the largely volunteer basis of the sector and absence of any substantive government engagement. There are potential benefits from greater government oversight and formalising the sector such as through certification and standard setting, as signalled in the new National Literacy Policy. However, the Study highlighted the need to balance this with maintaining the strengths currently offered by the non-formal, volunteer and community-driven nature of ALP.

#### **IMPLICATIONS FOR IMPROVING POLICY AND PRACTICE**

The findings of the Study highlight several key implications for policy and practice, and priority areas for action.

*1. Deepen understandings of learner motivation, how literacy is used, and its contribution to broader outcomes*

There is a relatively low level of awareness amongst communities of what literacy is and the uses and benefits it can offer. The Study found distinct patterns of participation and attendance, characterised by low participation of men and younger adults, and high 'drop-out' rates of those who do enrol. These patterns are related to learner perceptions of the relevance of literacy, the social stigma of illiteracy, and the daily life demands on learners' time. As literacy is an applied social practice – useful only to the extent it can be used by someone in their daily life – providers need to tailor their classes to ensure relevance to learners, women and men. While the existing classroom based, community-managed model may work well for some, a wider range of delivery models and approaches are required to meet the needs and interests of other learner groups. Objectives for ALP need to be realistic and informed by a good, evidence-based understanding of how improved literacy actually contributes to changes in peoples' lives. Building political and community support for ALP is reliant on establishing and promoting clear understanding of what literacy is, what benefits it can bring for individuals, how it relates to other social and economic outcomes.

Suggested priorities for action include:

- Deepen the understanding of learner motivations and priorities, ensuring all potential learners (women and men, young and old, those with a disability) are included. Use this as the starting point for ALP design.
- Deepen understanding of the outcomes of ALP and of how learners actually use literacy in their daily lives. Explore and pilot initiatives to expand and promote opportunities for learners to use literacy in their rural settings.
- Ensure ALP objectives are realistic and meaningful to learners, and develop a shared understanding amongst all stakeholders of the concept of literacy and how it contributes to particular social, economic and cultural outcomes.
- Undertake a more detailed analysis of the barriers to learning and participation to inform ALP design. A gender perspective must be central to these investigations.
- Explore different delivery models to target different learner groups, for men and women, younger and older, rural and urban. In particular, trial the livelihood-led, rather than classroom based, literacy led approaches, and exploring ways to enhance opportunities for learners to apply their literacy learning in daily life. Explore 'pathway' models that link ALP to other further education institutions such as RTCs and schools.
- Ensure these investigations are supported by robust monitoring, evaluation and learning systems in order to build the evidence base so that planners can understand what works, and what outcomes can be realistically achieved through ALP. These findings can in turn inform and justify Government decision making for allocating resources.

## *2. A sharpened focus on outcomes and learning can drive improvements in quality*

There is an opportunity to sharpen the focus of Providers on quality and on the effectiveness of ALP in terms of learning outcomes and sustained changes in people's

lives. Currently there is an accountability and information gap that is limiting opportunities to improve quality. These information gaps exist at every level: communities do not have enough information about the value of literacy to create demand for quality ALP; teachers do not have enough information to know how well they are teaching and how to improve their practice; providers do not have the information needed to assess teacher performance or programme effectiveness; and government/donors do not have the information needed to convince them to invest more.

As such, suggested priorities for action include:

- Ensure regular, quality learning assessment, throughout classes and after the completion of a programme. The immediate starting point is to work with teachers to improve skills for learning assessments, develop further assessment tools, and review existing teaching and learning materials to better integrate opportunities for learning assessment.
- Increase investment in effective, meaningful Monitoring, Evaluation and Learning systems that inform on-going improvement of programmes as well as build evidence base for the impact of literacy. A good start has been made with this Study in developing draft quality benchmarks and M&E framework. Providers through the SILN can take this forward, and working with MEHRD look to finalise these as agreed sector-wide standards. Capacity building of the sector in appropriate monitoring and evaluation approaches and skills should be a priority for government and donors.
- Explore ways to produce consistent documentation of basic enrolment, attendance, completion data, which could form the basis for regular independent evaluations. Creative solutions are needed and much could be learnt from how other community development organisations undertake their documentation and reporting in rural communities. The LASI Record Buk is also good starting point – supporting teachers to use it is the priority.
- Ensure success to be measured not only by quantitative outputs - how many classes are established or teachers trained - but also by measures of how learners can apply their learning to improve their every-day lives.
- Government to invest in regular house-hold assessments of adult literacy levels based on the proven cost-effective models of the National Literacy and Language Survey and ASPBAE/COESI Education Experience and Literacy Survey.

### *3. Focusing on outcomes means investing in quality teachers, materials and on-going opportunities for learning*

Quality ALP, as shown in this Study and the international research, is centred on teachers trained in sound pedagogy and adult learning principles; pedagogically sound and real-life relevant curriculum and materials, accessible materials, regular and accessible classes, as well as on-going opportunities for applying and furthering learning beyond the 'classroom'. Existing ALP in Solomon Islands already invest in these key ingredients, and particularly through the work of LASI, have the building blocks in place to further develop a quality framework. To create outcomes however, these building



blocks need to be strengthened. Key issues to address include the low retention rate of teachers, the limited availability of learning materials, and the absence of practical opportunities in daily life for learners to use literacy skills.

Key priorities for action include:

- Focus on ensuring on-going support and pedagogical-focused coaching for teachers, as a priority. Enhancing existing teacher training programmes will also be beneficial, but on-going support for teachers while teaching is likely to have more impact and reduce teacher attrition rates. Achieving this in the geographically challenge environment of Solomon Islands requires creative solutions, including collaboration amongst providers, exploration of 'mobile mentors' use of mobile phones, DVD and other technology, collaboration with local schools and RTCs to house literacy mentors/advisers.
- Ensure learning materials are readily available in learners preferred language when classes start. Again, improving the quality of existing materials may be beneficial, but of greater priority is to ensure learners have timely access to materials. Explore options for resource sharing amongst Providers to enable this.
- Consider further investigation into relative benefits and cost-efficiencies in improving teacher skills/competence versus enhancing quality and availability of learning materials that support self-directed learning.
- Create on-going opportunities for learners to apply literacy practices, beyond the bounds of the classroom. This is an often neglected component of ALP and piloting approaches particularly working with broader community education initiatives such as in public health, voter education would be valuable.

#### *4. Maintain the strengths of the non-formal sector while strengthening accountabilities for quality and investing in sustainability.*

The Study highlighted the strengths offered by the non-formal, independent and voluntary basis of the sector. At the same time, there are opportunities and potential benefits from strengthening (upward and downward) accountabilities for the quality and continuity of services. In particular, the volunteer nature of teachers and coordinators, and reliance on community-managed models are key challenges if quality and sustainability standards are implemented. Appropriate forms of remuneration and incentives for teachers are a critical priority for the sector, however, teacher remuneration alone is unlikely to solve the problem. Similarly, establishing quality standards, certification and teacher assessment mechanisms offer some value, but only if they are flexible enough to fit the diverse nature of ALP, and are used to support teachers and programmes to be more effective rather than as tick-box exercises.

Suggested priorities for action:

- Government and Providers to discuss and explore options for financial and non-financial incentives for teachers, based on transparent criteria for assessing options and taking into account the findings of this study related to teacher motivation, community expectations, the importance of on-going professional

support to teacher motivation, and issues of sustainability. This dialogue to be followed by piloting preferred options, with robust M&E to assess effectiveness.

- Government and Providers to discuss options for sector governance structures, in particular partnership approaches which have proven successful elsewhere and the foundations of which are in place in Solomon Islands. This may be best done as part of a broader process for governance of community education.
- ALP Providers to continue and strengthen support to, and engagement with, the SILN, and continue work together on finalising quality benchmarks, M&E framework, and other collaborative tools for improving quality and accountability in the sector. SILN could consider formalising its structure and establishing some form of secretariat supported by membership fees, or other strategies to improve sustainability
- Resourcing the implementation of the PSLS, under the guidance of a multi-stakeholder steering committee that promotes the existing government-ngo partnership approach.

#### *5. Increase investment by government and donors in response to the stronger evidence base, and linked to demonstrated outcomes*

It is impossible to ignore the lack of financial support for adult literacy and the significant constraint this imposes on communities and Providers. Despite recognition of the importance of adult literacy amongst government, donors and communities themselves, there has been minimal investment to date at any level. If Government hopes to achieve its objectives of social and economic development in the Solomon Islands, addressing the adult literacy challenge is critical.

In the context of limited public and private financial and human resources in the Solomon Islands, partnership models seem to offer the best approach to addressing this issue.. The strengths of the non-formal sector can be a foundation for extending partnership approaches between the Government and non-government Providers. The existing open and mature relationship between government and Providers bodes well, and is already embedded in the Post-School Literacy Strategy. This can form the basis for on-going discussions about partnership approaches and pilots that balance independence and flexibility, with accountability for outcomes.

Literacy is not just an educational issue but an issue of social and economic development, of equity and inclusion, and of cultural sustainability. Nurturing greater cross-ministry engagement in adult literacy, and adult education, may assist with advocating for greater investment and attention. Government can add particular value to non-government sector efforts by investing in “collective goods” such as funding the teacher training and material development/production, investing in research and good quality monitoring and evaluation, and helping the sector learn by supporting opportunities to share information, learning and research. In addition, donors can make a valuable contribution by supporting local providers to improve and extend the reach of adult literacy provision to rural and marginal areas. In particular, donors can provide technical support for training and other qualitative improvements to existing delivery mechanisms.

### Suggested priorities for action

- Government and non-Government Providers to work together to further enhance monitoring, evaluation and learning systems, to build a stronger evidence base for ALP and to inform funding decisions.
- Government to provide funding for pilots, responding to findings of this Study, with robust monitoring and evaluation in place to be able to assess effectiveness and consider scale up.
- Government to promote greater inter-ministry collaboration on community education inclusive of adult literacy, starting with a consultative process to investigate options for governance and resourcing of community education.

### Next Steps

The need to address these challenges does not entail an overall restructure or the adoption of a formalised, top-down approach but should build on the legacy and foundation of existing ALP and their demonstrated strengths. The ALP legacy confirms the resilience and commitment on the part of providers and the desire of learners to attain literacy. The study indicates that localised approaches are effective as they are articulated to local needs and that partnership/decentralised models can be extended to marginal areas that are often under-serviced. Additionally, provider led change will be more effective than top-down change so that government and donors should explore ways to support the sector to innovate and self-regulate, rather than imposing structures and over-formalising. The report shows that Government is not well placed to address adult literacy but it is well placed to support those who can.

Recommended next steps for taking forward the finding of this Study are:

- The SILN, with other key stakeholders, finalise the quality benchmarks and monitoring framework, and seek endorsement of these by the Solomon Islands Government.
- SILN continue provider-led efforts to improve sector coordination, enhance quality of ALP, build a stronger evidence base for ALP, and engage with government on the implementation of the Post-School Literacy Strategy (PSLS). This would include implementation of the agreed monitoring framework, and further consideration of the key findings of this Study.
- MEHRD resource and implement the PSLS, in conjunction with exploring potential for locating the PSLS within a broader framework for community education, working with other relevant government departments and non-government Providers.
- As part of implementation of the PSLS, the Solomon Islands Government (with support of donors as required) provide resources for further research into the key issues identified in this Study, and to support the implementation of robust monitoring and evaluation for a select number of existing and/or pilots, with the aim of building a stronger evidence base for what works.

***ASPBAE Australia Ltd*** is a not for profit company and part of the Asia South Pacific Association for Basic and Adult Education (ASPBAE). ASPBAE is a regional association of more than 200 organisations and individuals working towards promoting quality education for all and transformative, liberating and life-long adult education and learning. It strives to forge and sustain an Asia-Pacific movement of community and civil society groups to hold governments and the international donor community accountable in meeting education targets and commitments, ensuring the right of all to education. More information about ASPBAE can be found at [www.aspbae.org](http://www.aspbae.org)

The ***Coalition for Education Solomon Islands*** (COESI) is a Non Government Organization dedicated to the advancement of educational opportunities for all Solomon Island citizens, especially those from marginalized and disadvantaged groups. COESI is one of the key organisations in Solomon Islands leading CSOs with an interest in Education to raise awareness and advocate for compliance with the Education For All goals. As a coalition of civil society organisations, it represents their voice in key policy debates and other public forum. Currently COESI has over 20 local organizations affiliating with the coalition as members. Membership is open to individuals and organizations that have visions of advancing educational opportunities for all Solomon Islanders.

The research was made possible through the support of the ***World Bank's East Asia-Pacific Umbrella Fund for Gender Equity***. The World Bank's twin goals are to eliminate poverty and to achieve shared prosperity. Gaining functional literacy is important for Solomon Islands women and men to participate in their communities including through livelihoods and employment.

## Annex 1: Promising Practice Examples

### Organisational accountability

After struggling for several years to maintain organisational support for the ALP, the MU worked with ACoM leadership to integrate its ALP into the organisational plan, structure and funding of ACoM. This has had the effect of establishing clear accountability within the Church for the ALP, which has increased sustainability and consistency of the programmes. The MU has now developed clear roles and responsibilities for each key actor within the church structure, and documented these in a policy handbook. There is also small but steady funds for classes, and Coordinator positions at Provincial and Diocese level (some paid). While there is still work to do to get everyone to consistently meet their responsibility, it has helped a lot and importantly has given the Literacy Coordinator a clear mandate to work from.

**Lessons for Practice:** Establishing clear accountabilities for ALP that are well communicated, effectively monitored and enforced, and are owned by those in leadership positions is likely to strengthen ALP. In the context of volunteer-based programmes, enforcing responsibilities is made easier by ensuring regular communication and monitoring, and providing a variety of forms of recognition and incentives (not necessarily monetary) for volunteers.

### Learner motivation

World Vision's programmes in Makira and Temotu emerged from in-depth consultations with stakeholders about what their priorities were and what value literacy had for them. It was clear that people saw literacy as 'a means to other ends' not a goal in itself. As such, World Vision have designed the project so that literacy learning is integrated with life skills training, and is presented as a pathway to further learning and/or increasing participation in other community development or livelihood activities. Communities also raised concerns about an increasing disconnect between young people and adults but recognised that they shared a common interest in raising their literacy levels. Thus the project brings young people and adults together in classes to try and 'close the gap' that has developed between them.

## Learner motivation

Building on lessons learnt in its Buk Save project, ADRA is introducing a baseline survey into its new Mi Save Rid project in order to have a better understanding of the starting point of learners. Teachers in the new project will also be given greater training in understanding learners, recognising that teaching will be more effective if tailored to learner interests and preferences. Financial literacy and family health awareness are also being integrated into the literacy programme, responding to specific priority interests expressed by learners.

**Lessons for Practice:** ALP that start with a good understanding of learners' priorities and interests, and how they will actually use literacy in their lives are likely to have higher learner motivation, retention and outcomes.

## Community participation

LASI and WVSI both demonstrate concerted efforts to enhance community participation in the design and management of programmes, based on their previous learning of the importance of community ownership for sustainability and effectiveness. LASI's approach is to undertake initial awareness raising to establish demand, and consultations with communities to ensure clear understandings of what they need to do. LASI then provides the initial teacher training and materials, and communities are responsible for ongoing management. WVSI has a more resource intensive approach, involving extensive community consultations at the start, establishing a literacy programme committee, identifying literacy champions, and providing ongoing monitoring and support for the community committees, champions and teachers. The project has also sought to embed the literacy classes with the emergent Village Peace Councils (a Provincial government structure established in ordinances, but that has yet to really take off. The project is hoped to provide a practical, demand-driven activities for the peace Councils to come together around.

**Lessons for Practice:** Community-managed ALP are more likely to be successful if Providers support communities to ensure inclusive, effective governance and participation in the ALP. Working with existing structures where they exist, and embedding the ALP within a broader range of community-managed education or development activities appears to work better than establishing separate, stand-alone ALP committees. A realistic assessment of the human and financial resources communities have available to support ALP is needed. Collaborating with other community development organisations and programmes would be beneficial.

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**Quality Curriculum and Materials**

LASI is widely accepted as the national provider of adult literacy curriculum and materials in Solomon Islands. Particularly over the last 4-5 years, LASI has invested considerable resources into producing quality, relevant materials and expanding its curriculum. LASI has worked to incorporate technical expertise in literacy learning with experience of what is relevant and meaningful in Solomon Islands, to design materials that will best support Solomon Island adults to learn literacy, and that create pathways to further learning. LASI has worked to develop more 'functional literacy' materials that integrate literacy learning with daily life-skills and issues, such as cooking, farming, health. LASI has also worked with SITAG and other partners to produce more materials in vernacular recognising that people learn best in the language most familiar to them.

**Lessons for Practice:** Centralising expertise in curriculum and material production within one organisation that can partner with programme providers has proved to be an effective, cost-efficient model. There may be value in further expanding this approach, for example through Providers working collectively with LASI to pool resources and increase material production, including the technical expertise available to different providers.

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**Integrated learning**

The Community Learning Centres (CLC) that APHEDA supports are based on a holistic notion of community education that respond to the wide-ranging, self-identified learning priorities of people in communities. APHEDA does not impose restrictions or seek to influence decisions on the activities of CLC - what courses they run or who the target groups are. These decisions are made by the CLC themselves. In this way, CLC tend to integrate literacy learning into livelihood or life-skills courses, and have the potential to promote a 'life-long learning' approach by targeting all those within the community interested to learn. An integrated approach to learning and a recognition that learning is a life-long endeavour, has been shown internationally to be more effective for promoting adult literacy.

**Lessons for practice:** Integrating literacy learning into broader community education or community development activities show potential for enhancing learner motivation and community support. Focused pilots of such approaches with robust monitoring and evaluation to assess their effectiveness would be useful.

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**Networking and Coordination**

The Solomon Islands Literacy Network (SILN), an initiative of several adult literacy provider organisations, is a good example of efforts to foster networking, information sharing and coordination across the adult literacy sector. Established around 2005, in its early days SILN was effective mechanism for bringing providers together and encouraging collaborative efforts in improving ALP particularly in relation to material production and advocacy. SILN has fluctuated in its strength over the years however the development of the National Literacy Policy and this Study has provided a concrete focus for SILN and helped to re-energise the network.

**Lessons for practice:** Provider led efforts to coordinate and share information can be incredibly effective, but work best when there are specific activities or agendas to focus efforts around and organisations can see practical benefits. The SILN might benefit from developing some form of work plan and agreeing mechanisms for share the burden of arranging meetings etc.

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**Partnership**

LASI's approach of offering their specialist services in teacher training and material production to other organisations trying to deliver ALP is an example of effective partnership. This approach was recommended by a 2008 evaluation of LASI, and LASI has since worked hard to establish partnerships with many different organisations, including schools and communities. LASI also works in partnership with MEHRD; the Adult Literacy Officer of MEHRD works with education authorities to identify communities or organisations wanting to establish ALP, then funds LASI to provided teacher training and materials as required. The partnership approach enables LASI to focus on what it does best (teacher training, curriculum development and materials production), and fill the gap that most other organisations cannot otherwise fill. From a sector-wide perspective, this is a cost-efficient model that makes best use of scarce resources.

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SITAG is a good example of effective partnership. SITAG itself was originally a partnership between the Summer Institute of Linguistics (SIL) and the Solomon Islands Christian Association, and relies predominantly on volunteers from SIL or elsewhere to undertake its work. SITAG works in partnership with communities and with other organisations such as the Bible Translation Society and LASI. SITAG provides technical expertise in language translation and literacy learning, on the understanding that communities themselves (or partner

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organisations) have the capacity to manage adult literacy efforts if give sufficient, quality training and materials.

**Lessons for practice:** In the context of limited resources and small organisations, investing in partnerships and collaboration can help to maximise impact especially of small organisations. ALP Providers could maximise impact by sharing resources, taking advantage of the differing strengths of each organisation.

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### Monitoring and Learning

ACoM MU and LASI both demonstrate promising practice in their efforts to develop and refine monitoring tools, working within resource constraints that limit the ability to undertake monitoring visits and provide incentives to teachers to meet reporting requirements. Drawing on experience and the findings of independent evaluations, both MU and LASI have developed new reporting and learning assessment tools, for use by teachers and coordinators. These tools are designed to assist teachers assess their effectiveness, document lessons learned and meet accountability demands of the organisations and their donors. LASI and MU are both working to continually refine these tools, based on experience of trialling them with teachers and coordinators.

WVSI demonstrate promising practice in terms of having comprehensive monitoring and evaluation framework for their adult literacy programmes, backed by dedicated resources for regular monitoring trips, comprehensive data collection and reporting, and end of project evaluation. ADRA and APHEDA make use of the “most significant change” technique to gather stories of changes in behaviour and practice by participants in their ALP. This is a powerful tool for documenting outcomes of projects, which enables learners to participate in programme monitoring themselves.

**Lessons for practice:** Investing adequate resources for meaningful monitoring and evaluation, and using that information to inform practice at all levels is essential for quality programmes. Simple, practical monitoring tools are more likely to be used, but take considerable time to develop to ensure the most useful information is collected and in a reliable way. A mix of qualitative and quantitative data, and use of creative methods for gaining information including using photos, video recordings, and personal stories, is useful.

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## **Annex 2: Benchmarks for Effective Adult Literacy Programmes in Solomon Islands**

Adult Literacy Programmes (ALP) in Solomon Islands are effective when the following benchmarks are achieved:

### **Participation and Learner Motivation**

1. Men and women, young and old, including those with special needs, are able to participate in classes and to learn. *This will require different strategies in different places; gender separate classes may be necessary in some places but not all. Different teaching approaches may be needed for younger or older learners.*
2. Class timing and frequency is agreed with the community/participants to fit best with their time demands. 2-hours, twice a week is the standard most programmes use.
3. Classes respond to learner's interests and provide opportunities for learners to apply what they have learnt throughout the duration of the programme. *Classes that integrate life-skills and other training relevant to peoples daily lives and provide opportunities to apply what they have learnt retain more students and are more successful in Solomon Islands.*
4. ALP are supported by functioning governance structures that encourage inclusive participation, when there is involvement and support of local leadership (e.g. community/ church leaders). *Building on existing governance structures can be effective and in other circumstances establishing dedicated literacy committee's may be preferred. In both cases, attention must be given to ensure the governance structure is functioning well within its context, and is inclusive; ensuring the interests of all those in the community are well represented.*
5. Community awareness about literacy is promoted, including what literacy is, what the benefits are, and the role of communities to support learners. *Effective awareness programmes are delivered by people who are trusted and have legitimacy with the community. The messages are relevant and understandable to the target audience, and different strategies and messages may be required to reach different audiences (e.g. women, men, young people). In the Solomon Islands, community awareness raising is best achieved through on-going efforts involving different communication strategies, not just one-off workshops. Awareness should aim to break down negative attitudes to illiteracy, provide realistic information on the potential benefits of ALP and what is involved, and to build support amongst community members, especially leaders, for ALP.*

### **Learning Environment**

6. The learning environment is conducive to adult learning, accessible to all adults, and mindful of people with special needs. *Effective learning environments in Solomon Islands are ones where people feel safe and welcome, that are clean, light, well-ventilated, accessible to all, free of unhelpful distractions, and friendly.*
7. Appropriate learning facilities and resources are readily available throughout the duration of the programme, in the learners' preferred language of instruction. *At a minimum, this should include basic reading materials, books for writing in, pens/pencils, appropriate writing surfaces (e.g table), chairs and some form of whiteboard or butchers paper for group learning. Where possible, make available additional visual aids (word charts, flash cards, posters etc), DVDs and other learning materials.*

### **Governance, Coordination, Monitoring and Reporting**

8. Sharing and coordinating between stakeholders is done actively and regularly, and the financial and human resources required for this are built into the programme. *ALP in Solomon Islands are made more effective when there is active sharing of information and experience between providers, when teachers and Coordinators have opportunities to share and learn from each other, and when there is coordination of efforts between key stakeholders including Government and donors.*
9. Regular and meaningful monitoring and reporting is carried out, made accessible to learners and stakeholders, is valued by the Programme staff and is resourced. *Quality monitoring and reporting is simple, practical, focuses on the most important and meaningful information, and is*

*used to support learning and programme improvement. Strategies are in place to ensure those required to do monitoring and reporting (such as teachers and coordinators) understand why it is important and see benefits in doing it. Learners and communities have an opportunity to contribute their views into the monitoring. Programme budgets include financial and human resources for quality monitoring and reporting, and cost-efficient methods are used such as using mobile phones, cameras, radio.*

10. Clear communication mechanisms are in place to enable transparent and useful information sharing, coordination and reporting between the ALP providers, Government, Donors, communities/learners, teachers, and other key stakeholders. *All stakeholders agree to these mechanisms and there are clear roles and responsibilities.*
11. Adequate financial resources are made available by Government, supplemented by donors where required, to support implementation of quality adult literacy programmes accessible to all those who require them.
12. Programmes work with existing structures and organisations where-ever possible, to strengthen them, ensure cost-efficiency and reduce duplication.
13. Adult literacy is situated within a broader community education framework, with pathways and links to community education and other education opportunities actively promoted to support ongoing learning.

#### **Curriculum, Learning Materials and Teaching Approach**

14. There is a well-planned curriculum that is based on sound understanding of how adults learn, how literacy is learnt, that recognises prior learning, and that supports comprehension and application in daily life.
15. The curriculum is relevant to issues of daily life and integrates relevant practical skills and knowledge of interest to learners, including numeracy. *This will require tailoring programmes to the different needs/interests of different groups of learners. ALP that involve learners and communities themselves in deciding on, and developing, curriculum activities can be particularly effective.*
16. The curriculum and teaching style encourages learning by doing and self-direct learning, is flexible, fun and dynamic, and the activities are relevant and appropriate to Solomon Island learning styles. *Learning by doing, through practical exercises and learning in groups, are effective means of learning in Solomon Islands and for adults in general. Teaching styles are mindful of relevant socio-cultural practices and values, while ensuring classes are inclusive, non-discriminatory and do not promote negative ideas/values especially related to gender.*
17. Learning materials are available from the start of the programme, in sufficient numbers for all learners, and are relevant and interesting to the target learners. *Materials should ideally be diverse, including visual and text-based materials, every-day materials such as newspapers, forms, motives, as well as storybooks and primers. Learner/community generated materials are encouraged where ever possible.*
18. Programmes are taught in the language most familiar to learners and/or most preferred. This is typically vernacular at first (where a written script exists). Progression from vernacular to learning pidgin and/or English is supported for learners who want to.
19. Learners are pre-tested before starting classes and learning assessment takes place regularly throughout the programme, using appropriate assessment tools. *Regular assessment improves retention by demonstrating to learner their progress and helps the teacher tailor their teaching. Teaching is tailored to the existing literacy levels of students as much as possible.*
20. The curriculum supports pathways to further learning, which may be independent learning, vocational training, return to school, or other education institutions. There are active partnerships with other education institutions, in particular with community education facilities and rural training centres.

#### **Teacher Selection, Training and Remuneration**

21. Teachers are selected from the community with input from the community, and are committed, passionate about teaching adults and represent a gender balance.

22. Teachers receive appropriate, adequate and recognised initial training as well as refresher/advanced training. Initial training is at least two weeks in duration, preferably taught close to the teacher's home. Skills and knowledge covered in the training includes: teaching adults, teaching literacy, classroom management, lesson planning, assessment tools, monitoring and reporting requirements, and creating learning materials. Training emphasises the importance of respecting adults, not treating them as children, showing patience and being creative.
23. Government and providers work together to establish recognised training providers for adult literacy teachers, and to maintain the quality of these providers.
24. Regular monitoring and supervision of teachers is provided, including offering mentoring and advice on teaching methods, assistance with ensuring community support, and help with assessment and reporting tasks. Regular monitoring and teacher support is resourced adequately, making use of cost-efficient methods and new technologies such as mobile phones, radio, and DVDs.
25. Teachers receive adequate remuneration for their time and recognition for their work, in a form that is fair, affordable and acceptable to the community. Government works with Providers and communities to explore different options for teacher remuneration, and to reach agreements that can be applied consistently. Options may include payment in kind, user-fees, stipends, government subsidies, or non-monetary incentives.

### Annex 3: Draft Monitoring Framework for Quality Adult Literacy Programmes:

This table tries to answer the questions:

- What do we need to monitor in order to know whether our ALP is quality?
- What changes or results are taking place?

<b>Inputs/Activities/Processes</b>	<b>Outputs</b>	<b>What do we want to monitor over time to assess quality and results?</b>	<b>How do we find this information?</b>
Classes	How many Location Duration/frequency Participants per class	Continuation of classes – do they continue for full programme? Do they run regularly/consistently?	Teacher record books Regular monitoring visits Asking learners for their views
Participants/Learners	Number enrolled (m/f, age) Number completed (m/f, age) Initial literacy level of learners Daily activity/employment	Learners rate of attendance? Number of drop-outs? Reasons for low attendance or drop out? Learners completion rates? Learners satisfaction with classes Learning outcomes (see below)	Teacher record books Learning assessments of learners Regular monitoring visits Asking learners including those who drop out for their views
Learning Outcomes	Number of learners completed (m/f, age) Number of learners assessed as reaching targeted literacy level (m/f, age)	Literacy and numeracy skills of learners before, during and after attending ALP. Perceived and observed changes in learner attitudes and behaviours during and after attending ALP Perceived and observed impacts of changes in learners for their families and communities	Pre-test for learners Learning Assessment during and at end of ALP Monitoring/evaluation visits 6mths and a year after learner has completed ALP Learner and community feedback Household literacy assessments, at national level and/or census data Monitoring visits Assessments or classroom
Teachers	How many (m,f, age) Home Location	Teacher retention Teacher attendance	

<b>Inputs/Activities/Processes</b>	<b>Outputs</b>	<b>What do we want to monitor over time to assess quality and results?</b>	<b>How do we find this information?</b>
	Qualification Skills/competency Recruitment process Selection criteria	Teachers' own sense of competence Changes in teacher skill levels Effectiveness of teachers (in teaching literacy, managing a class, following the curriculum) Gender balance Use of selection criteria and a recruitment process Effectiveness of selection/recruitment process (proven by retention, effectiveness of teachers)	observation of teachers Views of learners and community
Teacher Training (including refresher/follow up training)	Levels offered Duration of training How many enrolled (m,f, age) How many completed (m,f, age) Fees/Costs? Training needs analysis carried out Number of trainers (m,f, age) Qualification of trainers Remuneration of trainers	Frequency and accessibility of training; is it meeting demand? Are costs a barrier? Is location a barrier? Trainee attendance, drop out, completion, and success rates Reasons for non-attendance or drop out Does the training respond to TNA? Trainee perceptions of the training Is the training effective? (teachers know the curriculum, have skills for teaching, skills for classroom management etc) Retention of trainers Gender balance of trainers Trainer perceptions of their abilities and of remuneration Are Trainers effective?	Training Provider records and reports Evaluation forms at end of training Independent assessment of training Monitoring visits (to assess teachers, identify training needs, get feedback from learners/communities) Feedback from ALP provider organisations Feedback from Trainers
Teacher Monitoring and Support	Monitoring Visits Forms of mentoring/coaching provided	Frequency of monitoring visits Frequency of contact with teachers Types of mentoring, coaching or support provided Teachers perceptions of support and monitoring provided	Coordinator/Provider records and reports Teacher feedback provided during monitoring visits

<b>Inputs/Activities/Processes</b>	<b>Outputs</b>	<b>What do we want to monitor over time to assess quality and results?</b>	<b>How do we find this information?</b>
Teacher remuneration	Form and quantity of remuneration	What is given to teachers and from what source (donor, community, govt.)? Teacher perceptions of their remuneration Learner/community perceptions	Provider records/reports Monitoring visits
Curriculum and Materials	Curriculum is in place and used Learning Materials available (numbers, language used) Teaching guides/materials available (numbers, language used)	Teachers know the curriculum and have access to curriculum guide Technical quality of the curriculum and materials in terms of literacy learning Relevance of curriculum and materials to learners and life-skills Cultural appropriateness of materials How the curriculum supports pathways to further learning Teachers implementation of the curriculum Learners use of materials Language use and learner satisfaction with language choice	Provider records/reports Monitoring Visits Independent assessment of curriculum and materials Feedback from learners and teachers
Learning environment including Community awareness and support	Venue Equipment – blackboard, writing surface, chairs Literacy materials Community awareness initiatives	Availability and accessibility of venue Venue conducive to learning Availability and use of equipment Availability of information, written or visual materials within community Opportunities for learners to use literacy skills in daily lives Degree of awareness within community of literacy and its impacts Attitudes and behaviours of community in relation to ALP and learners participation	Monitoring visits (including gaining feedback from teachers, learners and community) Provider records/reports

<b>Inputs/Activities/Processes</b>	<b>Outputs</b>	<b>What do we want to monitor over time to assess quality and results?</b>	<b>How do we find this information?</b>
Governance and Management of programmes, including monitoring and evaluation	Community governance structure in place Management structure in place Monitoring and Evaluation system in place	Degree of community ownership and participation in the management/governance of ALP Effectiveness of the community governance structure Inclusiveness of community governance structure Adequacy of the resourcing for programme management (staff and operating budget) Frequency of contact between teachers/community and Coordinators/project officers Community and learner perceptions of the Providers project management (where applicable) Frequency and quality of programme monitoring and reporting Use of monitoring information for learning and improvement Participation of learners, teachers and community in programme monitoring Sharing of information from programme monitoring and reporting	Provider reports Monitoring visits (including getting learner/community feedback) Independent evaluations of programmes (by donor or government)
Resourcing	Funding sources and amounts	Budget available Actual expenditure Sources of funding available Conditions or requirements on funding Cost efficiency (analysis of expenditure against outputs and outcomes)	Provider reports Government and donor reporting
Sector Coordination	Information and expertise sharing between providers Collaboration on programme design and implementation	Frequency of information sharing Frequency and type of sharing/collaboration on technical expertise Frequency and nature of partnerships/collaboration	Provider reports SILN Reporting?



## Inputs/Activities/Processes    Outputs

## What do we want to monitor over time to assess quality and results?    How do we find this information?

on programme design and implementation  
Perceptions of value of sector coordination amongst providers

### Methods

- Teacher record books are useful but teachers do not always see value in completing them. More training for teachers on learner assessment and the importance of keeping records is needed, as well as more consistent monitoring by Coordinators of teachers' record keeping.
- Coordinator reports are a key source of monitoring information, but again regular monitoring and follow up of Coordinators to ensure they complete reports, and demonstrating the value of the reporting to Coordinators is needed.
- Regular monitoring visits by Coordinators/ project officers to communities is a key means of gaining information, but are costly.
- Regular contact with Teachers and even learners through mobile phone should be explored as a cheaper means of monitoring and support
- Using cameras to take photos of record books, student workbooks, lesson plans etc. can be an effective means for monitoring and for providing advice/guidance to teachers

### Who needs to know what?

- Providers need to know the full range of information
- Government (Provincial and National) and donors only need to know summary information about what activities are being carried out and what is being achieved
- Teachers need information on progress within their classes, and how this compares to others.
- It is beneficial for learners and communities to know what has activities have been done and what has been achieved within their community, as well as also summary information about how they compare to other communities.
- Involving teachers, learners and communities in monitoring is beneficial as it is helpful for their motivation and ownership, and they can assist with identifying challenges and coming up with solutions to improve.

### Next Steps

- The next step is to map this against our Benchmarks, to make sure we are collecting the right kind of information that can tell us whether programmes are meeting the agreed quality benchmarks.
- We also need to agree on outcomes – what are the key outcomes that we are trying to produce through ALP? What kinds of changes do we want to see in society, in communities, for individuals, as a result of ALP? Once we know this, there may be more things we need to add to our Monitoring Framework.
- We then need to get more specific about who should be collecting what information, and how often.

## Annex 4: Solomon Islands Adult Literacy Provider Profiles

### Literacy Association of Solomon Islands

<b>Organisation Type</b>	NGO
<b>Program Name(s)</b>	n/a
<b>Type of Program/Activities</b>	Teacher training, materials production, supporting community-driven literacy initiatives, national coordination, advocacy
<b>Location of Programs (Province, Village)</b>	Central, Choiseul, Guadalcanal, Honiara, Isabel, Makira, Malaita, Western.
<b>Target Group(s)</b>	All adults
<b>Number of Learners</b>	Data not available
<b>Number of Teachers</b>	128 trained 2013, 85 trained 2011-12 (no data on how many are actively teaching)
<b>Number of Staff</b>	6 paid, 9 unpaid, 15 total
<b>Start date and duration of Program(s)</b>	LASI started in 1993 and will continue as long as funds and demand exist.
<b>Source of funding</b>	Bread for the World and Misereor (core and activity funding to 2016) MEHRD (material production, teacher training, provided on annual and ad-hoc basis). One-off small grants from donors e.g. EU, Japan, Australia, UNESCO
<b>Contact Details</b>	PO Box 604, Honiara Priscilla Maenuta, National Coordinator

#### Summary

The Literacy Association of Solomon Islands (LASI) has operated since 1993, and is widely accepted as the leading organisation in Solomon Islands in adult literacy.

#### Definition and Objectives

The LASI constitution defines literacy as “reading, writing, arithmetic and critical thinking skills. Literacy equips people with the necessary skills to improve their lives and contribute to the advancement of the nation.”

#### History

LASI was first established in 1993. Bread for the World (BftW) has been a consistent supporter of LASI, providing some core and activity funding since the late 1990’s. Independent evaluations commissioned by BftW in 2008 and 2012 found that LASI was a well-respected organisation providing quality training and materials, and that generally learners attending classes with teachers trained by LASI learnt to read and write relatively

quickly. In 2014 LASI developed a new Strategic Plan for 2014-2019 that focuses the organisation on training, developing curriculum standards, strengthening monitoring and evaluation, as well as coordination, networking and advocacy.

### Management and Delivery Approach

LASI's main approach is to partner with communities and other organisations to support their delivery of adult literacy programmes (ALP), by providing training, materials and monitoring support. LASI is governed by a Board of Directors, which is comprised of representatives of LASI member organisations.

LASI connects with communities/organisations who are interested in delivering ALP, and then provides them the teacher training, initial materials and lesson plans. LASI works closely with the Non-formal Education Officer at MEHRD, and the NFE officers in Education Authorities, who also identify communities for LASI to support. Communities/organisations are then responsible for continuing the programmes themselves, with a visit from LASI once or twice a year, only when funding is available. There are three main channels for initiation of classes:

- Communities approach the EA or LASI directly, through their own initiative
- LASI and/or EA's conduct community awareness and encourage/mobilise communities to identify a teacher and attend a teacher training
- Other NGOs begin programs and contract LASI to provide the training and materials

Where LASI is working directly with communities, communities nominate the teacher for training and have to find their own funds for transport and for materials. Where LASI partners with MEHRD or NGOs, they have funded the costs of training and materials for the programmes. The majority of learners are women in the 31-45 age group. The majority of teachers are women, in the age range of 35-50.

As such, there are very limited resources for monitoring and ongoing support to teachers; while LASI has 'focal points' in each Province they are not specifically employed by LASI and are entirely volunteer. Under EU funding for 5 months in 2013, LASI was able to train a lot more teachers in Basic and Advanced training, and make 1-2 follow up visits. The follow-up visits have helped to keep teachers motivated and demonstrates the value of ongoing support.

LASI also plays a key coordination and advocacy function at the national level. LASI is the Chair of the Solomon Islands Literacy Network, and plays a key role in advocating to the Government for greater support to adult literacy.

### Curriculum, Materials, Teaching Approach

The LASI curriculum involves 6 levels of training. Level 1 is the most basic and the majority of classes stop at the end of Buk 1. Very few classes move onto levels 3 and 4, or to levels 5 and 6 which are designed for those wanting to transition to English and as a pathway to more formalised English literacy classes offered by Rural Training Centres or USP. Curriculum materials are predominantly in pijin, with some storybooks in vernacular. For each level LASI has a primer, 5 story books, a maths book and an overall workbook. There is also an alphabet book, and a few materials that integrate critical or functional literacy topics such as

gardening and farming, sexual and reproductive health, and cooking. LASI can easily translate any of the pinyin materials into vernacular, if funds are available. LASI curriculum tries to emphasise practical and interactive learning activities and teaching styles, incorporates phonics and numeracy, and covers speaking, listening, reading and writing. It is designed to build on existing knowledge of learners and support pathways to more advanced learning (e.g. to English), and independent learning.

LASI currently has 10 trainers, who go out to communities to provide teacher training. LASI offers three levels of training; Basic (2 weeks), Advanced and Refresher (1week each). The training covers teaching methods, conducting sessions, doing lesson planning, developing resources, or producing materials, reporting and conducting monitoring.

#### Monitoring and Evaluation

In 2012, LASI developed a “Recod Buk” for teachers, which provides space to record enrolment information about their students, a pre-test and a post-test to assess students’ baseline literacy level, and their progress after completing level 1 and level 2 of the LASI curriculum. The tests involve letter and sound identification, orally listening to adults reading, and listening to or reading comprehension stories and answering questions about them. The Buk was piloted in 2013, however most teachers are still not using it or carrying out the tests.

## Anglican Church of Melanesia, Mothers Union

<b>Organisation Type</b>	Church
<b>Program Name(s)</b>	Adult literacy programme
<b>Type of Program</b>	Community-based adult literacy classes
<b>Location of Programs (Province, Village)</b>	Central, Guadalcanal, Honiara, Isabel, Makira, Malaita, Temotu.
<b>Target Group(s)</b>	All ACoM members, but typically women
<b>Number of Learners</b>	927 (800 female, 127 male)
<b>Number of Teachers</b>	80
<b>Number of Staff</b>	4 paid, 121 unpaid (teachers and coordinators), 125 total
<b>Start of Program</b>	Since 1985 – 29 years
<b>Source of funding</b>	ACoM funds and church fundraising. Episcopal Relief and Development project funds
<b>Contact Details</b>	PO Box 19, Honiara Phone +677 21825 Emily Orudiana, ACoM Mothers Union Literacy Coordinator

### Summary

The ACoM Mother's Union (MU) has the widest reach of all ALP providers in the Solomon Islands, supporting at least 80 classes, across seven provinces with 80 teachers and approximately 927 learners in 2013<sup>1</sup>. ACoM also works with Solomon Islands Correctional Services to deliver classes to inmates in Rove, Tetera, Lata and Auki prisons.

### Literacy Definition and Objectives

MU recognises literacy as a human right, and defines it as: "being able to read, write and count." In 2013, MU's primary objective for their literacy programme is "to improve the knowledge and skills of 1,212 learners (women, men, and young boys and girls) who are illiterate that they become able and confident to participate and lead church and community activities, to speak out on issues of importance to them and their families, and to participate equitably in discussions and decisions affecting their families." The programme also seeks "to improve the attitudes and actions of learners (directly) and their family members (indirectly) that they become more proactively and self-sufficiently engaged in activities aimed at improving standards of health, waste management, climate change and environmental conservation."

### History

Systematic support for adult literacy by MU began in 1985, however with minimal resourcing. Since 2007, MBM has been providing annual grants to each Diocese for adult literacy classes of around SBD\$10,000 – 15,000. However, it is the discretion of the Dioceses how to use these funds and they do not always go to the MU for adult literacy. In 2008, ACoM held a Literacy Conference involving representatives from Solomon Islands, Vanuatu

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<sup>1</sup> Data is based on reports provided from each diocese, but three dioceses have not submitted reports, so data is likely to be underestimate.

and Papua New Guinea to respond to the concern about high rates of illiteracy. A Literacy Training Strategy was developed and a Steering Committee established. Funding was secured from Episcopal Relief and Development (ERD), which assisted MU to focus on improving quality and sustainability of schools, monitoring and evaluation. Since 2009, MBM has paid for the Province MU Literacy Coordinator (based in Honiara) and established Coordinator positions for each Diocese; however most of these are not paid<sup>2</sup>. ERD provides funds for travel, per diems and internet for the PMU and for each Diocese Coordinator (approx. SBD\$25,000 per Diocese). A year after the ERD funding started, MU had 29 classes, 56 teachers and approximately 500 learners. Four years on, MU has doubled these numbers. For the prison program, CSI provided SBD\$16,000 to ACoM to deliver classes in the four prisons in 2012.

### Management and Delivery

The Provincial MU (PMU) Coordinator is responsible for overall coordination, monitoring, evaluation and reporting to the MBM. MU partners with LASI for the provision of teacher training and materials. The Diocese and Regional Coordinators are trained by LASI, and are then responsible for training the teachers within each Parish. Diocese and Regional Coordinators are also responsible for working with Parishes to establish classes, visit and monitor teachers, and report on progress to the PMU Coordinator. Classes are generally initiated at the village/Parish level, often as the result of awareness activities carried out by the Diocesan Literacy Coordinator. Classes run either as stand-alone initiatives or as part of broader adult education programmes in the Parish/village.

### Curriculum, Materials and Approach

The LASI teacher training programme, curriculum and materials are used by the MU programmes. Vernacular is used initially, then classes may move on to Pijin, although learners are more interested in moving on to learning English. Most classes finish after Buk 1 or 2. The MU pays LASI to deliver the training and the materials, using a mix of donor funding and fundraising from the Parish level. MU emphasises Christian values through the literacy classes, and integrates broader life, health, family and environmental concerns using functional and critical literacy materials developed with LASI. Classes are open to men and women, however the vast majority of learners are women and most teachers are women. The majority of students are aged 30 and above. MU estimates a 41-60% learning success rate, and that less than 25% of participants complete classes to Level 3.

### Monitoring and Evaluation

In 2012, MU introduced new monitoring and reporting tools (supported by ERD funding). Teacher trainers and class teachers complete an annual report that includes assessment of student learning, attendance levels, and comment on changes observed in learners,

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<sup>2</sup> The ACoM is made up of nine diocese across Solomon Islands and Vanuatu. CoM is known as a Province of the Anglican Church. At the Provincial level is the Melanesian Board of Mission (MBM) which is the key governing body for CoM and is based in Honiara. The Mothers Union is overseen by MBM but operates semi-independently of the rest of the church. Within each Diocese there are several Parishes, and within each Parish several villages. Each Diocese has a MU President and a paid MU worker, and each Parish has a MU Leader.

establishment of savings clubs and participation in economic activities. Diocese Coordinators then collate these reports and provide an annual report to the PMU, including information about the Coordinators own activities. The PMU then collates a final report for MBM and ERD. There is however limited resourcing to use the information from the reports to support ongoing programme improvement.

## World Vision Solomon Islands

<b>Organisation Type</b>	International NGO
<b>Program Name(s)</b>	Literacy for Livelihoods
<b>Type of Program</b>	Community based adult literacy integrated with livelihoods
<b>Location of Programs (Province, Village)</b>	Current programmes are in Reef Islands/Pele and Nende, Temotu (15 communities) and South and Weathercoast of Makira-Ulawa province (12 communities). Previous women's literacy programme, Weathercoast Guadalcanal.
<b>Target Group(s)</b>	Women, Men, and youth in targeted villages
<b>Number of Learners</b>	Targeting 720 in Makira and 600 in Temotu by 2016. In 2013, in Makira had 398 learners.
<b>Number of Teachers</b>	Trained 30 teachers Temotu and 24 in Makira over 201/13, approximately 50/50 gender balance.
<b>Number of Staff</b>	Over 200 staff in total
<b>Start date and duration of Program(s)</b>	2010 – 2016 Makira, 2013 – 2016 Temotu.
<b>Source of funding</b>	Australian and New Zealand Aid Programmes, and Japan (MoFA).
<b>Contact Details</b>	HQ details: P.O Box 1359, Honiara, Solomon Islands Tel: +677 23092 Education Coordinator (Honiara):

### Summary

World Vision Solomon Islands (WVSI) supports integrated adult literacy and life skills programmes in Temotu, Makira and Guadalcanal provinces, reaching some 1,500 learners (estimated) and supporting communities to establish sustainable Community Based Training Centres (CBTC).

### Definition and Objectives

WVSI understands that literacy for communities is a means to something else – to improving livelihoods, increasing participation in community activities or accessing further education. As such, WVSI programmes are designed to link literacy learning with life skills and livelihoods training and strengthening community governance. The broad objectives for WVSI's adult literacy programmes (which differ slightly in each different project) are to:

- improve literacy levels of adults and youth, to increase their ability to engage in other development/ livelihood activities, and/or access further education/training
- improve children's education outcomes through increased literacy levels of parents
- strengthen community governance structures through management of the ALP
- support communities to establish sustainable community-based training centres for the ongoing provision of literacy, livelihoods and life-skills training.

The projects focus specifically on women and youth, although men also participate. A key rationale for the project is that literate parents are better able to support their children in school. As such, collaboration with WVSI's early childhood education projects is fostered.



## History

World Vision has operated in Solomon Islands for over 30 years. Over this period WVSI has supported a number of adult literacy projects. Building on previous lessons learnt, WVSI currently supports three programmes in Makira-Ulawala (started in 2010), Temotu (started in 2012) and Guadalcanal Weathercoast. Funding for these projects come from Japan Ministry of Foreign Affairs, the Australian and the New Zealand Aid Programmes.

## Management and Delivery Approach

While the exact details differ slightly between the projects in each province, the basic delivery model is the same. WVSI works with interested communities to firstly establish the adult literacy/life-skills classes, with the intention of building on these to establish CBTCs. Communities identify members to be trained in literacy teaching and a governance structure is established, where possible using existing structures. WVSI partners with LASI and SITAG for teacher training and resource development. WVSI staff based in each province carry out regular monitoring trips to each participating community, to provide ongoing support and mentoring for teachers, as well as the governance committee and CBTC coordinator. Annually, WVSI brings the teachers and where relevant the CBTC Coordinators together for a sharing and reflection workshop. Government stakeholders and other literacy providers also participate.

Over the longer term, WVSI aims to assist communities to establish CBTCs that can provide ongoing training opportunities for communities. In Makira-Ulawa, the Provincial Government has indicated that ongoing funding for CBTCs could be provided through the provincial non-formal education budget or the budget allocated to the Ward Development Authority (and Ward Council of Chiefs), which could assist with sustainability.

WVSI asks communities to determine how teachers will be supported, for example through working in the teacher's garden and/or setting fees in cash or in kind. WVSI also carries out advocacy with the government to encourage government funding for adult literacy including adding adult literacy teachers to the government teacher payroll.

## Curriculum, Materials, Teaching Approach

WVSI partners with LASI for provision of teacher training and uses the LASI six-level curriculum. LASI provides basic and advanced training to teachers selected by the community (one female and one male, with minimum Form 3 education). WVSI has also worked with LASI and SITAG to develop more materials in the vernacular languages of the target communities. Training has also been provided to teachers to work with communities to develop their own "shellbooks" and storybooks using custom stories, in their language. WVSI reviews the texts to ensure they appropriately support the curriculum and then funds the printing of the materials.

The focus of the programme is on functional literacy and integrating life skills and livelihoods training. To this end WVSI is also developing a World Vision Solomon Islands Life Skills curriculum that covers a range of topics including planning, goal setting, hygiene, financial management, as well as addressing social issues that face youth. WVSI has partnered with People Living With Disability Solomon Islands to incorporate training for teachers on teaching people with disability.

### Monitoring and Evaluation

For each project, WVSI has a Monitoring and Evaluation framework, with baseline data, indicators and targets for all project objectives. WVSI project teams in each province make regular monitoring trips to each participating community, and collect information on progress at a monthly, 6-monthly and annual basis. This information feeds into ongoing learning and improvement, as well as providing the basis for assessing success over the life of the projects. WVSI investigated different options for assessing student learning outcomes including LASI's recod buk, COESI/ASPBAE literacy assessment tool, and World Vision's FLAT tool. Information was not available about what was actually being used. Longer-term outcomes of the projects will be assessed by independent evaluations at project completion.

## Union Aid Abroad – APHEDA

<b>Organisation Type</b>	International NGO
<b>Program Name(s)</b>	SKILLS Project
<b>Type of Program</b>	Support to Community Learning Centres and community-driven skills training (not adult literacy specifically)
<b>Location of Programs</b>	26 village-based Community Learning Centres across Choiseul, Western, Isabel, Guadalcanal, Malaita, and Makira.
<b>Target Group(s)</b>	Young people and adults in rural communities (men and women)
<b>Number of Learners</b>	In 2013, 792 training participants.
<b>Number of Teachers</b>	N/A – teachers are self-nominated community members
<b>Number of Staff</b>	11 paid
<b>Start date and duration of Program(s)</b>	The Sharing Knowledge, Improving livelihoods, Learning Skills (SKILLS) project is from 2009 - 2016
<b>Source of funding</b>	Australian Aid Programme
<b>Contact Details</b>	P O BOX 2075 SIDT building, China Town, Honiara Telephone: 24453/54 Email: mmarita@apheda.org.sb SKILLS project coordinator: Molly Marita

### Summary

Union Aid Abroad (APHEDA) in Solomon Islands is the primary source of external support for village based Community Learning Centres (CLC) and has worked with them since 2004. While APHEDA does not directly deliver any adult literacy programmes at this time, there are a number of CLCs that are currently running literacy training activities (learning to read and write in local language, then pidgin and English) and have the potential to do so more in future.

### Objectives and Understandings of Literacy

Union Aid Abroad - APHEDA is the Australian Council of Trade Union's humanitarian aid agency, and is dedicated to social justice and international solidarity through support to overseas training and development projects, working in partnership with those whose rights to development are restricted or denied.

APHEDA defines literacy broadly; not only as the ability to read, write, and to understand reading and writing, but also includes financial literacy and skills for life. Each practical training, such as in carpentry, sewing, or poultry, has a "literacy" component, where participants learn the measurements for cutting fabric or preparing timber for a construction, or calculating the income and expenditure associated with raising and selling chickens.

### History

APHEDA has been working with CLCs since 2004. In 2008, a pilot project “Literacy for Livelihoods” was developed, that aimed to work with CLCs to train local trainers to provide integrated livelihoods and literacy training at CLCs. The project included development of materials in pijin, and community awareness activities, such as radio broadcasts. It appears that this programme was not taken forward, and instead from 2009 APHEDA has focused on implementing the Sharing Knowledge, Improving Livelihoods, Learning Skills (SKILLS) project, which focuses on supporting CLCs to provide skills training more generally. Initially APHEDA worked with 54 existing and new CLCs, but has subsequently reduced the focus to 26 that have proven to be the most proactive and adequate governance and management capacity.

#### Management and Delivery Approach

APHEDA provides support to community initiated and managed CLCs. There are estimated to be over 80 CLCs across the country. Under the current SKILLS project, APHEDA works with 26 CLCs to establish and strengthen their governance committees, to develop prioritised training plans, and to then submit proposals to APHEDA for small-grant funding of training priorities. The funding provided by APHEDA typically covers the costs of materials and tools for training and a small contribution for the trainer, who is generally a community member and often a graduate from a Rural Training Centre (RTC). Where the communities lack a skilled person to provide the training, APHEDA funding may assist with bringing someone in. APHEDA works with CLC Coordinators to help them increase their capacity to seek and manage small grants for training activities, and in reporting requirements.

#### Curriculum, Materials, Teaching Approach

Training is community led, largely reliant on local community members to deliver the training and following no set curriculum or approach. In some cases, CLCs will link with other partners such as LASI, RTC, SINU and other Education Providers to share to use their expertise and materials. APHEDA does not have resources available to contribute to enhancing or monitoring quality of the training provided.

#### Monitoring and Evaluation

CLCs are required to submit a report on the training and financial acquittal for any funds received from APHEDA. APHEDA provincial Coordinators make regular visits to the CLC, and an annual reflection process is held to bring together all the APHEDA Coordinators. The monitoring data collected focuses on inputs/outputs such as number of trainings, number of participants person/days of training as well as stories of change highlighting changes in behaviour, confidence, livelihood, and health indicators as defined by the communities themselves. There are limited resources or focus on objective assessments of learning outcomes, and longer-term impacts of the training provided.

## Besi Community Enterprise Association

<b>Organisation Type</b>	Community-based organisation
<b>Program Name(s)</b>	n/a
<b>Type of Program</b>	Community led and managed adult literacy classes
<b>Location of Programs</b>	Ward 7, Malaita
<b>Target Group(s)</b>	All members of the participating villages
<b>Number of Learners</b>	17 (8 male, 9 female)
<b>Number of Teachers</b>	7 (4 male, 3 female)
<b>Staff</b>	4 volunteers
<b>Start date and duration of Program(s)</b>	2000, 14 years
<b>Source of funding</b>	Community fundraising
<b>Contact Details</b>	Besi Institute of Learning PO Box AZ, Auki, Malaita John Tonafiolo (Chairman)

### Summary

The purpose of BCEA is “to educate people for a sustainable livelihood.” The primary goals of BCEA’s literacy programme is to teach reading, writing and counting, how to use these skills in everyday life and for reading the bible.

### History

BCEA has been providing community-based adult literacy classes since 2000. BCEA has received training and support from a NZ based church group in the ACE curriculum. BCEA is community led and managed, relies on community fundraising, and also supports livelihood and small business enterprises.

### Management, Delivery Approach, Curriculum and Monitoring

BCEA’s literacy classes run for 3 months, or for as long as needed for students to complete the curriculum. Students meet as and when they are able to, typically for half a day at a time. BCEA makes use of the local school classrooms to hold its classes. Classes are of mixed-gender. Student fees are the only source of income.

The majority of students are in the age range 31-45 and are women. Between 50-75% of teachers are women. On average less than 25% of students complete the programme, mainly due to family commitments or teachers not continuing. Teachers are voluntary and are trained in the ACE certificate in phonics and reading readiness by BCEA trainers, who are certified as ACE Trainers of Trainers. BCEA has had assistance from NZ-based volunteers through church networks, who introduced the ACE curriculum and trained the trainers.

## Adventist Development and Relief Agency

<b>Organisation Type</b>	NGO (church affiliated)
<b>Program Name(s)</b>	Mi Save Rid
<b>Type of Program</b>	Community based adult literacy classes integrated with bible teaching, health information and financial literacy
<b>Location of Programs</b>	Guadalcanal, Malaita (target communities tbc)
<b>Target Group(s)</b>	Women and youth (but men can participate)
<b>Number of Learners</b>	Target: 300
<b>Number of Teachers</b>	Target: 28
<b>Number of staff</b>	
<b>Start date and duration of Program(s)</b>	To start mid-2014 – 2016 (previous Buk Save project ran 2009-2010)
<b>Source of funding</b>	ADRA, Australian Aid programme
<b>Contact Details</b>	ADRA Solomon Islands, PO Box 1319, Kukum Highway/Vura Road, Honiara. Tel. <a href="tel:+67738656">+677 38656</a> Program Manager: Robert Zutu: rzutu@adra.org.sb

### Summary

ADRA is about to start two new adult literacy programmes, building on lessons from their previous Buk Save project. These programmes will operate across communities in Malaita and Guadalcanal, focus on women, and will reach at least 300 people.

### History

ADRA is the development arm of the Seventh Day Adventist (SDA) church and supports a range of community development initiatives in Solomon Islands. Over 2009/10 ADRA supported a project called Buk Save, targeting women in Honiara, using LASI training of trainers, and the pijin bible as the core text.

### Objectives and Definitions

ADRA defines literacy as reading, writing and counting, as well as a key tool for empowerment, communication and information-access. The goals of Mi Save Rid are: improving literacy amongst women disadvantaged youth; improving literacy teaching methodologies, and; addressing gender equality and social inclusion issues. The project design aims to empower women, to enable them to better support their children's education, family health and tackle gender inequality, as a result of their ability to read/write, and the social awareness content of the training.

### Management and Delivery Approach

ADRA will work in partnership with existing community-based organisations, SDA Women's Ministry Division, and LASI to deliver and monitor the adult literacy programmes. The teachers trained under the former Buk Save project, along with newly selected literate women from community-based organisations, churches or women's associations, will be supported by ADRA to undertake Basic and Advanced training provided by LASI. Teachers

will be selected by Churches. Teachers will also be trained in life skills, cross-cutting and community awareness issues, by ADRA in workshop format. Learners will be selected by ADRA and communities, and will receive training first in literacy, then in financial literacy and cross-cutting issues. Programmes will be monitored by an ADRA Program Manager based in Malaita, and the WMD in Guadalcanal. Participants will be asked to contribute a small fee for the financial literacy training, either cash or food. Teachers will receive a stipend under the programme, however ADRA considers sustainability to be dependent on Solomon Islands' Government taking adult literacy teachers onto the teacher payroll. The literacy classes will serve as an entry point to other training on key health issues, gender inequality, social issues and financial literacy.

#### Curriculum, Materials, Teaching Approach

A teaching manual was developed for the Buk Save project, which will be used again, also with the pijin bible and LASI materials as the core materials for the programme. The Buk Save approach focuses first on ensuring learners understand the value of literacy before beginning teaching, and use fun, relevant learning exercises. Learners will attend an initial training course of 7 days, with follow up support over the next 3 months. This was deemed to be successful approach in the Buk Save project, however it is not clear how learning was assessed. New teaching methods and tools will be trialled during the programme, and lessons learnt shared with other partners in the sector and MEHRD.

#### Monitoring and Evaluation

A baseline survey will be undertaken to assess initial literacy levels, then will be implemented again to assess learning outcomes after the course. A monitoring and evaluation framework for the programme will be developed. The ADRA Program Manager in Malaita and the WMD in Guadalcanal will carry out regular monitoring and supervision. Stories of most significant change will be collected at the end of the programme, to demonstrate impact.

## Solomon Island Translation Advisory Group

<b>Organisation Type</b>	NGO
<b>Program Name(s)</b>	n/a
<b>Type of Program</b>	Translation of bible, and support to vernacular literacy, and other adult literacy providers
<b>Location of Programs</b>	Guadalcanal, Malaita, Western, Central, Isabel (and indirectly support work in Makira)
<b>Target Group(s)</b>	Language groups
<b>Number of Learners</b>	N/A
<b>Number of Teachers</b>	N/A – support community initiatives
<b>Number of Staff</b>	Director plus volunteers.
<b>Start date and duration of Program(s)</b>	Operating for over 25 years
<b>Source of funding</b>	Community fundraising, donor funds, other sponsoring organisations
<b>Contact Details</b>	SITAG, PO Box 986 Honiara, Ph 23646 Tim Matzke, Literacy Coordinator timothy_matzke@sil.org

SITAG's main purpose is to facilitate the translation of the Bible into the languages of Solomon Islands. We also work with various stakeholders to facilitate literacy in these languages. SITAG was first established in the early 1980's as a partnership between the Summer Institute of Linguistics and the Solomon Islands Christian Association (SICA). Since that time SITAG has consistently supported the maintenance of vernacular languages through translation of the bible and other material production. The main sources of funds for SITAG's work are community fundraising and international donor funds. Their main costs are related to materials development, printing and teacher training.

SITAG defines a person as literate when he/she can read, with understanding, anything that he/she would understand orally, and write, with clarity, anything that he/she can say. SITAG considers literacy and numeracy as different skills, but as equally important.

While SITAG does not directly deliver or manage adult literacy programmes, SITAG does provide teacher training on request of communities, using a one-week curriculum they have developed and their own materials. They encourage a variety of teaching methods and learning activities, teach in vernacular and pijin. SITAG recommends programmes go for 7-12 months, with twice-weekly meetings for 1-2 hours, and that success be measured by a person having reached a certain level of learning as assessed through teacher observation.

SITAG's experience is that communities can achieve the result of organising classes and helping people learn to read and write if they have materials that are pedagogically sound, teachers who can use them effectively, and the commitment to demonstrate appreciation for that teacher. A good system of ongoing monitoring, coupled with follow up training for teachers can significantly strengthen such programmes, and facilitate much greater sustainability.