

PD-AAW-296

MAN = 52107

OPERATIONAL PROGRAM GRANT

NON-FORMAL EDUCATION AND LEADERSHIP TRAINING

Grant No. 879-0251-G-00-1008-00

SUMMER INSTITUTE OF LINGUISTICS

PAPUA NEW GUINEA

FINAL REPORT

October 1981 - September 1985

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INTRODUCTION

The people of Papua New Guinea who benefited from the use of these grant funds live in rural village areas. The range of their formal school education varies from no formal schooling to those who have had the privilege of attending high school. A good portion of them have never visited places outside of their own language area.

They live in a variety of climates which range from forested mountains to tropical lowlands and coastlands. They depend on their land and local resources to provide the food which they eat. Many of them do not have an easy access to stores. A small percentage of these people may be accessed by road, or by boat travel, but most of them only by air travel.

Gratitude has been shown for the opportunities they have been offered to learn new skills in reading, writing, production of their own vernacular literature, and the instruction in many practical areas. Practical areas included maintenance and repair of various kinds of lamps, maintenance and use of non-electrical sewing machines, health and nutrition, alternate methods of cooking, simple bookkeeping, care of domestic animals, etc.

An effort has been made to work with and through the local leaders and their communities. They were the ones who chose those who should attend training courses. Many enthusiastic people from each of these language groups contributed of their time and energy to bring about the progress that has taken place.

On behalf of the people of this country who have benefited from these funds, we convey our combined thanks to the people of the United States.

Information for this report was gathered from the SIL language teams who are working in the language areas which have received grant fund assistance. Their reports and the financial records form the basis for this final report.

Teacher training and in-service courses were held to train six teachers for the vernacular preschools. One supervisor was trained to help the teachers and check on their work. The literacy classes were furnished with teaching aids such as chalk boards, chalk, paper, pencils, etc. The six teachers, who have received stipends for teaching, have all conducted successful literacy classes. Of the 59 completing classes in 1984, 47 were able to go on to grade one. Presently there are 35 enrolled in the preschool. Approximately 2% of the people have been enrolled in literacy classes.

A writer's workshop with 17 people attending, contributed literature for the series of Amanab post primers. Of the literature printed, about 50% is in use. The balance is to be used in the preschool work.

Six village communities have received assistance with solar lighting systems. The people helped with their contributions and with building the community buildings. The six solar lighting systems benefit 630 people. The people use the facilities for private reading at night and general village meetings.

Amanab Expenditures (US dollars)	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
Teachers salaries			326.50	553.18	879.68
Supervisors salaries			78.98	223.95	302.93
Total - Salaries			405.48	777.13	1182.61
Literacy related courses		866.26	218.75	78.58	1163.59
Total - Train./rm./bd.		866.26	218.75	78.58	1163.59
Literacy related travel		390.45		124.94	515.39
Supervisor travel			25.83		25.83
Total - Travel		390.45	25.83	124.94	541.22
Village school equipment		117.46	259.48	380.40	757.34
Literacy course equipment		135.40			135.40
Total - Equipment		252.86	259.48	380.40	892.74
Basic instruct. material	18.48	190.18	898.92	337.27	1444.85
Readers			88.91	239.62	328.53
Culture material			1.17	162.90	164.07
Dictionary			76.19	17.40	93.59
Library			52.06		52.06
Total - Lang.res.matl.	18.48	190.18	1117.25	757.19	2083.10
Solar lights			1327.89	640.25	1968.14
Total - Comm. projects			1327.89	640.25	1968.14
GRAND TOTAL	18.48	1699.75	3354.68	2758.49	7831.40

Language: AMPEELI

Province: Morobe

Speakers: 1,000

In February 1984, a survey was made in this language group to assess the need and desire for literacy among these isolated villages. Because of the lack of interest in literacy noted at that time, a program was not begun. Since then, two letters have been received, several months apart, expressing the desire for literacy. One letter also stated that five young men want to attend a course to teach them how to become literacy instructors. NFELT funds to the extent of \$374.71 were used to help with the travel costs of the survey.

Language: ANGAVE

Province: Gulf

Speakers: 1,600

In 1984-85, 18 people became functionally literate, 12 in the vernacular and six in Melanesian Pidgin. These students are now able to write stories and letters. All literates have helped to produce the literature that can be used in subsequent classes. The teachers were trained prior to the use of grant funds.

The library is open for general use during school hours, 8:00 a.m. to 3:00 p.m. About 80% of the literature printed is in use.

The school building with solar lighting has enabled them to have night activities. These include classes in Melanesian Pidgin and viewing slides. The school building also houses the literacy classes and the library. This building directly benefits 10% of the Angave speakers.

Angave Expenditures (US dollars)	82-83 Total	83-84 Total	84-85 Total	Total all years
Teachers salaries		482.16	278.41	760.57
Total - Salaries		482.16	278.41	760.57
Village school equipment		691.46		691.46
Total - Equipment		691.46		691.46
Basic instructional material				
Dictionary		146.48		146.48
Library		423.02		423.02
Total - Lang. res. matl.		569.50	383.58	953.08
Solar lights		1118.10	-95.08	1023.02
Literacy center	54.06	542.43		596.49
Total - Comm. projects	54.06	1660.53	-95.08	1619.51
GRAND TOTAL	54.06	3403.65	566.91	4024.62

Language: AMBULAS

Province: East Sepik ,

Speakers: 44.000

NFELT funds were used for a teacher training course and for supplying equipment for village school literacy classes. After completing the course, 12 teachers used their training to teach classes. One of the teachers is still teaching, while two others have taught from time to time.

A writers' workshop was held and 24 people attended this course. The stories written were printed and used in the literacy program. Additional instructional materials for the literacy classes were also printed. Assistance with travel costs to supervise the literacy classes in the various villages was given.

Grant funds were also used to help purchase a typewriter and duplicator for the program to help in preparing literature for the people.

Ambulas Expenditures (US dollars)	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
Literacy courses	21.54	123.55			145.09
Total - Train./rm./bd.	21.54	123.55			145.09
Supervisor travel	463.05	149.82	62.59	24.01	699.47
Total - Travel	463.05	149.82	62.59	24.01	699.47
Village school equipment		937.41	158.29	9.43	1105.13
Literacy course equipment	540.82	32.32			573.14
Total - Equipment	540.82	969.73	158.29	9.43	1678.27
Basic instruct. material	-16.50	1660.91			1644.41
Readers		37.64	228.66		266.30
Culture material		992.18			992.18
Dictionary			61.58	22.53	84.11
Library		94.32			94.32
Total - Lang. res. matl.	-16.50	2785.05	290.24	22.53	3081.32
Duplicator/typewriter	33.30	865.12			898.42
Total - Comm. projects	33.30	865.12			898.42
GRAND TOTAL	1042.21	4893.27	511.12	55.97	6502.57

Language: ANGOR

Province: West Sepik

Population: 1,250

During the time period of this grant only vernacular preschool classes were held. In 1981-1982, 89 students were enrolled. Of these, 80 became literate and 70 entered grade one in the Angor Community School in 1983. Some adults who attended the preschool classes were too old to go to primary school. Of the students who attended classes in 1982-1983, 30 went on to primary school. In 1983-1984, 25 more attended classes and entered primary

school in 1985. At the end of the grant on September 30, 1985, 25 students were in preschool classes. The verification of literacy is based on a school entrance exam given by the headmaster. Only those with literacy skills can proceed to community school. Those who do not have literacy skills must repeat the preschool class. Those in this class now would not be considered functionally literate. Students continue their vernacular literacy in the community school. Approximately 155-160 Angors have become functionally literate. This is approximately 13% of the total population. The headmaster has shown by tests that the children who had vernacular preschool are performing above average in English literacy as well.

There were seven teachers trained during the period of the grant. Six of these were still functioning as teachers or supervisor at the end of the grant. The teachers' stipends came from internal funding. The effectiveness of the teachers was shown by their students' acceptance into the Angor community school.

One supervisor was trained with grant funds. He operated successfully during the life of the grant. He was supervising teachers at three different schools.

One person was trained at a managerial level using grant funds. He had previous experience operating a sawmill, but received further training by means of the grant. He now operates part time as manager and part time as trouble shooter and mechanic.

There were eleven writers trained to produce vernacular literature. Their stories are contained in three booklets which are now in use in Angor community school culture period. The only vernacular library established to date is the one at the Angor community school. Other libraries are to be established as soon as the community centers are completed. These buildings will be equipped with solar light systems.

Approximately 50% of the literature produced is in use. The remainder is being held for the libraries which are to be placed in the community centers after they are completed, and for future community school cultural classes.

The training courses for the Angor people were related to literacy, writing, and sawmill operating. The teachers continued to use their training as reported above. Literature produced in the writer's course is in use. Presently other literature is being produced by students in the vernacular in their culture courses. The sawmill course provided training for four men. Others also help in total project operation as they are needed. The sawmill is operating well and has provided funds for stipends for literacy teachers and for improving the road between Angor and Amanab. Timber from the mill has been used to build the Angor community school buildings and one permanent teacher's house.

An Angor development committee was formed to handle the sawmill operation. Even though it has final say in the sawmill, for all practical purposes those operating the sawmill oversee its operation and give the funds for the projects.

Angor Expenditures (US dollars)	82-83 Total	83-84 Total	84-85 Total	Total all years
Literacy courses	80.65	43.05		123.70
Total - Train./rm./bd.	80.65	43.05		123.70
Literacy related travel	207.62			207.62
Total - Travel	207.62			207.62
Village school equipment	5.12		99.38	104.50
Total - Equipment	5.12		99.38	104.50
Basic instruct. material			225.71	225.71
Readers			154.63	154.63
Culture materials			190.12	190.12
Total - Lang. res. matl.			570.46	570.46
Solar lights			1379.25	1379.25
Portable sawmill		3.14	5179.82	5182.96
Total - Comm. projects		3.14	6559.07	6562.21
GRAND TOTAL	293.39	46.19	7228.91	7568.49

Language: GADSUP

Province: E. Highlands

Speakers: 9,000

Over the period of the grant, this language program has paid stipends to literacy teachers and a supervisor. Some teacher training and in-service courses were conducted. The six teachers trained have all taught successfully. Along with their training, they have been creative in finding ways of keeping the pupils' attention as well as creating an interest to read. The people of the community have also appreciated the training given the teachers in areas of sewing, bread making and health. This has enabled them to share with the community basic health principles and other new skills.

The preschool program began in February 1983. Thirty children became functionally literate. In the following year, 1984-85, 54 and in 1985, 98 were making progress toward functional literacy. In this last reporting period, six teachers were teaching six classes with 110 students attending.

One supervisor has been trained and is serving. He makes weekly rounds to each class. He makes sure they have the needed supplies and also helps the teachers with various problems. In many ways his function is also that of a manager in that he serves as liaison with the community and local government offices. He uses a motor bike to conduct his supervisory travel about the area. At times helicopter travel was used when road conditions made travel by vehicle impossible.

One village library has been established. This isn't always functioning as it takes much supervision. It is at present being renovated. Library boxes are being put in the community schools to encourage continued reading in their mother-tongue. About 20% of the literature recently produced is in use and the rest is planned to be used in the future. The people are beginning to see the value of learning to read and write.

The community building is completed and the people are using it for women's club, sewing, health clinic, and reading club. Solar lights were also provided for the building.

Gadsup Expenditures (US dollars)	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
Teachers salaries		1592.88	2464.39	3350.36	7407.63
Supervisors salaries			672.40	975.41	1647.81
Total - Salaries		1592.88	1336.79	4325.77	9055.44
Literacy course		15.21	332.62	570.22	918.05
Total - Train./rm./bd.		15.21	332.62	570.22	918.05
Literacy related travel			262.07	151.88	413.95
Supervisor travel		70.81	639.11	1411.11	2121.03
Motivator travel	531.24	-77.85	61.18		514.57
Survey travel	160.82		85.27		246.09
Total - Travel	692.06	-7.04	1047.63	1562.99	3295.64
Village school equipment		173.59	798.33	741.08	1713.00
Literacy course equipment			142.97	384.51	527.48
Total - Equipment		173.59	941.30	1125.59	2240.48
Basic instruct. material	92.95	18.27	64.68	6445.68	6621.58
Total - Lang. res. matl.	92.95	18.27	64.68	6445.68	6621.58
Solar light				976.84	976.84
Amomonta comm. building				2667.41	2667.41
Total - Comm. projects				3644.25	3644.25
GRAND TOTAL	785.01	1792.91	5523.02	17674.50	25775.44

Language: BAINING

Province: E. New Britian

Speakers: 4,500

In 1981, grant funds were used for a survey of this language group. In 1982, several training courses were conducted. Literature was also prepared to be used in a literacy program for these people. Funds were allocated for a literacy building. Some of these funds were used to purchase building materials for it. Work on the building was begun, but it still is not functional. The language team assigned to this program then left. Another team is now in the area trying to get the local community to cooperate to finish the building. It is hoped that an adult education program will become a reality on this site.

The primers that were printed earlier are in use. A vernacular component in the community school has begun. It is hoped that the reading comprehension level of the Baining students will improve in English if they have some instruction in reading their own language first.

Baining Expenditures (US dollars)	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
Teachers salaries		154.91			154.91
Total - Salaries		154.91			154.91
Literacy course	2747.93	-3368.44			-620.51
Total - Train./rm./bd.	2747.93	-3368.44			-620.51
Literacy related travel	2725.65	1210.91			3936.56
Survey travel	5357.39	-1495.97	9.28		3870.70
Total - Travel	8083.04	-285.06	9.28		7807.26
Literacy course equipment		55.43			55.43
Total - Equipment		55.43			55.43
Basic instruct. material	169.13	3633.85			3802.98
Dictionary		22.65		38.43	61.08
Total - Lang. res. matl.	169.13	3656.50		38.43	3864.06
Water tank		348.39			348.39
Literacy building		844.97			844.97
Total - Comm. projects					
GRAND TOTAL	11000.10	1406.70	9.28	38.43	12454.51

Language: BUANG

Province: Morobe

Speakers: 6,100

During O.P.G. I, 10 teachers and two supervisors were trained. In 1982 eight of these teachers were still teaching. Grant funds provided stipends to encourage the teachers to continue teaching. For some time after the language

team left the area the classes continued. One woman, who was a supervisor of classes, did much to encourage the teachers and students. She baked bread in her two drum ovens to sell and thereby helped provide funds to keep the schools going.

In May of 1984, a literacy consultant visited the area to encourage the people. At that time five classes were going with 112 children and teenagers attending. The group still was struggling to keep classes going and were looking for projects that might help support the literacy work. Due to some internal conflicts, lack of interest, and garden responsibilities, the classes are no longer in session.

Funds were also used for computer time for preparation of a Buang dictionary. This project lacks about a month's work to complete preparations for printing.

Buang Expenditures (US dollars)	82-83 Total	83-84 Total	84-85 Total	Total all years
Teacher salaries		358.26		358.26
Supervisor travel		855.51	148.26	1003.77
Dictionary	601.83	980.34		1582.17
GRAND TOTAL	601.83	2194.11	148.26	2944.20

Language: DOBU/BUNAMA/MUYUW Province: Milne Bay Speakers: 11,700

The language team working with these language groups had a literacy program ten years ago. Funds were used in the last two years to visit the schools in the language areas that were teaching vernacular literacy in the culture hour. These language groups are located on islands and travel is, of necessity, by boat. Along with checking the progress of the students, they gave in-service instruction to the teachers and replenished supplies for the vernacular literacy classes. They found a great shortage in the supply of instructional materials. Therefore, the funds used in this project were mainly for printing of the instructional materials for literacy classes and for supervisory travel.

In the Dobu language area, some 30 community schools have vernacular literacy in grades 3-6 during the culture hour. Students are tested once each year. All of the 450 students who finish grade 6 each year have achieved functional literacy in the vernacular. Some 2,700 students in the 30 schools are progressing toward this goal along with their other studies.

In the Muyuw language area, 30 new teachers for village schools were trained in 1985. Of these, 20 are teaching classes in their home villages. There were approximately 100 village literacy classes being conducted and 90 schools using the culture hour for vernacular literacy. Testing of students in the village schools by the SIL language team revealed that a high proportion had achieved functional literacy, with most of the rest making satisfactory progress. Time constraints did not allow the team to visit and test the students in all the village classes.

The literature printed is in use, except for 200 copies of the primer and drill book and 200 copies of various reading books which will be used to replenish supplies in schools.

The language team found that where there had been vernacular instruction and the students had learned to read by the syllable method, they also did better in reading English as they could apply some of the same principles to attacking new English words. In schools where they did not read the vernacular, they also did not read well in English. The SIL team tried to encourage both reading in the vernacular and in English.

Grant funds were used to help purchase a typewriter and a duplicator to facilitate the production of literature for these language groups. Several people have been given training in the use of the equipment and other skills necessary for this task. There is a growing demand among these people for literature in their own language. This equipment will be useful in meeting this need. A writers' course is planned for mid-1986.

Dobu/Bunama/Muyuw Expenditures (US dollars)	83-84 Total	84-85 Total	Total all years
Literacy related travel	398.20		398.20
Supervisor travel	568.48	721.94	1290.42
Total - Travel	966.68	721.94	1688.62
Village school equipment		859.70	859.70
Literacy course equipment	100.06		100.06
Total - Equipment	100.06	859.70	959.76
Basic instruct. material	3225.78	2680.73	5906.51
Readers	2282.81	961.40	3244.21
Culture material	2954.64	522.11	3476.75
Dictionary	3252.47	20.30	3272.77
Total - Lang. res. matl.	11715.70	4184.54	15900.24
Typewriter/duplicator		1115.36	1115.36
Total - Comm. projects		1115.36	1115.36
GRAND TOTAL	12782.44	6881.54	19663.98

In the past four years, a number of various types of courses were conducted in the village. Along with the teacher training and in-service training given, there was also training offered in various other skills. Of the 50 trainees who attended teacher training courses, 30 have taught literacy classes. The emphasis was not only to bring people through to literacy, but also to keep up the skills learned and go on to more advanced reading. This training and teaching practice has increased their vernacular literacy skills enormously. Some of this training has also been in the national language, English. The skills of teachers and staff in this area has dramatically increased.

In this last time period, 32 teachers have been teaching 26 classes with 300 students attending. The method used to test achievement of literacy has been through oral reading tests, written dictation, and comprehension tests. These have been given after each unit of five books (adults) and after each unit of seven books (preschool). The number of new literates in 1981-82 was 50, in 1982-83 there were 70, in 1983-84 there were 50, and in the 1984-85 there were 100. Another 100 were making progress towards functional literacy when the final report was written.

Stipends were given to teachers, supervisors, manager, and some of the people who helped with literature production in the village. Over the four years, eight men have worked in the area of literature production. They helped write stories, produce books, and small newsheets. Thirteen teachers have produced books for use in their schools.

Eight village libraries have been set up. These are in boxes and operate in conjunction with the reading clubs. It was hoped that the people in the community would come and borrow from the boxes and read, and that the reading club members would take books to their homes to read on their own time. In practice, not much of this has happened. Probably one of the main reasons is lack of any good place to keep books, and the lack of light at night for reading. The books were used during the reading club meeting. The groups discussed the various topics which were their reading assignments.

Three supervisors have been trained. All have worked successfully during this time period. They supervised the literacy teachers and helped with the teaching in the training courses. One man has been trained on a managerial level. He is very capable and has gained a great deal of knowledge of administration in his time as manager. Another person is being trained to do the bookkeeping and also to serve as manager of the Supports Projects. He has proved himself quite good, however, he still needs further assistance and training.

All sections of the program come under one association, the Barai Nonformal Education Association. This group meets bi-monthly to quarterly, depending on the volume of business. It has the overall oversight of the program and staff. The manager is its executive officer. The Board hears reports from each department, makes decisions about staffing, funding submissions, aims, and goals, hears complaints, and adjudicates in problems.

It is also a sounding board for community wishes and requests related to the total program.

There were many new things taught in the training courses and many of them have been put into practice.

Carpentry: Staff who took the course helped build the community center, make cupboards, and maintain the buildings.

Sewing course: There are a number of women who now own their own sewing machines. They are making garments for their families and making some to sell.

Nutrition: There is an improvement in the quality of food people are now producing. They are also using more protein than before.

Reading skills: These skills are being used in learning about other interest areas.

Maths: There were a couple of maths courses and trade store management courses. Since then, a number of the participants have started and are running successful trade stores. The success is largely due to the principles learned in the courses.

Plumbing: One young man trained at SIL has been working steadily making tanks to be attached to local buildings, the community school and the preschool.

Motor maintenance: Two men who have taken these courses are now actively maintaining the airstrip and BNEA motor mowers.

Preschools: Five excellent preschools are running and providing the community schools with well prepared children to enter Grade 1.

BNEA Support Projects Building

The building is completed and in use. The people fulfilled their obligation in the building of the structure. It provides housing for a general store, a used clothing store, a banking facility, a book sales outlet, an office for the BNEA bookkeeper, and a buying service for coffee, cardimon, and chili. The services provided through this facility are not obtainable elsewhere in the area. Two young men are receiving training and regular employment. Another man is to be added later. This facility is being managed by the local BNEA staff and board.

Two Preschool Buildings

These projects are completed and in use. The people fulfilled their obligation in the construction of the facilities. Water tanks have been built and attached to each preschool. These provide drinking water to each village where they are installed. At least half of the people of these communities are benefiting from these projects.

Sawmill Project

The portable sawmill has only been installed a few months, but already it has helped to provide timber for two community buildings and various individual needs. It is giving training to approximately nine men in machine handling, maintenance, and production of sawn timber. The people are grateful for the provision of this equipment.

Barai Expenditures (US dollars)	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
Teachers salaries	3385.96	6303.43	2363.68	1342.19	13395.26
Supervisors salaries	1115.49		552.73	287.99	1956.66
Manager salary	183.49		750.25	237.95	1171.71
Total - Salaries	4658.39	6303.43	3666.66	1868.15	16523.63
Literacy course		59.58	131.40	61.99	252.97
Manager course			11.48		11.48
Skills course		535.01	243.11		778.12
Total - Train./rm./bd.		594.59	385.99	61.99	1042.57
Literacy related travel	184.79	705.15			889.94
Skills related travel		1097.10	152.45		1249.55
Supervisor travel	327.75	-36.62	127.58	36.30	455.01
Motivator travel			1733.19		1733.19
Total - Travel	512.54	1765.63	2013.22	36.30	4327.69
Village school equipment	99.74	1514.06	2466.77	1863.45	5944.02
Literacy course equipment		74.05	30.41		104.46
Skills course equipment		354.56	8.35		362.91
Total - Equipment	99.74	1942.67	2505.53	1863.45	6411.39
Basic instruct. material	656.60	781.62	1785.45	9094.53	12318.20
Reader			180.59	508.06	688.65
Culture material	1009.56	488.04	109.44	24.19	1631.23
Dictionary			153.50	33.27	186.77
Libraries	649.73	16.31	1463.11		2129.15
Total - Lang.res.matl.	2315.89	1285.97	3692.09	9660.05	16954.00
Solar/sew. mach./duplicator	1817.15	32.27	396.70	40.76	2286.88
Barai preschool I		971.36	1240.28		2211.64
BNEA used clothing		615.49	200.89		816.38
Support projects building			1656.67	1692.52	3349.19
BNEA sawmill				5839.03	5839.03
Barai preschool II				2518.05	2518.05
Total - Comm. projects	1817.15	1619.12	3494.54	10090.39	17021.20
GRAND TOTAL	9430.71	13511.41	15758.03	23580.33	62280.48

Language: BAHINEMO

Province: East Sepik

Speakers: 380

A recently revised primer and a reader were prepared and printed for these people. The books are to be used in the literacy program for that language area. Funds to the extent of \$1,115.61 were used for this project.

In 1982, vernacular literacy was taught one hour daily in the Marawaka community school during the culture hour. Teachers trained under O. P. G. I were visited and encouraged to keep up classes. In-service training was given to these teachers. Three teachers helped with teaching preschool at the community school. Five pupils became literate in the vernacular and another seven transferred from Melanesian Pidgin to the vernacular. Through the community school, 54 students learned to read in the vernacular. In 1983, a further 12 learned to read and others improved their skills.

In mid-year 1984-85, the students were progressing well in preschool, but the school closed because of initiation ceremonies. Because of fighting in the Wonenara area, cultural ceremonies, and shortage of water and food, it has been difficult to make much progress in literacy work.

Some of the previously trained teachers helped in the production of instructional material and culture books. About 10% of the instructional material is in use and 50% of the culture books. Computer time was used for compiling a dictionary. It is nearly ready to print.

Baruya Expenditures (US dollars)	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
Teachers salaries	665.05	253.93	351.42		1270.40
Total - Salaries	665.05	253.93	351.42		1270.40
Literacy course	229.62	74.69			304.31
Total - Train./rm./bd.	229.62	74.69			304.31
Literacy related travel		20.13	154.42		174.55
Supervisor travel	112.31	17.80	121.80	156.77	408.68
Follow-up travel			30.43		30.43
Total - Travel	112.31	37.93	306.65	156.77	613.66
Village school equipment		124.76	22.56	45.92	193.24
Literacy course equipment	42.62	2076.25			2118.87
Skills course equipment	13.06				13.06
Total - Equipment	55.68	2201.01	22.56	45.92	2325.17
Basic instruct. material		34.99			34.99
Readers	57.75	26.28			84.03
Dictionary	135.68	397.27	291.77	43.78	868.50
Library		78.52			78.52
Total - Lang. res. matl.	193.43	537.06	291.77	43.78	1066.04
GRAND TOTAL	1256.09	3104.62	972.40	246.47	5579.58

A course was held for the people in 1982 and another one in 1984. Some of the appropriate technology taught in the courses is being used in the village. Some people have started baking scones and bread using the drum oven. Sewing machines and Coleman lamps are being repaired by the people. Several people have begun chicken projects of their own.

The teachers that have been trained have been reluctant to teach without stipends. The local community has not seen supporting the teachers as their responsibility. Some teachers have helped other people in their villages to learn to read. Others have also helped in the cultural hour in the community school.

Computer time was used to compile the entries for a Burum dictionary. It is presently being proofread and checked. As soon as funding is available, it will be printed. All other Burum materials printed are in use.

NFELT funds were used to help purchase materials for a literacy building. The people were slow to assume their responsibility in building it. Their expectation was to be paid for their labor. The building was finally completed and is now in use.

Burum Expenditures (US dollars)	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
Literacy courses		14.50	691.45		705.95
Skills courses		32.47			32.47
Total - Train./rm./bd.		46.97	691.45		738.42
Literacy related travel			1258.14		1258.14
Motivator travel	26.02		84.58		110.60
Total - Travel	26.02		1342.72		1368.74
Village school		282.46	6.43		288.89
Literacy course equipment			149.52		149.52
Skills course equipment	17.59				17.59
Total - Equipment	17.59	282.46	155.95		456.00
Basic instruct. material	17.71		16.52		34.23
Readers				57.67	57.67
Culture material		49.58	107.14		156.72
Dictionary	48.45	944.44	425.78	91.45	1510.12
Library		918.49			918.49
Total - Lang.res. matl.	66.16	1912.51	549.44	149.12	2677.23
Community building			927.62	88.30	1015.92
Total - Comm. projects			927.62	88.30	1015.92
GRAND TOTAL	109.77	2241.94	3667.18	237.42	6256.31

Language: DUKE OF YORK

Province: E. New Britian

Speakers: 8,500

In 1983, an educated man from the Duke of York language was brought to the SIL center at Ukarumpa to participate in a Program Planning workshop. It was hoped that he would be one of the key persons to begin a literacy program for these people. He attended the workshop. He also had written a book on the culture of his people. He requested that this book be printed so it could be used in the literacy program for his people, and that it might be used to encourage other people to preserve some of their cultural things in writing. Some of the books were distributed to schools in the area soon after the publication. After that time, he left the area to seek employment elsewhere. The SIL language team for this language is presently in a study program. It is hoped that when they return in 1987 the rest of the books will be distributed for use as originally intended.

Duke of York Expenditures (US dollars)	82-83 Total	83-84 Total	Total all years
Literacy course	18.09	-18.48	-.39
Manager course	90.09		90.09
Total - Train./rm./bd.	108.18	-18.48	89.70
Supervisor travel	656.08		656.08
Total - Travel	656.08		656.08
Literacy course equipment	4.20		4.20
Skills course equipment		264.44	264.44
Total - Equipment	4.20	264.44	268.64
Culture material	36.02	4291.94	4327.96
Library	38.39		38.39
Total - Lang. res. matl.	74.41	4291.94	4366.35
GRAND TOTAL	842.87	4537.90	5380.77

Language: DADIBI

Province: Chimbu

Speakers: 9,000

This program has tried to operate their literacy program from internal funding. School fees were collected from students attending school. Other community projects were undertaken to help pay for the literacy classes. These funds helped to give stipends to teachers and pay for some school supplies. On a few occasions, grant funds were used to supplement local funds. Grant funds were used to help set up the schools with essential equipment such as plywood for desk tops, blackboards, etc. On a few occasions, funds from the grant helped to transport a leader to local NFE committee meetings.

Presently, 13 teachers are teaching 17 vernacular literacy classes with 210 students attending. About 50% of the preschool and school leavers learn to read well. School leavers include those too old for community school.

One supervisor has been trained to go to the villages and check on the schools. A committee consisting of representatives from each village oversees the literacy program.

Special classes are also being taught in typing, mechanics, carpentry, and business math to help them in their community projects. In the math classes about 80% do very well initially. There are some who go on to second, third, and fourth year classes. About 10% are in the fourth year math class.

Grant funds were used to help with the purchase of a duplicator. This is a real asset in helping them to produce the instructional materials for their literacy classes and special classes. Numerous titles include a tractor book, a teacher training manual, a math book, a book on chicken raising, and a book on health care.

A portable sawmill was purchased through provincial funding, but some of the training was provided through the grant.

Grant funds helped to purchase materials for a literacy building. The people have fulfilled their part of the agreement for the building. It is now being used for literacy classes, literature production, library, and general training center.

Dadibi Expenditures (US dollars)	82-83 Total	83-84 Total	84-85 Total	Total all years
Teachers salaries	256.90			256.90
Supervisor salary		38.49	24.01	62.50
Total - Salaries	256.90	38.49	24.01	319.40
Literacy courses	.93	25.55	27.22	53.70
Skills courses		23.83		23.83
Total - Train./rm./bd.	.93	49.38	27.22	77.53
Skills related travel		47.34		47.34
Supervisor travel	8.24	48.16	10.91	67.31
Total - Travel	8.24	95.50	10.91	114.65
Village school equipment	390.22	362.24	44.28	796.74
Skills course equipment		56.54		56.54
Total - Equipment	390.22	418.78	44.28	853.28
Basic instruct. material		130.58		130.58
Readers	77.26		124.56	201.82
Total - Lang.res.matl.	77.26	130.58	124.56	332.40
Duplicator	.37	619.88		620.25
Literacy building			2261.56	2261.56
Total - Comm. projects	.37	619.88	2261.56	2881.81
GRAND TOTAL	733.92	1352.61	2492.54	4579.07

Grant funds were used in December 1983 until March 1985. They provided for

- 1) A Writers' Workshop - January 1984
- 2) A Teachers' Training Course - January 1985
- 3) Literacy Materials - Primers, charts, etc.

The objectives of the Girawa literacy program were:

1. Forty people to read fluently and write short stories in Girawa by the end of 1985.
2. Forty people (previously illiterate) to be able to read simple Girawa and write a few sentence stories by the end of 1985.
3. Two villages would complete some community projects introduced by books or courses.

Since January 1984, 43 people who were literate before in another language can now read fluently in Girawa and write simple stories in Girawa, their own language.

From October 4-16, 1985, the language team visited all literacy classes and found 45 students who are able to read a previously unseen story in Girawa and write sentences also.

Two drum ovens have been installed.

Two coffee grinders were purchased and in use for various purposes.

Five chairs have been constructed in the villages.

One man introduced kamfri and aloes to his village after reading the book SAVE NA MEKIM (a "how to" information book).

During the writers' workshop, all 30 participants wrote stories. Since then, 16 people have turned in other stories. Some stories have been printed in books and others will be edited and duplicated later. The people are excited with improved writing skills and are using it also to write letters and notes.

The teachers were trained in January 1985. They are all teaching classes, with varying degrees of success. The primer was designed for use with teenagers and adults, however, the teachers insisted on enrolling younger children also. At the beginning of the year, 186 people were enrolled in literacy classes. In October, 154 were still attending. Of these, 45 were progressing very well; 64 were progressing slowly. The rest were children who were not catching on very well and will not come through to reading this year.

The books produced for the literacy classes are being well used. About 90% are out in the villages, either having been used, are being used, or are to be used during this year's classes. The rest are being used in sequence in classes, then collected, to be used again with following classes.

A nonformal education committee has recently been selected to oversee the program.

Girawa Expenditures (US dollars)	83-84 Total	84-85 Total	Total all years
Literacy course	608.83	240.02	848.85
Skills course	653.65		653.65
Total - Train./rm./bd.	1262.48	240.02	1502.50
Literacy related travel		301.10	301.10
Skills related travel	1451.73		1451.73
Total - Travel	1451.73	301.10	1752.83
Village school equipment		197.50	197.50
Literacy course equipment	74.09	510.79	584.88
Total - Equipment	74.09	708.29	782.38
Basic instructional material	50.93	1580.92	1631.85
Total - Lang. res. material	50.93	1580.92	1631.85
GRAND TOTAL	2839.23	2830.33	5669.56

Language: KUNIMAIPA

Province: Morobe and Central

Speakers: 10 ,000

A number of teacher training and in-service courses were held to train teachers for teaching literacy classes. In 1982, seven villages organized to begin eight classes. There were 90 students enrolled. Only three teachers made an effort to teach in two villages affecting 24 students. Six of these received their certificates showing they were functionally literate. In 1983, only three villages participated with new teachers. There were five classes with a total of 63 students. One became functionally literate. Most of the students proceed through two or three of the set of five primers before the teachers or students lose interest. The language team has found it difficult to get the people to see the need for literacy. There is only one community school in this language area.

Supervisors made regular checks and tested the students at the end of each primer before the student moved into the next book. Supervisory visits were difficult to accomplish because of the long treks over mountainous trails with long distances between villages. The helicopter was used when it was in the area and available.

Sixteen trainees attended the teacher training courses. Of these, 12 organized classes. Of these, four did well and brought some of their students through to functional literacy. When various interests diverted the students and teachers, classes were discontinued.

All literature funded has been in use except the alphabet book which will have major use in the preschool which is now being organized.

Early in the grant a solar powered light, funded 50%, was provided for the training center facility at Garina. In December 1983, grant funds were used to help build a community center in the village of Moimo. The people helped by providing the local building materials and labor. The building is used for sewing classes, library, and village meetings. As yet sewing skills have not resulted in income to support the literacy program, but the people are benefiting from the sewing for their personal needs.

Kunimaipa Expenditures (US dollars)	81-82 Total	82-83 Total	83-84 Total	Total all years
Teachers salaries	248.05			248.05
Supervisors salaries	82.96			82.96
Total - Salaries	331.01			331.01
Literacy courses	496.66		31.77	528.43
Skills courses			88.46	88.46
Total - Train./rm./bd.	496.66		120.23	616.89
Literacy related travel	2680.56	-290.15	87.70	2478.11
Supervisor travel		352.69		352.69
Motivator travel			1186.98	1186.98
Survey travel		1060.21		1060.21
Total - Travel	2680.56	1122.75	1274.68	5077.99
Village school equipment			7.12	7.12
Literacy course equipment	200.56			200.56
Total - Equipment	200.56		7.12	207.68
Basic instructional material	160.72		680.59	841.31
Culture material		2.45		2.45
Library			13.97	13.97
Total - Lang. res. matl.	160.72	2.45	694.56	857.73
Solar lights	348.00			348.00
Community building		103.97	995.83	1099.80
Total - Comm. projects	348.00	103.97	995.83	1447.80
GRAND TOTAL	4217.51	1229.17	3092.42	8539.10

Training courses included a Writers' Workshop and Teacher Training courses. During the writers' course in 1983, 28 people were directly given training for producing indigenous literature. The trainees contributed to writing three main books produced in the villages. In addition, ten other people have become enthused about writing and contributed articles and stories.

Twenty-five Iamalele men were trained as literacy teachers. Three of these became supervisors. The other 22 were all successful vernacular teachers, as verified by the weekly report forms the supervisors completed about each teacher, and by personal visits to each of the 22 classes by the SIL literacy coordinator.

During 1983 and 1984, approximately 190 Iamalele people became functionally literate. Another 30 more have made some progress towards becoming literate. This was verified by weekly testing by the supervisors who visited each of the 22 classes on a weekly basis, and by an examination given to the teachers at the end of the literacy course.

Approximately 20% of the Iamalele people have benefited directly from these courses and literacy classes, with another 30% having direct benefit from other special projects such as solar lighting for literacy house, typewriter, duplicator, and reading glasses.

The aim of the literacy courses was to teach people to read and write. This has happened, and is an on-going thing as people continue to read and write. This has made an impact in the community as many of those who still find reading difficult are planning to do a further course. Many of these people live in remote areas. Since they have requested classes, the teachers and supervisors have made plans to start literacy classes for them in 1986. In addition, many in the community are looking into the question of starting a preschool program for the Iamalele people. The Iamalele Non-formal Education Association is planning further literacy courses as funds become available. This group is also responsible for the control and use of the equipment mentioned, and the distribution of all literacy materials.

Several books have been printed for this literacy program. About 70% of all literature produced for this program is in use, the remainder is being held for the next literacy program planned for 1986.

The solar powered lighting system is being used in the literacy house built by the people. The facility is used for night time reading, and it also functions as a community center. About 500 people benefit from this and the equipment listed below. Another 1000 people are within travelling distance and could use the facilities.

The typewriter and duplicator are situated in the literacy house and are used for the production of community notices and informal reading materials.

The reading glasses have proved to be of great benefit to many people, particularly the older ones. The eyesight of many of the Iamalele people has deteriorated by the time they are in their mid thirties. It was good to see their faces light up when they could clearly see print for the first time in many years. About 100 people have directly benefited from the use of the reading glasses.

Iamalele Expenditures (US dollars)	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
Teachers salaries		135.27	3076.60	969.16	4181.03
Supervisors salaries			1632.16	512.96	2145.12
Total - Salaries		135.27	4708.76	1482.12	6326.15
Literacy courses		845.05	590.98		1436.03
Total - Train/rm/bd		845.05	590.98		1436.03
Literacy rel. travel		865.18	1528.56		2393.74
Supervisor travel			1222.23	77.49	1299.72
Survey travel	121.50	91.28			212.78
Total - Travel	121.50	956.46	2750.79	77.49	3906.24
Village school equip.			2004.88	371.12	2376.00
Literacy course equip.		137.59			137.59
Total - Equipment		137.59	2004.88	371.12	2513.59
Basic instruct. material		77.40	3705.57		3782.97
Readers			417.94		417.94
Culture materials			25.03	1001.46	1026.49
Total - Lang. res. matl.		77.40	4148.54	1001.46	5227.40
Solar light/typewriter			1360.01	983.32	2343.33
Reading glasses				315.67	315.67
Total - Comm. projects			1360.01	1298.99	2659.00
GRAND TOTAL	121.50	2151.77	15563.96	4231.18	22068.41

Language: HALIA

Province: North Solomons

Speakers: 13,000

In early 1982, 200 copies of the Halia dictionary were printed. These were enthusiastically received by the Buka people, and most of them were distributed on Buka Island, the home of the Halia people. Other requests also came in from other parts of the country where Halia people were located. Although the supply is depleted requests still come in for them. Teachers in the schools, students, and other citizens are very appreciative of this dictionary. NFELT funds to the extent of \$5,988.12 were used for printing this edition of the Halia dictionary.

A teacher training course for 22 men and one supervisor was held for four weeks in September 1982. At the end of this course, classes were begun in ten new villages. In February 1983, a second teacher training course was held and 19 teachers and one supervisor were trained. At the conclusion of this course, classes were begun in nine new villages. Classes also continued in five of the villages started by the first group of teachers. In March 1984, 17 of the previously trained teachers were given a four week in-service course. At the same time 16 new teachers were trained. In March 1985, 24 new teachers were trained along with two new supervisors and a manager.

Of the 31 men trained as teachers, 24 of them have taught faithfully for at least one year, 18 for two years, and four for three years. The 24 trained in March of 1985 are continuing in their first year of teaching. There were 17 men who quit teaching before one year was up. The usual reasons given for quitting were to seek employment elsewhere or discouragement because their pupils were not regular in attendance. A few left because of responsibilities elsewhere and one because he was elected as Provincial Member and is now Provincial Minister for Youth.

Of the five supervisors trained, three have served well as supervisors. One is now receiving further on-the-job training to enable him to assume more responsibilities as the manager of the program.

In May 1983, at the end of the first program, classes had been held for eight months in ten villages. At that time 311 students attended classes. Of these, 116 completed Primers 5 or 6 and therefore could read. There were 53 in Primer 4 who would soon be readers. There were 142 still struggling in Primers 1-3. From this first program, 169 are now functionally literate.

The second program commenced in March 1983. In mid-December after six months of teaching, classes were being held in four previous villages and nine new villages. There were 323 students attending classes. Of these students 138 had completed Primer 6 and were literate and had proceeded to the advanced community development classes. Forty-four people had completed Primer 4 and 141 were still in Primers 1-3. Therefore, 182 had become functionally literate.

The third program began in April 1984. There were 37 teachers with classes in 22 villages and an enrollment of over 750. In December 1984, the results of testing students indicated that during this time 226 students had become fluent readers in their own language and the trade language, had learned some math, participated in community development subjects, and were using simple English. There were 230 more doing well and are over half-way through the initial reading classes which cover six books. This meant that 456 had now become functionally literate.

In September 1985, 33 of the above mentioned teachers were conducting classes in 19 villages with an enrollment of over 505. In summary this means that in 21 months literacy classes were held in 29 villages, resulting in 807 adults becoming functionally literate in their own language plus some transfer

to the trade language and some training in math. It is expected that another 200 will reach that goal by the end of 1985. About 1,789 people have been enrolled in the classes. This is close to 20% of the population.

The program has been closely supervised. Each student is tested by the supervisor once every six weeks, with a "test book", which has new material written using the syllables they know. The figures quoted above are the results of these tests. Supervisory travel was conducted on foot, by helicopter, and vehicle travel, depending where the schools were located. Some of these people who asked for classes live in very remote villages.

Many individuals have produced stories during both the teacher training courses and in the advanced literacy classes. A number of these have been published in the book, BIRD AND ANIMAL STORIES. Quite a bit of literature has been printed for the literacy classes. About 85% of the literature funded by the grant is in use.

Some of the teachers are passing on information gained in the training courses by teaching sewing classes and helping people with maintenance of sewing machines and lamps. Some are baking buns and selling them at the local market. The libraries in the villages are being used by the people. Several husbands have remarked that they are pleased that their wives have learned to read.

Inoke-Yate Expenditures (US dollars)	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
Teachers salaries	588.00	6175.84	5081.71	2102.43	13947.98
Supervisors salaries	76.50		118.77	160.92	356.19
Manager salary			182.97	148.99	331.96
Total - Salaries	664.50	6175.84	5383.45	2412.34	14636.96
Literacy courses	33.35	9866.77	5016.61	2058.00	16974.73
Total - Train./rm./bd.	33.35	9866.77	5016.61	2058.00	16974.73
Literacy related travel	66.63	1187.47	605.50	359.80	2219.40
Skills related travel		50.71			50.71
Supervisor travel	15.00	2138.81	3362.86	752.76	6269.43
Survey travel	977.68	373.48	251.19		1602.35
Total - Travel	1059.31	3750.47	4219.55	1112.56	10141.89
Village school equipment		5.27	1111.33	21.33	1137.93
Literacy course equipment		3573.02		980.32	4553.34
Skills course equipment			358.71		358.71
Total - Equipment		3578.29	1470.04	1001.65	6049.98
Basic instruct. material	3391.29	6243.87	3345.72	3862.28	16843.16
Readers	936.29	4090.26	1442.84	495.27	6964.66
Culture materials			49.99		49.99
Dictionary		57.56			57.56
Total - Lang.res.matl.	4327.58	10391.69	4838.55	4357.55	23915.37
GRAND TOTAL	6084.74	33763.06	20928.20	10942.10	71718.10

Language: KOBON

Province: Madang

Speakers: 3,900

Computer time was funded to compile a dictionary of 3,000 entries. The dictionary is a diaglot in Kobon and English. The dictionary is planned to be used by the people in their literacy program. The cost for computer time for the preparation of the dictionary was \$576.35.

Local stories contributed by the people have been collected and entered on the computer also. These stories will be used in the preparing of reading material for the people of this language group. The cost for use of the computer was \$573.69.

Language: KARKAR

Province: W. Sepik

Speakers: 1,200

NFELT funds to the extent of \$152.17 were used to pay for computer time to put Karkar dictionary data on computer. It is presently being updated and more material will be added before it is completed. Appropriate items are being used to make up a smaller triglot dictionary which will include Karkar-Pidgin-English.

A phonics/alphabet book was printed to introduce illiterates, semi-literates, or literates in another language to the Karkar alphabet. This was especially printed for the semi-literates' course and the basic literacy course to begin around mid-1987. A few have been distributed to those with whom literacy material was tested in 1980-81. Eight were distributed to high schoolers in a writers' course to familiarize them with the alphabet. The book should benefit a third of the Karkar population. Grant funds to the extent of \$692.76 were used to cover the printing costs.

Language: LINDROU

Province: Manus

Speakers: 2,500

A writers' workshop was held in December 1983. This was geared to help the literacy teachers get experience in planning and running a writers' workshop. Three teacher/supervisors and eleven other trainees attended. They produced a book of Lindrou stories, poems, and songs. It gave the participants practice in writing, editing and illustrating. The greatest long range benefit, perhaps, is that they realized they could produce literature themselves.

The Lindrou literacy house was built with funding help from this grant. The purpose of the building was especially for the use of the young men who need a working area to carry out their non-formal education activities. NFELT funds to the extent of \$2,603.57 were used for this project in 83-84.

Language: KAUGEL

Province: W. Highlands

Speakers: 60,000

A Gestetner duplicating machine was 90% funded for the Kaugel Literacy Project. Two Kaugel speakers have been trained to prepare and run off stencils on the machine. They are also being trained to teach and oversee the literacy program. Just now trial classes in preschool are being conducted and therefore a large amount of simple reading material for the beginning reader is being produced for these classes. Without a speedy, inexpensive method of producing literature, such an approach would not be possible. Thus far it has been highly successful, but with a limited group of children. Much more will be learned in the pilot project year of 1986. The literacy opportunities are also planned for adults in their own language and in the trade language, Melanesian Pidgin.

The Gestetner machine is an important tool to help bring inexpensive interesting, culturally-relevant literature to these people. Unesco suggests 800 titles as the bare minimum needed to keep a newly literate group reading. NFELT funds to the extent of \$578.00 were used for this project.

Language: KOPE

Province: Gulf

Speakers: 3,500

A survey was conducted of the South-West Gulf Province between the Pie and Paibuna Rivers from April 26-May 3, 1984. During this time, twelve villages were visited. Information was gathered from eight different languages or dialects. NFELT funds to the extent of \$451.01 were used to help with travel expenses.

The main problem encountered in almost all of the villages was that of finding reliable sources of drinking water. Most of the existing fiberglass tanks needed repairs.

The second widespread problem was that there were few sources of income. The people were not producing copra because they had no easy access for marketing their product.

The other major problem area was literacy. There are very few primary schools in this area. There is only one school outside of the immediate vicinity of Kikori. It is the school at Kemei that was starting for the first time during the time of the survey. It was noticed that the young people who had gone to Kikori to attend school did not read well either in Hiri Motu or English. This was in marked contrast to the adults in the community, a good number of whom could read quite well in spite of the fact that they had completed only first or second grade. These adults, however, had received what education they had in the vernacular and then Hiri Moto. It appears then that the establishment of vernacular schools, which pupils would attend before starting primary schools, could definitely improve their ability to cope with public school education in English.

NFELT funds totaling \$49.49 were also used for computer time to compile a dictionary in the Kope language.

Language: KORAFE

Province: Oro

Speakers: 3,000

In 1983, grant funds were used to print a book about fish in the Korafe language. More recently, a series of thirteen primers were prepared with the help of the local literacy committee. These are to be part of a literacy thrust which is to begin in 1987. A local man did the art work and the people helped with reproducing the primers with the use of the silk-screen.

Funding also provided a community center and fiberglass water tanks to improve the village water supply. When the materials arrived at the site, the local community gave of their time to bring the sand and gravel to the site. They also helped with the construction of the building and installation of the water system. Water was available to the community within three weeks of the arrival of the materials at the construction site.

The community building is used for community activities such as village meetings, production of literacy materials, local health clinic, sewing classes and storage of sewing machines, and writers' club and storage of their materials.

The direct beneficiaries are the 160 people of Daga village and other people who come there for meetings, workshops, or to visit. The two 2,000 gallon tanks were designed to alleviate some of the need to haul water long distances (the closest permanent spring is over one and one-half miles away). Fiberglass tanks were used because of the close proximity to the ocean.

Korafe Expenditures (US dollars)	82-83 Total	83-84 Total	84-85 Total	Total all years
Village school equipment			71.28	71.28
Total - Equipment			71.28	71.28
Basic instruct. material			311.16	311.16
Culture material	1194.13			1194.13
Total - Lang. res. matl.	1194.13		311.16	1505.29
Water supply		2220.00	-457.44	1762.56
Community center		2263.25	-391.71	1871.54
Total - Comm. projects		4483.25	-849.15	3634.10
GRAND TOTAL	1194.13	4483.25	-466.71	5210.67

Language: KAMANO/KAFE

Province: E. Highlands

Speakers: 47,000

NFELT funds to the extent of \$170.54 were used to pay for computer time to compile a Kamano dictionary. This tri-glot dictionary is now ready to print. Hopes for having this book for the 1986 school year were running very high in all twenty-three provincial schools in the area. It will be a very valuable educational tool when it is completed and made available. Alternate funding for the printing costs is being sought.

ACCOUNTING (Professions and Trades)

Accounting training for six men was initiated under the grant. Only two of these men successfully completed their course of study and received their certificates from Lae Technical College. These two men are planning to continue training in this field. They have retained their employment with SIL. Of the four trainees who began the accounting course and failed to qualify for certificates, two have left SIL employment, while the other two have been retained. They are doing well at performing routine bookkeeping tasks.

Accounting Expenditures (US dollars)	1981-82 Total	1982-83 Total	1983-84 Total	Total all years
Salaries	2356.99	457.32	2613.50	5427.81
Training/rm./bd.	1406.27	2557.87	1228.98	5193.12
Travel	69.97	8.23	56.04	134.24
Equipment	65.41			65.41
TOTAL	3898.64	3023.42	3898.52	10820.58

AVIATION MECHANICS (Professions and Trades)

The SIL Aviation Department undertook to train four apprentice aviation mechanics. On-the-job training together with block courses given by the Papua New Guinea Department of Civil Aviation made up a four year training program leading to obtaining licensing. Three of the trainees did very well and are continuing to make progress toward qualifying themselves for licensing. One trainee progressed only to a certain point where his progress stopped. He has not been retained by the SIL Aviation Department. The three trainees who are making good progress are being encouraged to move on to higher levels of attainment. The equipment purchased for the trainees was instructional manuals and the basic tools as required by the apprenticeship agreement.

Aviation Mechanics Expenditures (US dollars)	1981-82 Total	1982-83 Total	1983-84 Total	Total all years
Salaries	5477.91	2787.00	7052.46	15317.37
Training/room/board			210.31	210.31
Travel	13.28	52.26	92.92	158.46
Equipment	218.05	713.74	500.94	1432.73
TOTAL	5709.24	3553.00	7856.63	17118.87

CONSTRUCTION (Professions and Trades)

On-the-job construction training was provided for five trainees in 1982. None of these trainees qualified for apprenticeship status. They all left SIL employment after one year of training. The equipment given to each of these at the beginning of their training was a basic set of carpenter's tools.

Construction Expenditures (US dollars)	1981-82 Total	1982-83 Total	Total all years
Salaries	1120.93	273.37	1394.30
Training/room/board	33.90		33.90
Equipment	378.05		378.05
TOTAL	1532.98	273.37	1806.25

AUTOMOTIVE MECHANICS (Professions and Trades)

Training in auto mechanics was given to three trainees. Two trainees completed their apprenticeship and found employment outside of SIL. The third trainee failed to complete his apprenticeship and was not retained as an employee of SIL.

Training in panel beating and spray-painting was given to one trainee. He successfully completed his apprenticeship and has retained his employment with SIL.

Automotive Expenditures (US dollars)	1981-82 Total	1983-84 Total	Total all years
Salaries	1146.49	373.52	1520.01
Training/room/board	668.76	160.90	829.66
Travel	12.00	160.90	172.90
Equipment	76.15		76.15
TOTAL	1903.40	695.32	2598.72

RADIO AND COMMUNICATION (Professions and Trades)

Training in telephone repair and maintenance was begun for one trainee. This man failed to complete his apprenticeship and he did not retain his employment with SIL.

Radio and Communication Expenditures (US dollars)	1981-82
Salary	558.00
Training course	301.50
TOTAL	859.50

MANAGER (Professions and Trades)

A man selected to be trained as an office manager for the SIL Technical Studies Department was given training during 1983-84. He did not complete his training and left employment with SIL after one year for personal reasons.

Manager Training Expenditures (US dollars)	1983-84
Salary	638.36
Training course	671.69
Travel for course	104.11
TOTAL	1414.16

DUPLICATOR FOR NORTH SOLOMONS

In October 1983, \$357.09 of NFELT funds were used to pay 50% of the cost of a Gestetner duplicator to help with the printing of materials for the Viles Tok Ples Skul (VTPS) preschool program in North Solomons Province. SIL teams seconded to this program are responsible for the equipment and the training of local people in its use.

This duplicator was used in 1983 and 1984 to produce reading readiness booklets, primers, and teachers' guides for the preschool program. This equipment aided six to eight language groups in providing inexpensive printed materials for their schools. In 1985, it was used to run off two math books for the VTPS program. Handouts were also printed for use in teacher training and primer construction courses.

All of the 2120 VTPS students and their teachers have benefited from the materials printed for the preschool classes. It is expected that the duplicator will continue to help print many more educational books for the preschool program.

MELANESIAN PIDGIN PRIMER

Several language groups who planned to teach classes in Melanesian Pidgin, a trade language, combined their order for the primers needed for these literacy classes. The printed books cost \$1,476.67. The books have been sent to these groups and the classes conducted.

COMMUNITY DEVELOPMENT

The CD department has the responsibility of providing training in appropriate technology subjects for nationals who participate in translation and literacy courses conducted by SIL. It maintains the training facilities and national staff at Ukarumpa needed to provide this training. Frequently, CD staff are sent to assist with SIL courses conducted in other locations in PNG. The department also provides a consultancy service to SIL language teams in many areas of appropriate technology.

Grant funds were used to assist with the training of one man as manager of the Training Center at Ukarumpa, and two other men as instructors for the various appropriate technology subjects. These subjects include: sewing, sewing machine repair, coffee machine repair, lantern repair, soldering, auto care, black smithing, leather working, tool sharpening, carpentry, forestry, sawmilling, lumber measuring and marketing, gardening, composting, care of poultry, animal husbandry, fish farming, nutrition, health care, drum oven construction, bread making, touch typing, silkscreen printing, making books, and other subjects as requested.

The subjects in which training is given are selected according to the varying needs and interests of the participants in the courses. Every effort is made to adapt the training to the conditions under which the trainees will be working in their home areas.

While most of the funds used by the CD department have gone toward the training of the national staff, some funds were also used to assist with travel expenses connected with CD needs surveys in selected areas.

Community Development Expenditures (US dollars)	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
Teacher salaries			116.48		116.48
Manager salary		1523.81	273.20		1797.01
Trade trainee salaries		2214.26			2214.26
Total - Salaries		3738.07	389.68		4127.75
Skills courses	309.02	494.40	511.41	-31.10	1283.73
Trade course		11.61			11.61
Total - Train./rm./bd.	309.02	506.01	511.41	-31.10	1295.34
Skills related travel	7.65	854.78	152.14		1014.57
Survey travel	188.98	-42.48	2304.68	467.75	2918.93
Trade related travel		36.00			36.00
Total - Travel	196.63	848.30	2456.82	467.75	3969.50
Trade equipment		4.62			4.62
Total - Equipment		4.62			4.62
GRAND TOTAL	505.65	5097.00	3357.91	436.65	9397.21

Language: NOBONOB

Province: Madang

Speakers: 2,000

The Nobonob people improved the facilities used for a bakery. They purchased roof iron and a water tank to improve their water supply for the bakery and village. The project cost was \$1,298.84.

The language team taught the people to bake bread. The Nobonob people sold it locally. Along with learning to bake bread the people also learned some principles about running a small business. Some of the profits were used to help fund the local vernacular preschool.

Language: AGARABI

Province: Eastern Highlands

Speakers: 12,000

A dictionary has been compiled for the Agarabi language. Funds to the extent of \$310.37 were used for computer time for this work. There are several parts to the dictionary. One part is for use in a beginning literacy program and is like an ABC book. Another part consists of topical words and pictures. The work is done in diglot; Agarabi-English. It is ready to be printed as soon as funds become available.

Language: GUIIU-SAMANE

Province: Morobe

Speakers: 4,000

In July 1982, funds were used to re-print a set of primers and readers. The community schools in that language area were planning to use these books as a vernacular component in their cultural hour. The books, which were distributed to the schools, used \$2,974.78 for the primers and \$778.93 for the readers.

Language: KARA

Province: New Ireland

Speakers: 1,500

A group of eight young people attended a two week writers' workshop on January 3 - 14, 1983.

The people in the village were very impressed with the booklets the trainees made during this workshop. One trainee commented, "Now I can write in my own language". Later, four of the trainees helped to conduct a writers' workshop in another part of their language area. Some of these trainees have also helped in literature production for this language group.

Kara Expenditures (US dollars)	1982-83
Training/rm./bd.	334.69
Travel for course	365.46
Equipment for course	41.92
Total	742.07

Language: MADAK

Province: New Ireland

Speakers: 2,600

In January 1983, nine men from the Madak language participated in a writers' workshop. They learned about the process of making literature, including different kinds of literature, writing the stories, and editing the material they had written. They also learned how to print literature by using a silk screen printer. They were taught the basics of layout and assembly of booklets. Fifty copies each of four separate booklets were produced. When the men returned home, they distributed the booklets among their people.

There was a second writers' workshop held in May of 1983. Twenty Madak men and women from four villages attended the week long course. The curriculum was the same as the course mentioned above. Five of the men who attended the first course assisted in conducting this course. Six separate booklets were produced and distributed to fellow villagers.

Four of the men who took the first course and one of the men who took the second course have their own silk screen printers. These men are continuing to produce beneficial literature for the community.

In September of 1985, a Gestetner duplicator was funded 90% from the grant and 10% from the Madak Language Committee. It is under the supervision of the Madak Language Committee and will be used to produce a large number of good quality pieces of literature for the Madak people.

Madak Expenditures (US dollars)	82-83 Total	83-84 Total	84-85 Total	Total all years
Literacy course	662.12			662.12
Skills course		177.95		177.95
Total - Train./rm./bd.	662.12	177.95		840.07
Literacy related travel	411.09	524.92		936.01
Total - Travel	411.09	524.92		936.01
Literacy course equipment	52.73			52.73
Total - Equipment	52.73			52.73
Duplicator			614.25	614.25
Total - Comm. projects			614.25	614.25
GRAND TOTAL	1125.94	702.87	614.25	2443.06

Language: NABAK

Province: Morobe

Speakers: 12,000

NFELT funds to the extent of \$111.97 were used for computer time in compiling a tri-lingual dictionary in Nabak, English, and Melanesian Pidgin. There are over 3,000 entries. The dictionary manuscript is presently being corrected and edited. It is highly desirable that this work be printed and made available to the Nabak people.

Language: MANGGA BUANG

Province: Morobe

Speakers: 3,000

Funding provided paper, stencils, and ink to produce a dictionary for these people. This 167 page book, printed on two sides of quarto size paper, was duplicated in the village on a silk screen printer. The local people helped with compiling, printing, and collating it. The work is a triglot, consisting of Mangga Buang, Melanesian Pidgin, and English. This basic dictionary was prepared at the request of the Mangga Buang people to help them to remember their cultural heritage and as a spelling guide. There were 50 copies printed at a cost of \$88.56 for materials and \$2.05 for transport.

Language: MIANMIN

Province: West Sepik

Speakers: 1,500

In April 1984, a CD survey was made in Mianmin language area at the request of the people there. Grant funds to the extent of \$260.95 were used to cover travel costs of the survey team. While the need for assistance to procure rain water tanks for the community school was established, no action was taken.

NATIONAL LITERACY COURSES

The first National Literacy Course was held at the SIL Training Center on April 1 - September 30, 1983. The 13 trainees came from nine different language areas. The course lasted for eight weeks.

The course was planned to train students in the use of the typewriter, develop skills to enable vernacular literature and book production, develop skills in creative writing and illustrating stories, teach the use of the silk screen printer, and train how to conduct writers' workshops in their language areas. The goals of the course were accomplished.

Each student made a plywood carrying case to take with him to carry paper and supplies. Most village houses have no storage place to protect books and papers. Each student received some supplies such as paper, ink, stencils, pens, etc. A small seed library (value about \$50. per person) was given to each student to aid them in their work.

Each student was asked to conduct several writers' courses in their language area within the following year. Writers' courses were held in five of the nine language groups. A number of these men were also involved in local literacy programs. Three of the trainees have established ongoing community libraries. One trainee has taken a job outside his home area. One trainee is using his knowledge as a provincial literacy coordinator. He has held writers' workshops, started literacy clubs, trained teachers, and enlarged the community library started at NLC by 500 books and booklets.

Two other trainees have had literacy classes in their home area and also conducted several writers' workshops. Two other trainees have interested men from 13 other language areas to attend a writers workshop in their area. A literacy building was prepared for the workshop. Since there are severe land disputes in the area, people are not free to travel about, so the course has not yet been held.

A second NLC course was held on October 15 - December 12, 1984. The 19 trainees came from ten different language areas. The course was similar in content and length to the first. The objectives of the course were reached.

Of the ten languages represented, nine have held writers' workshops in their language areas. Four of these have had three or more courses during the year. A stroke debilitated one man so that he was unable to run a writers' course. Another man who was very enthusiastic about literacy in his dialect became ill and died in December 1985. Aside from these setbacks, the results of the training appear to be very positive toward achieving the objectives of the course.

National Literacy Course Expenditures (US dollars)	82-83 Total	83-84 Total	84-85 Total	Total all years
Literacy course	5802.97	-42.17	4835.70	10596.50
Total - Train./rm./bd.	5802.97	-42.17	4835.70	10596.50
Literacy related travel	1219.78		5667.43	6887.21
Supervisor travel		161.83		161.83
Motivator travel		6.37		6.37
Survey travel		174.90		174.90
Total - Travel	1219.78	343.10	5667.43	7230.31
Village school equipment			271.93	271.93
Literacy course equipment	570.38	36.62	1545.58	2152.58
Skills course equipment		5.52		5.52
Total - Equipment	570.38	42.14	1817.51	2430.03
Basic instructional material		.03	49.39	49.42
Culture material	11.83			11.83
Dictionaries	436.24	75.62		511.86
Libraries		308.34	103.85	412.19
Total - Lang. res. material	448.07	383.99	153.24	985.30
GRAND TOTAL	8041.20	727.06	12473.88	21242.14

Language: MALEU

Province: W. New Britain

Speakers: 8,000

A survey of the Maleu language area was conducted May 25 - June 8, 1984. It consisted of a dialect survey and a survey to determine the socio/economic developmental needs of the people. Funds from the grant provided transport and supplies needed for the survey. The survey proved inconclusive and no action has yet been taken to implement a community development program in that area. The SIL language team is continuing the study of the language. NFELT funds to the extent of \$109.10 was used toward the expenses of the survey.

Language: MUHIAN

Province: E. Sepik

Speakers: 10,550

Grant funds provided training for a Muhian speaker in the use of a DEC computer. He did well with his training and is now able to work independently. He is able both to enter and edit data using the editing program on the DEC computer. He has helped in preparing the culture book for printing.

The Muhian literacy project consisted of three series of literacy classes, each of which ran for about five and one-half months. Each series of classes was preceded by a teacher training class. Midway during the series of literacy classes further training was given to the teachers. All classes were composed of students who were at least semi-literate in the trade language, Melanesian Pidgin. Each student paid a one kina course fee to learn to read Muhian.

In 1982, 50 became functionally literate, and 25 were making progress toward the goal. In 1984, 60 became functionally literate, and 20 were making progress. In 1985, 80 became functionally literate, and 15 were making progress. The number of functional literates was determined by giving a short reading test at the end of the course. A few lines of new material were given them to read which they had not seen before. The observations were made by the teacher and the supervisor. About 270 people, 3% of the Muhian speakers, have benefited directly from this literacy project.

About 14 teachers have successfully taught vernacular literacy classes. This was verified by the supervisors in each of the three areas. Six supervisors were trained. Four of these have functioned successfully. One of the six never worked as a supervisor, since no classes developed in his area.

One person has been trained to some degree at the managerial level. He managed most of the first literacy campaign while the SIL language team was on leave. He is, at present, the chairman of the non-formal education association for that area. He is able to lead a teacher training course and has done much to encourage his people to attain literacy and use the books printed in their language.

About 80% of the literature funded by the grant is in use or has been used. More will be needed in future literacy programs.

Muhian Expenditures (US dollars)	83-84 Total	84-85 Total	Total all years
Teachers salaries		234.71	234.71
Supervisors salaries		171.55	171.55
Total - Salaries		406.26	406.26
Literacy courses	217.02		217.02
Total - Train./rm./bd.	217.02		217.02
Skills related travel	152.54		152.54
Supervisor travel		75.90	75.90
Total - Travel	152.54	75.90	228.44
Village school equipment		61.35	61.35
Total - Equipment		61.35	61.35
Basic instructional material	47.52	104.73	152.25
Readers		130.91	130.91
Culture material		794.47	794.47
Total - Lang. res. material	47.52	1030.11	1077.63
GRAND TOTAL	417.08	1573.62	1990.70

MANUS ISLAND SURVEY

For eight days during the first part of September 1983, an intensive survey of the Western Islands was conducted. The Western Islands are located approximately 150 miles west of Manus Island. The survey team visited Luf Island, also known as Hermit Island, and the Ninigo Group of Islands. Ten men took part in the survey, two from SIL and eight men from Manus.

In order to get to the islands, it was necessary to charter a boat for the entire period. Because the cost per day of chartering the ship was so expensive, it was necessary to have a large team of men, so that the survey could be completed as quickly as possible.

The survey was very complete. Linguistic data was gathered from the two language areas. The language spoken on Luf Island is virtually dead, and the team was able to get only a partial word list. The Seimat language originally spoken by only the people of the Ninigo group, but now spoken on Luf as well, is still very much alive. Word lists, extensive grammatical data, and a text with translation were elicited from Seimat speakers.

The survey team gathered sociolinguistic, literacy, and demographic data. A census of every household in the area was conducted. Data on the educational level of each person in the area was gathered. Each adult who had not attended school was tested for his/her ability to read. The headmasters of the two community schools in the area were also interviewed. Questionnaires on language use and attitudes were also used in each village.

In 1984, the Lindrou literacy and demographic survey was conducted. In the course of this survey literacy, bilingualism and demographic data was collected on every household, approximately 500, within the Lindrou language group. A preliminary report on this survey is found in appendix number two.

Both SIL men, who collected the data on these surveys, went on leave soon after the data was collected. Both men were also engaged in study programs. One man has now returned and plans to complete the analysis and write up of the data acquired during the survey. The other man will not be returning till the end of the year, however, it is expected of both men that they will complete their reports. Special equipment used for the survey, and now no longer needed, has been returned and the account has been credited.

Manus Island Survey (US dollars)	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
Survey Expenses	685.64	6092.43	997.36	-500.00	7275.43

Language: MANGAP-MBULA

Province: Morobe

Speakers: 2,200

In 1984, NFELT funds to the extent of \$580.17 were used to pay 90% of the cost of a Gestetner duplicator for this group. It has been used to produce 1150 pieces of vernacular literature so far. These books contain stories written by the local people and a transfer primer. The local people also helped in illustrating and producing the books.

In the same year, a literacy office/classroom building was begun. The people fulfilled their responsibility, according to the agreement, by supplying land, labor, and local building materials. The building was completed in April 1985. Since that time, one group of 15 individuals was brought through an instruction program in vernacular literacy. These individuals are now able to read fluently in their own language and are making progress towards writing fluently as well. The building has served as a meeting place for regular monthly meetings of the vernacular language committee. It has also served as a meeting place for the youth association of the eastern half of Umboi Island, and as a site for an agricultural course under the auspices of the provincial government. The duplicator is located in this building. The building provides a work area for those who are helping with these tasks. NFELT funds to the extent of \$3,867.15 were used to help purchase and transport building materials for this project.

Language: MANAM

Province: Madang

Speakers: 6,500

Two Manam speakers have received training at the National Literacy Course. This training was to help prepare them for producing literature in their own language. They also received training in how to conduct literacy classes and preschool classes for their people. Grant funds were used to help with their training, materials, and supplies to carry out these activities.

One of the men worked with three other men to train them to assist him in the preschool program for the language area. Only one of these has continued.

They have produced materials to be used in the preschool program. Ten different books of 50 copies each have been produced along with other preschool games and teaching aids.

Year one of a two-year preschool program ran from February to November 1985. Over 30 students, ranging in age from five to eight, enrolled at the beginning. By the end of the school year, about 28 successfully completed the program.

Manam Expenditures (US dollars)	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
Supervisors salaries		148.51			148.51
Manager salary		56.89			56.89
Total - Salaries		205.40			205.40
Manager course		160.03			160.03
Total - Train./rm./bd.		160.03			160.03
Literacy related travel			53.31		53.31
Supervisor travel		86.64			86.64
Motivator travel	48.72	42.45			91.17
Total - Travel	48.72	129.09	53.31		231.12
Literacy course equipment		39.95			39.95
Total - Equipment		39.95			39.95
Basic instruct. material	23.27			690.89	714.16
Total - Lang. res. matl.	23.27			690.89	714.16
GRAND TOTAL	71.99	534.47	53.31	690.89	1350.66

In 1983, a survey was conducted for five weeks in the central region of the Miniafia language area. The team stayed at the village of Ajoa, a principal Miniafia population center of about 440. The purposes of the survey were to make preliminary estimate of the feasibility of fishing resources development, conduct local meetings to sense the felt needs of the Miniafia communities, and make recommendations for the economic development of the area.

Conclusions were drawn from four community meetings, visits to additional villages, a local census of coconut trees, and talks with principals in external agencies with long term presence in the community. The Oro Provincial Government approved the conduct of the survey and received copies of the final report.

Principal conclusions of the survey were:

1. The presence of 23,000 coconut trees in the central area, owned by 50 small-holders indicated a potential for copra production. An alternative to a current unsuitable purchaser was identified.
2. The current type of fisheries operations in the area was inappropriate to the skills and culture of the Miniafia people. Local purchasing points would be needed as an alternative to the local nationally owned and subsidized central processing and freezer facility at Tufi.
3. The provincial government should immediately facilitate construction of a road from Ajoa, 6km south to the Wanigela airstrip and Utan (Span Enterprises) plantation. This should be done in conjunction with harbor development at Keppel Point.
4. The need for potable water sources convenient to villages, especially those located along the beaches, was also identified by the survey team. This need, however, was not identified by participants in village meetings.

Costs totaling \$503.79 covered by the grant for this survey were the transport of the survey team, payment for their lodgings, and gifts to local informants. Other costs were borne by the survey team themselves.

In June-September 1985, literature production workshops were held in three separate locations, each lasting one week. Travel to these locations was by boat. In each location, local participants were selected who already knew the rudiments of how to read and write, but who would benefit from honing their literacy skills through practice. These people were then taught how to regularize their spelling system, how to tell an interesting story in written form, how to edit such stories, how to choose illustrations, how to print them on a silk screen printer, and how to collate the pages into a book. Thirty-five participants took part in the workshops, producing three locally authored books of traditional and personal experience stories. These initial participants were encouraged to involve yet others in the process and teach them the skills they themselves had learned during the workshop. These courses used \$934.56 for travel expenses and \$251.35 for materials.

The Nahu-Rawa Training Center was built in 1984-85. NFELT funds to the extent of \$14,043.24 were used for this project. The people fulfilled their obligations in supplying labor and local building materials for erecting this facility. A manual typewriter and a Gestetner duplicator were funded 90% from the grant for use in this training facility. The amount used was \$1,161.34.

A language group committee has been formed to oversee the center and its activities and plan a development program for the entire area. In 1985, five courses were held on various subjects of local interest.

Two calculator/numeracy courses were held. One was in English for public servants and local English speakers. The other was for Melanesian Pidgin speakers. This course was designed to help those who already had a working knowledge of numbers. It contained such practical items as figuring coffee and other food item prices, basic bookkeeping, pricing of trade store stock, check writing, and the use of the calculator. There were 64 participants.

One family life/nutrition course was held with 25 people enrolled. Many more people sat in on many of the lectures.

A typing course, with 24 participants enrolled, was designed to provide basic typing skills. This should improve their chances for future job opportunities and community service.

A leadership/bookkeeping course was designed to provide training for local leaders and to provide basic skills for book and record keeping in local business management. Participants enrolled were 35.

A writers' course was held to teach local school leavers the basic skills of story writing, editing, printing and book preparation. The course participants produced a three book series, 174 pages per set, of personal experience stories written in the vernacular. Approximately 9,000 pages were printed by the end of the two week course. The books were taken back to the participating villages to encourage their reading in the vernacular, and to provide reading material for future reading clubs. The 22 participants were chosen by the village leaders.

In addition to the formal courses conducted in the training center thus far, there were many informal meetings and events that have taken place which serve all segments of the community.

A number of courses are being planned for 1986. The Nahu-Rawa Training Center plans to initiate a coffee buying service for the Nahu and Rawa language communities as well as a wholesale supply service for the area trade store businesses. The profits from these two community services will be used to assist Nahu-Rawa communities in various development projects that are approved by the Training Center administrative executive committee.

Computer time for compiling a Nahu-Rawa dictionary used \$329.81.

The literacy program began with the request for preschool classes. With this request came the need for producing literature suitable for these classes. A trial preschool was conducted in 1984 with students who were scheduled to enter first grade in 1985. These children could not begin grade one in 1985, because there was no grade one class in the community school. They returned to the preschool class along with the new intake into preschool. There were 31 children on the roll for 1985. Of these, 22 children lived close by and attended on a regular basis. The class was given a test at the end of the period. Out of a possible score of 55, ten students scored 45 or above. Some were absent on some of the days of the test; this prevented them from making a higher score.

Funds were used to provide paper, ink, stencils, etc., for literature production for the literacy program. Twenty-five books have been produced. These books included prereading books, primers, a phrase book, a counting book, and picture story books.

The local people provided much of the material that has been printed. A contest was held in which the people were asked to submit stories with pictures. Many suitable stories were received. These stories will provide further material for instructional material and the other supplementary reading.

Much of the actual production of books is being done by the local people. They are able to hand print the stories on stencils. Then they duplicate, collate, and assemble books.

Water Project

New wells were placed in Dogea village, Balama village, and at Supi community school. A new pump was installed at the well in Erima village. The well in Dogea village is being used extensively by the people in its immediate vicinity. A large number of the people do not use it, however, because of its location. They could use a second well and pump in this situation. The other pumps are in use, and there have not been any reported breakdowns. Through a mix-up, one village did not get a pump, but it does need one. Overall, the water project has been successful. It has met a definite need of these people for clean water. This project directly benefits 800 people. This includes the villages of the language area plus the community school.

Sawmill Project

The sawmill project has been both encouraging and discouraging. A governing committee was formed, which has failed to meet once a month as was decided by the chairman of the committee. The secretary/treasurer has done an excellent job of bookkeeping. There has been a continual market for their timber. The crew operating the sawmill have been doing a good job maintaining the equipment.

Problems have been mostly in the area of disputes between the workers,

the chairman, and the treasurer. Apparently, the treasurer has sometimes failed to pay the workers on payday, causing hard feelings. Another problem has been the occasions when the wrong kind of wood was cut, resulting in the loss of a customer. They seem to have problems working together according to the principles of business. Since they are a kinship society, no one has the authority to lean hard on those not working properly.

The sawmill has provided a source of income to the community, and most importantly, has been a good training situation for the people to learn about working together in a business venture.

It is hard to say exactly what is going to happen with the sawmill project. If the current workers and committee fail in the venture, other Ogea men plan to have a go at it. Some of the petty quarrels and failure to follow simple business procedures are a bit discouraging, however, it is hoped that they will surmount these things and continue to operate the sawmill.

Ogea (Erima) Expenditures (US dollars)	83-84 Total	84-85 Total	Total all years
Village school equipment		531.69	531.69
Total - Equipment		531.69	531.69
Basic instructional material		759.53	759.53
Readers		70.80	70.80
Total - Lang. res. material		830.33	830.33
Ogea water project	1336.85		1336.85
Erima sawmill	5262.84	626.72	5889.56
Total - Community projects	6599.69	626.72	7226.41
GRAND TOTAL	6599.69	1988.74	8588.43

Language: NII

Province: W. Highlands

Speakers: 9,500

This language program trained literacy teachers under O.P.G. I and carried on a literacy program for several years.

In 1982, literacy efforts were directed mainly to the primary and vocational schools in all three dialects in the Nii language. There was need for travel funds to get teachers and supervisors to the schools, as they were far apart. This was an excellent opportunity to acquaint the children to their language in written form and also help them learn how to read it. The children had great interest in reading; their parents also became acquainted with their written language.

Because of a road accident involving this language group, resulting in inter-tribal fighting, the literacy activities ceased.

Supervisory travel costs for this project are \$272.70.

Eleven teachers have successfully taught vernacular classes. Eleven classes were in session during this time period. There were a total of 110 attending these classes. Stipends were given to the teacher through this grant.

Two supervisors were trained. One is functioning successfully. Over the last two years, he has held two first time instructor training courses on his own initiative, and six in-service training courses. He is in charge of paying the instructors, looking after the money-making aspects of the program, and the banking of funds. He makes regular visits to the various classes in the area.

A writers' workshop was conducted with a group of 13 attending. Their writing improved greatly as a result of the course. They also produced a good book. These men continued to produce Oksapmin news sheets every few months for a year. The newsheets were distributed to community schools, and to Oksapmin speakers employed outside of the language area.

About 15% of the language group have benefited directly from the use of grant funds; some through literacy, some through services provided, and others through the Oksapmin news sheets. About 70% of the literature printed is in use. The remainder is reserved to be used as the literacy program progresses.

Some funds helped to construct a literacy building. The people fulfilled their part of the agreement in supplying local materials and labor to construct the building. The building is in use for its designed purpose.

Oksapmin Expenditures (US dollars)	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
Teacher salaries	75.00	1404.19	389.82		1869.01
Supervisor salaries			127.36		127.36
Total - Salaries	75.00	1404.19	517.18		1996.37
Supervisor travel		378.36			378.36
Total - Travel		378.36			378.36
Village school equipment		179.99			179.99
Literacy course equipment				-60.32	-60.32
Total - Equipment		179.99		-60.32	119.67
Basic instructional material		87.54	519.88		607.42
Readers		1191.89	82.75		1274.64
Culture material		104.86			104.86
Dictionary			15.38		15.38
Total - Lang. res. matl.		1384.29	618.01		2002.30
Literacy building		577.05			577.05
Total - Comm. projects		577.05			577.05
GRAND TOTAL	75.00	3923.88	1135.19	-60.32	5073.75

Language: OMIE

Province: Oro

Speakers: 1,100

In April of 1984, funding was approved for two water tanks and their transport to the Omie language group, located in the southern foothills of Mt. Lamington.

A 2,000 gallon water tank has been set up in Asapa village. The tank was installed alongside an iron roofed building which the people constructed. The people also provided the guttering and 150 meters of water pipe with three taps. About 200 people are directly benefiting from the water tank in Asapa.

In the village of Kero, a 600 gallon water tank was set up alongside a building with an iron roof. Only one tap is servicing this water tank. Seventy-five people directly benefit from this facility.

In both areas, no water was available except by climbing down steep cliffs; drinking water was at least 20 minutes walk away. The people are very grateful for the availability of water in the village.

Total expenditure for these water systems is \$1,724.46.

Language: ONO

Province: Morobe

Speakers: 5,400

A committee, representing 26 villages, was formed to approve the beginning of a literacy program in this language group. NFELT funds were used to purchase building materials for the construction of a literacy building. Some of the groups who promised their support in providing local materials failed in their commitment, therefore, the building was not completed. One of the groups has completed the cement pad and begun to build the frame of the building. This same group has promised to finish the building.

A trial literacy class was taught by the language team and two teachers were trained to be teachers. Literacy materials were prepared for the beginning of the literacy program. The SIL team was on leave 84-85.

Ono Expenditures (US dollars)	82-83 Total	83-84 Total	Total all years
Literacy course equipment	376.91		376.91
Skills course equipment		95.39	95.39
Total - Equipment	376.91	95.39	472.30
Basic instructional material		34.04	34.04
Library	45.92		45.92
Total - Lang. res. material	45.92	34.04	79.96
Literacy building	1236.53	116.84	1353.37
Total - Comm. projects	1236.53	116.84	1353.37
GRAND TOTAL	1659.36	246.27	1905.63

The program objective was to produce literature and distribute it to encourage reading in the vernacular. Grant funds were used to pay for travel by motorbike to 90% of the Orokaiva villages to distribute books, which are shared among families. Some 250 lapboards and primers were distributed to families, who wanted to teach their children to read and write Orokaiva. Most of these children attend the community school, and are learning to read and write English. They are making the transfer to the vernacular with help from their parents and older siblings. A government census survey indicates that 12% of Orokaiva people can read and write Orokaiva.

One village library was set up in Sui village. Solar lights were installed for this facility. The building is used for various community meetings as well as for reading at night.

The sawmill, placed in this language area, has run into some village cultural problems. The older men will not allow the young men to cut the trees, because the young men are getting money from the sale of the timber. A satisfactory agreement for both parties has not yet been reached. At the present, things are at a standstill.

The Agenehambo community building is making slow progress. Although materials have been delivered to the site, there have been a few problems in getting the building constructed. First, there were land problems, which were eventually settled. Then, they could not get a concrete mixer to pour the floor. The floor was poured by mixing the concrete by hand. Presently, they are having difficulty getting the lumber which was promised by the sawmill mentioned above. In the absence of the SIL language team who is on leave, a local vocational school and the NFE department in Popengetta are helping out. They are trying to get the building completed, so the 12 youth groups in the area can use it as a resource and training center.

Orokaiva expenditures (US dollars)	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
Skills related travel		6.83	63.71		70.54
Motivator travel			57.00		57.00
Total - Travel		6.83	120.71		127.54
Skills course equipment	15.54	206.39			221.93
Total - Equipment	15.54	206.39			221.93
Basic instructional material				777.29	777.29
Dictionary			7277.78		7277.78
Total - Lang. res. matl.			7277.78	777.29	8055.07
Solar lights			569.42		569.42
Sawmill			4871.73	1062.65	5934.38
Community building				3107.42	3107.42
Total - Comm. projects			5441.15	4171.07	9611.22
GRAND TOTAL	15.54	213.22	12839.64	4947.36	18015.76

PRESCHOOL TEACHER TRAINING

In May and June of 1982, 14 students, from nine different language groups, came to Ukarumpa to attend a course in a method of conducting preschool classes. The aims of the course were to train preschool teachers and prepare materials needed for the trainees to use in their future classes. The syllabus included both the North Solomons Provincial Government preschool course and the SIL prereading and writing materials.

Most of the students had a positive attitude and worked well. Practice teaching sessions were held throughout the course. Shy uncertain students began to gain confidence as their teaching skills improved. Most of the students have taught preschool classes and some are still teaching.

Funds paid for the costs of the students to attend the course and for the materials they prepared to be used in their classes. A special lecturer from the North Solomons Provincial Preschool program also came to help with the course, and her expenses were also reimbursed.

Another preschool teacher training course was held in Rabaul in 1983. Three Kuanua speakers and nine Baining speakers attended the course. The course lasted ten days. The Baining trainees have not used their training in teaching preschool. Lack of leadership and other financial interests have prevented the preschool program from going ahead. The three Kuanua, however, each taught classes. The beginning of three classes has now grown to 25 preschool classes in that language area.

The main expense of this course was to provide materials to make up the teaching aids for beginning preschool classes.

Preschool Teacher Training Expenditures (US dollars)	1981-82 Total	1983-83 Total	Total all years
Literacy rel. train./rm./bd.	1589.28	8.53	1597.81
Village school equipment		906.05	906.05
Basic instr. lang. res. matl.	53.50		53.50
GRAND TOTAL	2715.26	1327.05	4042.31

Language: PODOPA

Province: Gulf

Speakers: 2,500

A community development needs survey was conducted in six remote villages to ascertain the interests and needs of the Podopa speaking people with regard to literacy, economic development, and health. Since the villages are located in very rugged terrain among limestone ridges, foot travel is difficult. The SIL helicopter was used to accomplish the survey. The people were excited

about development planning and the training they might get. They were all eager to send representatives from their villages to a central location for training when such became available.

Two sawmill training courses were conducted for a small group of men to introduce them to the chainsaw and the mobile dimension sawmills. Some sawn lumber, prepared during the training process, was used for desks for the community school. The mobile dimension sawmill was chosen as being the most suitable for the situation and was funded by the grant. The training process is continuing.

Grant funds were used to assist with the installation of a water supply system for one village. Water from a spring was brought via poly pipe to the village where the community school is located. It is distributed through a number of strategically located tap stands.

Galvanized iron for the roof of a building to be used as a training facility was purchased and transported to the central village. The building has been erected and will soon be put to use.

Some school supplies, paper stock, stencils, a typewriter, and a small literacy workroom, funded by the grant, have made possible the production of language resource materials right in the village. The participation by the people in this work has been very encouraging.

Podopa expenditures (US dollars)	82-83 Total	83-84 Total	84-85 Total	Total all years
Skills course	122.27			122.27
Total - Train./rm./bd.	122.27			122.27
Skills related travel	1301.53			1301.53
Survey travel		1910.72		1910.72
Total - Travel	1301.53	1910.72		3212.25
Village school equipment	309.96	45.11		355.07
Skills course equipment	296.69	871.62		1168.31
Total - Equipment	606.65	916.73		1523.38
Basic instructional material		163.51	55.00	218.51
Readers		365.27		365.27
Dictionary		301.98		301.98
Total - Lang. res. material		830.76	55.00	885.76
Literacy building/typewriter	2059.50			2059.50
Comm. school/sawmill training	1268.73			1268.73
Manual arts building		1514.61	59.07	1573.68
Portable sawmill		4635.04	1376.88	6011.92
Water supply		42.12	1088.57	1130.69
Total - Community projects	3328.23	6191.77	2524.52	12044.52
GRAND TOTAL	5358.68	9849.98	2579.52	17788.18

Language: ROTOKAS

Province: N. Solomons

Speakers: 4,200

A Rotokas to English and English to Rotokas dictionary has been prepared. The first dictionary of Rotokas, Melanesian Pidgin, and English was printed in 1973. There are no more copies of this book. Many requests have come for another dictionary to be published. The format for this dictionary would include grammatical information along with sentence illustrations. This work would be helpful to anyone wanting to become more familiar with the Rotokas language, such as government officers, teachers, church workers, etc. The cost for the computer time was \$271.53.

Language: TAWALA

Province: Milne Bay

Speakers: 10,000

Tawala is spoken by 10,000 mother tongue speakers and perhaps another 10,000 second language speakers. Over the years there has been an increasing demand for some form of dictionary language learning materials. School teachers, agricultural workers, missionaries, hospital staff and others have desired to learn the language and have requested help. Hence, while the Tawala people will not be the prime target of the "Tawala Language: An Introduction With Helps For Language Learning", they stand to gain in various socio-economic areas as extension officers are facilitated in their communication with the people. Funding, \$154.35, was used to pay for computer time to compile this information. When funding is available, this work will be printed.

Language: URIM

Province: East Sepik

Speakers: 3,000

A survey of the water supply needs of the Laninguap village in the Urim language area was conducted in July 1984. Various solutions to the problem of supplying potable water to the village and the adjacent hamlets were proposed. No action was taken at that time, but recently a decision was reached and a proposal for funding assistance was written. Funds used to cover the cost of travel for the survey were \$357.46.

Funds to the extent of \$85.88 were used for computer time to compile an Urim dictionary. This project is still in progress.

At the time this language program began using grant funds, they had already had a literacy program for several years. They did do more teacher training and began literacy classes in outlying villages.

There were 53 teachers trained who have been successfully teaching. The overall literacy rate from 1983 through 1985 in the 6 to 35 year age bracket has risen by 15%. At present, 85% of this group has achieved functional literacy. This is the result of a fairly concentrated literacy and educational effort. This figure has been verified by regular testing in the literacy classes.

Thirty persons were trained for supervisory roles. At present, eight supervisors are functioning in the areas of store, school, sawmill, carpentry, plumbing, mechanics, and equipment repair.

The economic spin-offs of the educational process have resulted in the successful running of a bulk store with six small trade stores, sewing of clothing which is sold in the trade stores, preparing of food items sold in the trade stores, a fuel supply and sales, two sawmill groups supplying sawn timber for local use, and a mechanic shop repairing outboard motors and other mechanical equipment.

Some of the social benefits of the educational process have been the establishment of reading clubs, sports groups, and musical groups.

Through writers' course instruction a number of people have made significant contributions in literature production. Eleven books have been printed, and many more are still in process. These books include cultural stories, instructional material, and supplementary reading material. The library at Hauna now contains approximately 11,000 books. They include books in the vernacular, Melanesian Pidgin, and English. They are used in all phases of the educational program for teaching, information, reading for pleasure, and resource material for those in College Of External Studies programs.

The six sewing machines are in use regularly, both for weekly sewing classes and for producing clothing for the people.

The two large plywood canoes with outboard motors are in constant use for transport relating to conducting literacy classes in the Sepik Iwam villages and the villages of related dialects.

The water supply system, consisting of galvanized iron rainwater storage tanks and poly pipes which carry the water to the four sections of Hauna village, is nearly completed. It will serve the needs of 500 people for potable water. The new galvanized iron roofs on the school, clinic, and community building serve as catchment areas for the rainwater to be used in the water supply system.

The clinic building is in use daily as the trained staff serves the medical health needs of the population of that area (estimated at 5,000).

The community center and school are in use, serving as the educational center for the entire language area. Approximately 500 people are using these facilities for educational purposes.

Sepik Iwam Expenditures (US dollars)	82-83 Total	83-84 Total	84-85 Total	Total all years
Teacher salaries		5795.45		5795.45
Supervisor salaries		896.83		896.83
Total - Salaries		6692.28		6692.28
Literacy courses		13325.08		13325.08
Skills courses		6108.69		6108.69
Total - Training/rm./bd.		19433.77		19433.77
Literacy related travel		1492.78		1492.78
Skills related travel		1208.76		1208.76
Supervisor travel		895.44		895.44
Total - Travel		3596.98		3596.98
Village school equipment		720.61		720.61
Skills course equipment		95.38		95.38
Total - Equipment		815.99		815.99
Basic instructional material		1747.74		1747.74
Readers	1.16	985.78		986.94
Culture material		181.51		181.51
Dictionary		94.05		94.05
Library		928.84		928.84
Total - Lang. res. matl.	1.16	3937.92		3939.08
Canoes/motors/sewing machines		7022.08		7022.08
School/workshop building			10407.36	10407.36
Clinic			2244.32	2244.32
Community building re-roof			3779.17	3779.17
Water system			9684.77	9684.77
Total - Community projects		7022.08	26115.62	33137.70
GRAND TOTAL	1.16	41499.02	26115.62	67615.80

In 1982-83, 12 writers' courses were held in various villages. These participants were semi-literate in Melanesian Pidgin or English. Progress was made in their reading and writing skills in the vernacular as demonstrated in the stories they wrote during the course.

Two men were trained as supervisor/teachers for the writers' courses. They were previous teachers in a prior literacy thrust. These two men hiked to some distant villages to conduct the courses. An average of ten people participated in each course. All wrote at least one story; some wrote more. Not all the stories were printed during the course, but they were collected to publish in a book at some future date.

These two men, with the assistance of an SIL language worker, also conducted a survey to determine the dialect boundaries. A literacy team has now been allocated in another area of the language on the basis of this survey.

Siane Expenditures (US dollars)	81-82 Total	82-83 Total	Total all years
Teacher salaries	300.86	425.58	726.44
Total - Salaries	300.86	425.58	726.44
Literacy courses	978.28	115.96	1094.24
Total - Training/rm./bd.	978.28	115.96	1094.24
Literacy related travel	59.79	120.57	180.36
Survey travel	111.44		111.44
Total - Travel	171.23	120.57	291.80
Literacy course equipment	255.61	43.01	298.62
Total - Equipment	255.61	43.01	298.62
Basic instructional material	549.05		549.05
Culture material	930.09		930.09
Total - Lang. res. material	1479.14		1479.14
GRAND TOTAL	3185.12	705.12	3890.24

Teachers were trained in two teacher training and inservice courses. Much individual teacher instruction was given on a one to one basis. Literacy classes began in 1983 with one teacher teaching. That year 18 graduated from preschool classes to go on to grade one. The first grade teacher was pleased with these students. In February to October of 1984, eight teachers began the year, later dropping to four teachers. That year 70 students completed the

preschool course to go on to grade one. A note was received from a headmaster in another school saying they were all good students. In 1985, four teachers with four helpers began the year teaching four classes. Each class had about thirty students. The classes dwindled during the school year and thirty students completed the preschool course to go on to grade one. The teachers are in part chosen by the parents and must be local. The students are tested by giving them stories to read. Thus far 118 have completed the preschool classes. The classes have from 15-30 children. Many drop out through the year. Those that stay learn. Many adults see the children learning to read the vernacular and they desire to learn also.

One supervisor has been trained informally. He has served part time as the program is too small for full time work.

The teachers and supervisor received stipends for their services in teaching the literacy classes and for their help in preparing the school materials. Local people also helped in the preparation of the primers and other instructional material needed for the literacy classes. A number of books were prepared by the language team and some local helpers. All the instructional materials printed are in use in the preschool classes.

Items such as paper, pencils, chalk, and chalk boards were purchased for use in the village schools. Travel funds were used to transport students to the training courses and for supervisory travel in checking on the village schools.

Upper Asaro Expenditures (US dollars)	82-83 Total	83-84 Total	84-85 Total	Total all years
Teachers salaries		2125.45	1789.08	2914.53
Supervisors salaries		49.88	379.64	429.52
Total - Salaries		2175.33	2168.72	4344.05
Literacy courses		387.64	221.65	609.19
Total - Train./rm./bd.		387.64	221.65	609.19
Literacy related travel	103.73	412.53	33.76	550.02
Supervisor travel	145.98	56.48	68.45	270.91
Total - Travel	249.71	469.01	102.21	820.93
Village school equipment		1165.43	117.35	1282.78
Literacy course equipment			58.03	58.03
Total - Equipment		1165.43	175.38	1340.81
Basic instruct. materials		1768.29	79.94	1848.23
Readers		392.42		392.42
Culture materials	1054.18			1054.18
Total - Lang. res. matl.	1054.18	2160.71	79.94	3294.83
GRAND TOTAL	1303.89	6358.12	2747.80	10409.81

Language: SURSURUNGA

Province: New Ireland

Speakers: 1,800

In January of 1983, 13 trainees attended a two week writers' course held for three language groups. The results were positive and the trainees were excited about encouraging others in their language area to participate in writers' workshops.

In the latter part of 1984, another writers' workshop was held. The teaching load was shared between the SIL language team and the local people who had previous training. The 15 men who attended this course represented 12 of the 19 Sursurunga villages. The group produced four booklets on subjects of local interest. They very much appreciated the course and were enthusiastic and satisfied with the results.

Plans were made to have another course mid-1985. Some materials were purchased and transported to the language area. These plans were then delayed because of other local priorities. The materials are expected to be used in the near future.

A local language committee has been formed and they desire to promote other such workshops and also help promote the literacy program for the area.

Sursurunga Expenditures (US dollars)	1982-83 Total	1983-84 Total	1984-85 Total	Total all years
Training/room/board	543.77		202.43	746.20
Travel for course	593.76		100.41	694.17
Equipment for course	68.11	80.14	522.63	670.88
GRAND TOTAL	1205.64	80.14	825.47	2111.25

Language: SANIYO HIYEWE

Province: East Sepik

Speakers: 600

In May 1983, an intra-language survey was conducted to determine the dialect boundaries. All 13 villages were surveyed; the helicopter was used to reach the most inaccessible ones.

In April 1984, a writers' workshop with 14 participants was held. As a result of this course, an animal and bird book was printed, several stories were printed in the transfer primer, and a periodic newsheet was begun. These new materials were all printed locally.

The typewriter provided for this program has been invaluable for the local production of printed materials. Stencils are typed and the materials are printed by using a silk screen printer.

Funded computer time was used to compile a Saniyo Hiyewe dictionary. The dictionary will be printed when funds become available.

The Saniyo Hiyewe literacy house is now in use for classes, literature production, and community meetings. Its galvanized roof also provides a catchment area for rainwater for the village water supply.

Saniyo Hiyewe Expenditures (US dollars)	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
Survey travel		272.67			272.67
Total - Travel		272.67			272.67
Literacy course equipment			87.32		87.32
Total - Equipment			87.32		87.32
Basic instructional material		381.80	341.52		723.33
Dictionary	182.35	92.38	191.74	24.36	490.83
Total - Lang. res. matl.	182.35	474.19	533.26	24.36	1214.16
Typewriter			533.25		533.25
Literacy house			878.41		878.41
Total - Comm. projects			1411.66		1411.66
GRAND TOTAL	182.35	746.86	2032.24	24.36	2985.81

Language: SELEPET

Province: Morobe

Speakers: 6,300

A literacy program for this language group was begun in 1983-84. Teacher training and appropriate technology courses were given to nine men. After completing the training, they began with 300 children in beginner classes. The young children learned to read very quickly using the vernacular primers. Until this time, all literacy skills had been taught in a language other than their own mother tongue. The failure rate among Selepet children in English schools has been 90% (information from an education officer at Kabwum). Although it is too soon to tell, it is anticipated that there will be a dramatic change in that figure as more children learn to read in their mother tongue first. Approximately 370 pupils are on their way to functional literacy; 220 of these are more advanced.

The teachers and others who attended the 'writers' workshop have contributed first person stories, some of which have been incorporated into the primers. Much of the instructional material only recently has been printed, therefore, only about 30% is presently in use.

The two men who received sawmill training have raised their safety standards and improved their cost efficiency. More lumber is available for community use.

The people are using many of the things they learned at the courses. The silk screens are being used by the teachers to print tests. Village sewing machines and lamps are being repaired. Two teachers are making bread to sell, when supplies are available.

Because of the availability of grant funds, it was possible to launch the Selepet literacy program. There was no formal literacy program before. Now there is a complete primer series with charts for beginners. There is also a transfer book for those adults already literate in Kate (a church language) and a legend book. Above all, there is a new enthusiasm among the people to use their own language in its written form.

A dictionary with around 5,800 entries has been compiled using funded computer time. This is to be published when funds become available.

Selepet Expenditures (US dollars)	82-83 Total	83-84 Total	84-85 Total	Total all Years
Teacher salaries	47.55	650.08	274.37	972.00
Supervisor salary		126.25	25.32	151.57
Total - Salaries	47.55	776.33	299.69	1123.57
Literacy courses	2364.11	306.33		2670.44
Skills course		215.61		215.61
Total - Train./rm./bd.	2364.11	521.94		2886.05
Literacy related travel	295.61	199.32		494.93
Supervisor travel		39.60	65.03	104.63
Motivator travel		62.33		62.33
Survey travel	169.85	142.16		312.01
Total - Travel	465.46	443.41	65.03	973.90
Village school equipment		153.89		153.89
Literacy course equipment	1478.41	185.31		1663.72
Total - Equipment	1478.41	339.20		1817.61
Basic instructional material	157.92	8263.55	1919.93	10341.40
Culture material		35.20		35.20
Dictionary	380.79	263.50	50.94	695.23
Library	26.53			26.53
Total - Lang. res. matl.	565.24	8562.25	1970.87	11098.36
Typewriter/paper cutter	594.23	12.32		606.55
Total - Comm. projects	594.23	12.32		606.55
GRAND TOTAL	5515.00	10655.45	2335.59	18506.04

Language: TAIRORA

Province: E. Highlands

Speakers: 8,000

The Tairora primers number three and four were printed in August 1984. They are in use in the literacy classes. An estimated 200 pupils are able to use these books. The combined number one and two primer is also in use in these schools.

The Obura dialect primer printed in March 1984 is in use in three schools. About 100 pupils are in these classes. The primer is also being used at Obura in a preschool to better prepare the pupils for Grade One in the government school. Sets of flash cards with flash card holders have been placed in all the schools mentioned above.

Blackboards and library boxes have been purchased for use in the classrooms. The duplicator funded 90% has been used to print a teachers' manual and some handwriting guide materials. Three men are currently learning to use the typewriter which was funded 90%.

Tairora Expenditures (US dollars)	1983-83 Total	1984-85 Total	Total all years
School equipment	125.45		125.45
Total Equipment	125.45		125.45
Basic instruct. material	1474.72	613.81	2088.53
Readers	61.19		61.19
Dictionary	50.34		50.34
Total Lang. res. matl.	1586.25		2200.06
Typewriter/duplicator	1147.63		1147.63
Total Comm. projects	1147.63		1147.63
GRAND TOTAL	2859.33	613.81	3473.14

Language: ROSSEL

Province: Milne Bay

Speakers: 3,000

An ABC leaflet was published to help the people literate in English or in the Misima language to learn to read in their own language. The leaflets were given to those who bought books in the Rossel language. There are only a few of them left. These basic instructional costs are \$46.33.

Funds were also used in maintaining a computer based dictionary of the Rossel language. This dictionary proved very useful in preparing written materials in the Rossel language. The dictionary has not yet been published in a form suitable for village people to use. The dictionary costs are \$117.42.

TAMPENA SAWMILL

Tampena is a Gadsup village of 370 people located about 32 kilometers from Kainantu in the Eastern Highlands. This village is accessible by a poor road during dry weather, but a difficult road for 4-wheel drive vehicles during wet weather.

Five young men and three older men were selected to receive training on the portable sawmill. Training was given away from the village and also at the site chosen for the sawmill.

After the initial training on the portable sawmill, things seemed to be going well and a few deliveries of lumber were made. Funds were deposited to the account as their contribution toward the sawmill equipment. Then disagreement arose among the group because the young men who were doing the work received no remuneration for their work. The treasurer of the group stole some of the money and ran away. This angered the group and operations stopped. This was finally settled, but the rest of the trained young men left to look for other employment, since they received nothing for their services.

Training was scheduled for another group of men. One man came, but he did not stay for the entire time. Then someone axed the battery. Further help was denied until the battery was replaced.

Since then several more efforts were made to help this group with training and encouragement. Presently they are sawing some timber again. The total cost of this project was \$6,097.86.

Language: MISIMA

Province: Milne Bay

Speakers: 11,000

The main use of grant funds has been in the area of the vernacular preschools. These were begun in 1983, with a trial class in one village. Preschool classes were extended to five other villages in 1984, and in 1985 to ten villages. At the time of this report, there were ten preschool classes in operation, four classes catering for teenage children who had never learned to read or write, and one class for women. Total enrollment in 1985 was 250.

Testing results:

YEAR	FUNCTIONALLY LITERATE	MAKING PROGRESS
1982-83	6	10
1983-84	75	70
1984-85	150	100

Three tests were given throughout the year by the teachers to their students. The final test is coupled with random testing by a time test. A small story is presented to the children and they read it aloud. A score of

thirty words a minute is considered functional literacy standard. Three comprehension questions are also answered. This testing has shown children are able to read after the course, and also when tested one year after completing the course, their retention is equal to or better than the test result they received after the end of their preschool year. There have also been reports from Grade One teachers commenting on the greater ability of the children who had completed a year of preschool training to adjust to classroom behavior. Also, their academic standards were much higher than those with no preschool training. Both parents and teachers have commented on the children's ability to read and their interest in reading. About 4% of the language group have directly benefited from the literacy program. This includes both students and teachers. During 1984, grant funds supplied stipends for the teachers and supervisors. Later, some provincial funding helped with this expense.

Teacher training courses were held in 1984 and 1985. There were three courses organized for each year. Room and board for these courses and travel by truck to the respective villages where the courses were held were funded by the grant. Over the three year period, 60 literacy teachers were trained. Teachers were chosen by observing them in the practice teaching time during the training courses. They were also evaluated by the supervisors when they visited the classes six times a year. If students are learning to read, showing the teaching is of a sufficient standard to bring about literacy, the teacher is recognized as being adequate for the task of teaching.

Currently there are two supervisors. Both of these began work in 1985. One has been a primary school teacher and he travels around to supervise classes, helping and advising teachers in classroom management and teaching skills. He has completed three teachers' courses and has taken part in the lecturing and supervising of practice teaching at these courses. The second teacher/supervisor has been teaching his own class for 18 months and only recently has taken over the job of travelling to visit the classes. While he does this, the older one is responsible for overall administration, hearing problems, and paying the teachers.

The older supervisor mentioned above is now serving in the capacity of manager of the program for 1986. He plans and organizes courses with help from a committee of experienced teachers. He organizes the classes, decides on the ages of children, and pays the teachers. He is also responsible for handling complaints and questions from parents and teachers.

One Writers' Workshop was held in late 1982. A culture book was produced and silk-screened at the course, later to be printed. Writing has also been emphasized at the teacher training courses. The teachers have written a number of stories during this training. Seven of these stories have already been produced in book form for use by the children in the preschool classes. There are many more stories available which are suitable to be used in a future publication.

All of the literature funded by the grant is in use. About 94% has been used for preschool books, duplicating of trial editions, and printing a total of 28 separate books. Teachers' manuals have also been duplicated each year as well as seven little reading books to be used at the end of the preschool year for fluency training. A culture book, representing 2% of the funding,

was duplicated in a limited edition of 50 copies. These sold out immediately. This book is presently being revised and will be printed later. A dictionary with pictures and notes on grammar, representing 4% of funding, was printed. The 500 copies printed are all in use. People are wanting more copies so a new edition will need to be printed.

A typewriter, with an extra long carriage for taking stencils sideways, was funded 90% by the grant. It is used mainly in the preparation of literacy materials. A long armed stapler is used on the duplicated books prepared for the preschool classes.

A total of 330 eyeglasses have been distributed throughout 23 villages in the Misima language area, including villages on outlying islands. Many people were contacted and tested during the literacy survey in January 1984.

A literacy survey of two weeks duration was conducted. The survey team travelled to the seven outlying islands of the Misima language group. Three things were accomplished. A literacy survey of adults was carried out. Over 200 people were tested by reading a story out loud and answering three or four questions. A dialect survey done at that same time showed that the main dialectal differences were in the area of vocabulary. The books and newspapers were publicized, and people were tested for eyeglasses.

Misima Expenditures (US dollars)	82-83 Total	83-84 Total	84-85 Total	Total all years
Teachers salaries		880.71		880.71
Total - Salaries		880.71		880.71
Literacy courses	126.30	434.39	798.14	1358.83
Total - Train./rm./bd.	126.30	434.39	798.14	1358.83
Literacy related travel	151.83	154.28	80.00	386.11
Supervisor travel	285.79	39.36		325.15
Survey travel		524.83		524.83
Total - Travel	437.62	718.47	80.00	1236.09
Village school equipment	494.62	465.12	1061.07	2020.81
Total - Equipment	494.62	465.12	1061.07	2020.81
Basic instructional material	1269.97	2984.68	9600.22	13854.87
Readers		308.97		308.97
Culture material	53.65			53.65
Dictionary		741.15		741.15
Total - Lang. res. matl.	1323.62	4034.80	9600.22	14958.64
Typewriter	612.37		37.63	650.00
Reading glasses	263.71		582.17	845.88
Total - Comm. projects	876.08		619.80	1495.88
GRAND TOTAL	3258.24	6533.49	12159.23	21950.96

Language: TELEFOL

Province: West Sepik

Speakers: 4,800

The project activity in this program consisted of a four week course in literacy and appropriate technology held in Telefomin in November and December of 1981, and three one week in-service training courses were held in 1982. Of the twenty men invited to the first course, seven attended and became teachers. The instructors were asked to commit themselves to one year of teaching and they fulfilled their commitment. Of the 65 students who initially enrolled in the literacy classes, 22 who were semi-literate learned to read their own language. Seven previously illiterate were brought to some literacy. Total impact was 29 people.

Follow-up visits to the seven literacy classes in five villages were made by helicopter because of the mountainous terrain. Food and other costs for the in-service courses were paid for by the language team.

As a result of the appropriate technology part of the course, there was an increase demand for tools for carpentry and agriculture from three of the five villages represented at the course. Considerable interest, skill and production developed in four out of five villages in vegetable marketing. They not only have sold vegetables to Min Marketing Cooperative, who dispatched them to the Ok Tedi mining project, but the growers also began selling vegetables in local village markets to each other. Their diet now is not so erratic in either quantity or variety. This means some improvement in nutrition of the community as a whole.

Telefol Expenditures (US dollars)	81-82 Total	82-83 Total	Total all years
Teachers Salaries	56.25		56.25
Training/room/board	848.88	9.35	858.23
Literacy rel. travel	4532.03	-291.88	4240.15
Equipment for courses	284.18		284.18
Language res. material	158.71		158.71
Total	5880.05	-282.53	5597.52

Language: TITAN

Province: Manus

Speakers: 4,000

Funds to the extent of \$169.14 were used to provide computer time to enter lexical data in preparation for compiling a dictionary for the Titan people. The Titan dictionary will be essentially a diaglot, Titan to English.

Grant funds were used to conduct two training courses for literacy teachers in this language area. In 1983, the 11 teachers who attended the course all taught vernacular literacy classes. From these classes, 330 students became functionally literate. While the language team was on leave, a community staff person made several follow-up visits to each village where teachers were holding classes. He checked on the progress of the classes, made note of needs and problems, and did what he could to encourage them.

Another group of eight teachers was trained in 1985. All of the teachers trained in 1983 returned to the 1985 course to receive further in-service training. Their reading skills had improved greatly and their wider knowledge had made them more confident. This course also included the making of book boxes, drum ovens, bread baking, and sewing. At present, 19 schools are in session with approximately 600 children attending.

The teachers were assigned by their communities to teach all the village children between the ages of six and twelve. This reaches about 5% of the population.

One teacher, who attended the 1983 course, has been given the task of supervisor. He is following the teachers' progress with their classes and testing the students.

All the teachers have also helped in the production of literature. Their work includes personal stories, natural history, newspapers, and circulars. Nearly all of this literature is in use in the literacy program.

All 19 literacy classes have been supplied with basic classroom equipment, such as, blackboards, chalk, etc. for their classes.

Timbe expenditures (US dollars)	82-83 Total	83-84 Total	84-85 Total	Total all years
Literacy courses	1310.16		174.68	1484.84
Total - Train./rm./bd.	1310.16		174.68	1484.84
Literacy related travel	1800.07		453.73	2253.80
Skills related travel	838.39			838.39
Follow-up travel		926.33		926.33
Total - Travel	2638.46	926.33	453.73	4018.52
Village school equipment	76.50			76.50
Literacy course equipment	766.62	43.50	434.44	1244.56
Skills course equipment	26.64	127.97	1076.60	1231.21
Total - Equipment	869.76	171.47	1511.04	2552.27
Readers	1279.52	10.15		1289.67
Libraries	97.27			97.27
Total - Lang. res. matl.	1376.79	10.15		1386.94
GRAND TOTAL	6195.17	1107.95	2139.45	9442.57

There were 20 people trained as literacy teachers at several teacher training courses. These successfully taught literacy classes in the 1981 through 1983 period. Training for the role of supervisor was given to six men. Two of them functioned well for a period of time. They were later replaced by two others, who also functioned well.

In the 1981-82 period, 110 people became functionally literate and in 1982-83, there were 128 who became functionally literate. People who benefited directly from the literacy program were the 14% enrolled in the classes and the training programs. Motivation for literacy and community development activities was very high.

Several Weri speakers have contributed much to the literature production. One man has written 100 short stories on things Weri people do and say. Twenty of these have been published. Another person has translated a number of "how to books". These were printed in trial edition on the silk screen printer. Twenty-nine people have written personal experience stories in two writers' workshops and these have also been printed by silk screen printer.

A non-formal education office was built. Partial funding was used for the construction of the building, and 50% funding for solar panels for lights for it. This building serves as an office, training center for in-service training, and as a work area for literature production.

Weri Expenditures (US dollars)	81-82 Total	82-83 Total	Total all years
Teacher salaries	193.82	199.50	393.32
Total - Salaries	193.82	199.50	393.32
Literacy course	1702.45	-13.57	1688.88
Total - Training/rm./bd.	1702.45	-13.57	1688.88
Literacy related travel	2417.13	-745.37	1671.76
Supervisor travel		117.66	117.66
Motivator travel	1090.12	-339.63	750.49
Survey travel		140.32	140.32
Total - Travel	3507.25	-827.02	2680.23
Literacy course equipment	924.07	572.78	1496.85
Total - Equipment	924.07	572.78	1496.85
Basic instructional material	3670.18	3853.53	7523.71
Readers	521.92	762.03	1283.95
Total - Lang. res. material	4192.10	4615.56	8807.66
Solar/typewriter	627.72		627.72
Nonformal education office	1070.04		1070.04
Total - Community projects	1697.76		1697.76
GRAND TOTAL	12217.45	4547.25	16764.70

The Waskia program used NFELT funds mainly to help with printing costs of books in the Waskia language. The primer was designed for one-to-one instruction. This book can be used by parents to teach their young children to read.

A series of four cultural stories were printed as well as another series of eight story books. These books have been distributed to the one high school, to the nine primary schools, and to individuals in the community.

There have been many favorable comments from the people about the books in the Waskia language. The people have had considerable participation in the production of the literature in their language. They have done much of the art work, have helped in writing and editing traditional stories, and have also helped in translating stories that have been introduced from outside their culture. These publications have been very helpful in upgrading the peoples' reading skills in their own language and have helped to consolidate their pride in their own culture.

The Triglot Dictionary, in Waskia, Melanesian Pidgin, and English, has met with very enthusiastic acceptance. The 300 copies are currently being distributed. Many people have expressed their pride in having a dictionary in their own language. The more educated people of the area have been very keen about it. All of the schools of the area are promoting its use. The Waskia Triglot Dictionary has been a significant factor in raising the prestige of this language and its people.

The expenditure for duplicator/typewriter was only to cover the cost of transport of this equipment from Port Moresby to the village location.

Waskia Expenditures (US dollars)	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
Literacy related travel		29.46			29.46
Total - Travel		29.46			29.46
Literacy course equipment		47.16			47.16
Total - equipment		47.16			47.16
Basic instructional material				345.25	345.25
Readers	1711.58	1698.23	10.44	343.30	3763.55
Culture		1107.21			1107.21
Dictionary		184.74	22.90	2278.05	2485.69
Total - Lang. res. matl.	1711.58	2990.18	33.34	2966.60	7701.70
Duplicator/Typewriter	178.49				178.49
Total - Comm. projects	178.49				178.49
GRAND TOTAL	1890.07	3066.80	33.34	2966.60	7956.81

Language: WIRU

Province: Southern Highlands

Speakers: 11,000

Training was given to several nationals to improve their typing skills and bring them to the stage of being competent touch typists. This has enabled two of the men to type onto the computer a large amount of cultural material which is to be used for supplementary reading material for the literacy program.

A man has been trained to supervise the Wiru literacy program. He also helps coordinate other community activities.

Instructional literature was printed which is being used in the literacy classes.

Partial help was given to the construction of two literacy reading rooms.

Wiru Expenditures (US dollars)	1983-84 Total	1984-85 Total	Total all years
Literacy course	332.92	43.20	376.12
Skills course	149.41		149.41
Total - Train./rm./bd.	482.33	43.30	525.53
Literacy related travel	103.38		103.38
Supervisor travel		49.68	49.68
Total - Travel	103.38	49.68	153.06
Village school equipment	349.32	34.08	383.40
Total - Equipment	349.32	34.08	383.40
Basic instructional material	3332.97	28.94	3361.91
Culture material	5.52		5.52
Dictionary	19.29		19.29
Total - Lang. res. matl.	3357.78	28.94	3386.72
Reading rooms		151.20	151.20
Total - Comm. projects		151.20	151.20
GRAND TOTAL	4292.81	307.10	4599.91

Language: WARIS

Province: West Sepik

Speakers: 3,000

Funds were used for computer time to produce a Waris-English-Melanesian Pidgin glossary to be used in encouraging Waris literacy. This dictionary is still in draft and has not yet been published. Funding is being sought to publish this work.

Expenditures under language resource materials, dictionary, are \$599.18.

The two dialects of the Yessan-Mayo language are the Yessan-Mayo, who live along the Sepik River, and the Yawu, who live in a forest and swamp area north of the river. Literacy classes among the Yessan-Mayo, along the river, commenced during the 1982-83 period. At that time, 40 people became functionally literate. The Yawu program started in the 1983-84 period and 27 have become functionally literate. In the Yessan-Mayo river dialect, 40 individuals are still involved in classes and making progress towards functional literacy. In the Yawu dialect, 45 are making progress towards functional literacy.

A number of graded reading tests have been given throughout the program to ascertain the progress being made through the primers. Approximately 27% of the Yawu people have benefited directly from the literacy program. In the river dialect, about 15% have directly benefited from the literacy program.

Nine men were trained as teachers in the river dialect, and seven of those have successfully taught literacy classes. Some of them are still teaching vernacular and national language literacy classes. In the Yawu group, 12 teachers have been trained. Ten of these have taught and are successfully teaching vernacular and national language literacy classes. Those not considered successful have, through lack of interest, dropped their teaching responsibilities.

Two supervisors have been trained on-the-job in the Yawa area. They visit classes and administer reading tests approximately every six weeks. It is difficult to say how successfully they function. Supervision is not cultural; corrections are not cultural. As far as being able to improve the classroom situation, they would not be able to do much. They do administer and grade tests, but here too, because of the cultural situation, they tend to help students when testing, and are generous in their evaluation of answers. The fact that they do visit classes and talk to the teachers and students, however, lets the teacher and students know they are being thought about.

The people of the river dialect have used grant funds for training literacy teachers. Teachers' salaries and supplies are being paid for by the community. The entire program at this time is being administered and supervised by the people themselves. The Yawa people have used funding for stipends for literacy teachers and for materials to produce literature.

In the river area, one library was set up in the community school. In the Yawa area, one library was set up in the community school at Hualu, and libraries have also been set up in two different villages.

The libraries placed in the community schools are used by the students of the older grades. There are books in English, Melanesian Pidgin, and the vernacular. Libraries in the villages are used sporadically. School children use them more than adults do. One man in each village is responsible for the library and a lot depends on how much he encourages people to come and use the books. Persuading people to come and do something is uncultural, so the encouragement he gives is very important.

Four writers' courses have been held in the Yawu dialect involving 43 different individuals. They represent people from five different villages. Nine books were produced in these courses. All the literature produced is placed in the libraries in the villages and in the community schools. It is also used in the literacy classes. All literature produced thus far is in use. Each participant in a writers' course receives a complimentary copy of any books he helped produce. These get passed around in the family, and thus, have a wide exposure.

Several special projects were undertaken for the Yawu area. Funding was used to help purchase and transport galvanized iron tanks and gutters to catch water from the roofs of the literacy buildings in two villages. Water from the system at Warasai is used by more than 50% of the households. The village of Burr is quite spread out, therefore, only about 25% of the village uses the water. The population of Burr is 105, and the population of Warasai is 176.

Solar powered lights were installed on the two literacy buildings mentioned above, so that literacy classes and reading clubs could meet at night when people are free and more available. The buildings are used almost daily for various literacy activities. The infant welfare sister, who comes into the area for one week each month, also uses them to hold her clinics.

Yessan-Mayo and Yawu Expenditures (US dollars)	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
Teacher salaries			80.87		80.87
Total - Salaries			80.87		80.87
Literacy courses	42.99		1104.24		1147.23
Total - Train./rm./bd.	42.29		1104.24		1147.23
Literacy related travel	93.88	2.79	135.06		231.73
Skills related travel			117.72		117.72
Supervisor travel			14.58		14.58
Survey travel	279.93	-50.20	349.79		579.52
Total - Travel	373.81	-47.41	617.15		943.55
Village school equipment		109.71	569.52		679.23
Literacy course equipment	4.24	10.75	31.98		46.97
Total - Equipment	4.24	120.46	601.50		726.20
Basic instructional material			44.21		44.21
Readers			25.93		25.93
Dictionary			3.33		3.33
Libraries			233.60		233.60
Total - Lang. res. matl.			307.07		307.07
Solar lights				1537.92	1537.92
Water systems			2064.86		2064.86
Total- Comm. projects			2064.86	1537.92	3602.78
GRAND TOTAL	421.04	73.05	4775.69	1537.92	6807.70

PACIFIC MINISTRIES DEVELOPMENT - SUB-GRANT

Expenditures were reimbursed in kina. Each month the current exchange rate for that month was used to determine the US dollars spent. See appendix 1 for their final report.

1. Upgrade Facilities		
A. Building	\$42,252.82	
B. Equipment	19,846.41	
Total Build. & Equip.		\$62,099.23
2. Training of Eight Personnel		
Accommodations	5,896.00	
Rations	2,456.66	
Stipends	1,965.33	
Transport	601.34	
Total Training		10,919.33
3. Installation of 29 Water Systems		
A. Materials		
Tanks and Fixtures	19,309.78	
Trusses and Lumber	25,303.15	
Metal Materials	26,759.72	
Pipe and Outlets	9,626.72	
B. Wages	12,725.79	
Transport	11,913.98	
Total Installation		105,639.14
4. Survey		1,418.39
5. Evaluation		2,696.28
6. Overhead/Administration		30,586.79
7. Maintenance on Established Systems		4,091.15
Total Expenditures		<hr/> \$217,450.31

EVALUATION

Evaluation expenditures covered the cost of four evaluation trips by external evaluators, three trips to PVO seminars at Suva, Fiji, grant related travel within Papua New Guinea, and travel for five external consultants for literacy and community development seminars.

Evaluation Expenditures (US dollars)	81-82 Total	82-83 Total	83-84 Total	85-86 Total	Total all years
Travel	7069.58	3244.83	9276.62	5433.81	25024.84
Room and board	208.49	269.30	442.99	1006.89	1927.67
Miscellaneous			91.09	350.82	441.91
Subtotal	7278.07	3514.13	9810.70	6791.52	27394.42
 Lit. rel. train./rm./bd.	 23.53				 23.53
Literacy related travel	1584.69	91.41			1767.10
Subtotal	1608.22	91.41			1699.63
GRAND TOTAL	8886.29	3605.54	9810.70	6791.52	29094.05

The evaluation expenses which were reported on the quarterly financial reports for category H are shown in the first set of subtotals above. The expenses shown in the second set of subtotals were erroneously reported under category B and category C, but were actually attributable to evaluation.

FINANCIAL SUMMARY

OPERATIONAL PROGRAM GRANT II

October 1981 - September 30, 1985
(US Dollars)

BUDGET LINE ITEMS	FY - 1 1981-82	FY - 2 1982-83	FY - 3 1983-84	FY - 4 1984-85	Accumulative Total	Amended Budget
A. SALARIES						
Teacher	5,512.99	16,949.98	24,567.38	10,954.13		
Supervisor	1,275.40	148.51	4,270.06	2,701.52		
Manager	183.49	1,580.70	1,206.41	386.95		
Prof. & trades	10,660.32	5,731.95	10,677.84			
TOTAL SALARIES	17,632.20	24,411.14	40,721.69	14,042.60	96,807.63	100,597.00
B. TRAIN./RM./BD.						
Literacy related	8,714.51	19,861.23	23,548.37	9,268.53		
Supervisor		250.12	329.29	43.20		
Skill building	309.02	1,184.15	8,361.73	<31.10>		
Prof. & trades	2,410.43	2,569.48	1,954.07			
TOTAL TR./RM./BD.	11,433.96	23,864.98	34,193.46	9,280.63	78,773.03	85,287.00
C. TRAVEL						
Literacy related	15,917.84	8,474.98	7,019.81	8,053.73		
Supervisor	1,190.81	4,372.06	10,526.75	3,752.49		
Skill building	7.65	4,149.34	3,228.90			
Village motivator	1,696.10	<375.03>	2,793.50			
C. D. survey	7,282.23	1,034.59	6,051.21	1,048.29		
Prof. & trades	95.25	96.49	113.97			
TOTAL TRAVEL	26,189.88	17,752.43	30,034.14	12,854.51	86,830.96	85,328.00
D. EQUIPMENT						
Village schools	99.74	5,132.56	11,344.69	6,807.86		
Lit. rel. course	2,208.79	10,651.61	1,100.56	4,611.45		
C. D. rel. course	89.50	884.28	1,883.93	1,066.96		
Prof. & trades	737.66	718.36	500.94			
TOTAL EQUIPMENT	3,135.69	17,386.81	14,830.12	12,486.27	47,838.89	50,523.00
E. LANGUAGE RESOURCE MATL.						
Basic instruct.	11,919.87	18,379.40	36,327.16	41,578.42		
Readers	4,006.47	9,176.74	14,074.14	3,086.23		
Culture & legends	1,939.65	5,094.12	8,335.26	2,671.06		
Dictionaries	6,893.27	4,653.47	9,155.23	2,776.14		
Libraries	649.73	397.24	3,422.95	103.85		
TOTAL LANG. RES.	25,408.99	37,700.97	71,314.74	50,215.70	184,640.40	177,749.00
G. MANUS SURVEY	601.15	6,176.92	997.36	<500.00>	7,275.43	7,775.43
H. EVALUATION	7,278.07	3,514.13	9,810.70	6,791.52	27,394.42	32,095.57
F. & I. COMMUNITY PROJ.	4,074.70	11,730.24	70,829.45	66,194.88	152,829.27	141,295.00
J. ADMINISTRATION	10,016.60	23,145.33	31,231.28	35,516.79	99,910.00	99,910.00
K. PMD SUB-GRANT			16,384.51	201,065.80	217,450.31	218,540.00
TOTAL EXPENDITURES	105,771.24	165,682.95	320,347.45	407,948.70	999,750.34	999,100.00
INCOME RECEIVED	99,016.60	227,316.73	311,231.28	361,535.39	999,100.00	
AMOUNT OVER SPENT					650.34	

MAGNITUDE OF OUTPUT

	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
A-1 Literacy teachers trained	109	137	220	184	650
Number of literacy courses	5	8	9	8	30
A-2-a Teachers trained in-service	78	54	51	29	212
Number of in-service courses	7	4	5	4	20
A-2-b Follow-up visits	1	3	4		8
A-2-c Appropriate technology skills trainees		88	78	12	178
Number of skills courses		4	7	2	13
A-2-d Writers' workshop students	60	198	62	33	353
Number of writers' courses	6	13	4 ²	2	25
A-3 Literacy supervisors/ managers trained	13	14	47	6	80
A-4 Libraries started	2	19	33		54
A-5 Management trainees		30			30
Number of courses		1			1
A-6 Community projects					
Community building	3	8	8	8	27
Water system		3	13	5	21
Portable sawmill			2	4	6
Solar light system	3	2	4	9	18
Gestetner duplicator	2	1	6	2	11
Manual typewriter	3	4	6		13
Hand oper. sewing machine			9		9
Heavy duty stapler		2			2
Hand oper. paper cutter		1	2		3
Plywood canoe & outbd. motor			2		2
Reading glasses		130			130
Battery oper. school clocks				300	430
				4	4
A-7-a Literacy/C.D. surveys conducted	8	7	11	2	28
A-7-b Village motivator trainees	22	41	43		106
Number of motivator courses	1	1	1		3
Regional motivator trips	4		7		11
B Training in professions and trades					
B-1 Training of management personnel		1	1		2
B-2 Training of apprentices	9				9
B-3 Training of tradesmen	11				11

Equal time was given to literacy and appropriate technology subjects.

Follow-up was also done by the language team in each area.

Eleven other individuals received specialized training not included in these figures.

These courses were needed to encourage fluency, and to produce locally authored literature.

Literacy supervisors' courses were dropped. Individual on-the-job training was found to be more effective.

Small village libraries served to encourage the use of books and develop reading skills.

This includes all types of approved buildings.

LANGUAGE RESOURCES MATERIALS

PAGES (counted of one book of each run of books printed)	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
Basic instructional material (pre-readers, primers, charts, teachers' guides, etc.)	1,024	2,140	3,449	5,032	11,645
Supplementary readers	208	661	1,999	834	3,702
Culture and legends	362	795	304	125	1,586
Dictionaries	367	55	353	384	1,159
Total pages prepared	1,961	3,691	6,105	6,375	18,092
BOOKS (number printed in all the above categories)	12,424	32,953	37,995	38,456	121,810

A number of dictionaries are ready for printing as soon as funds become available.

LITERACY STUDENT STATUS

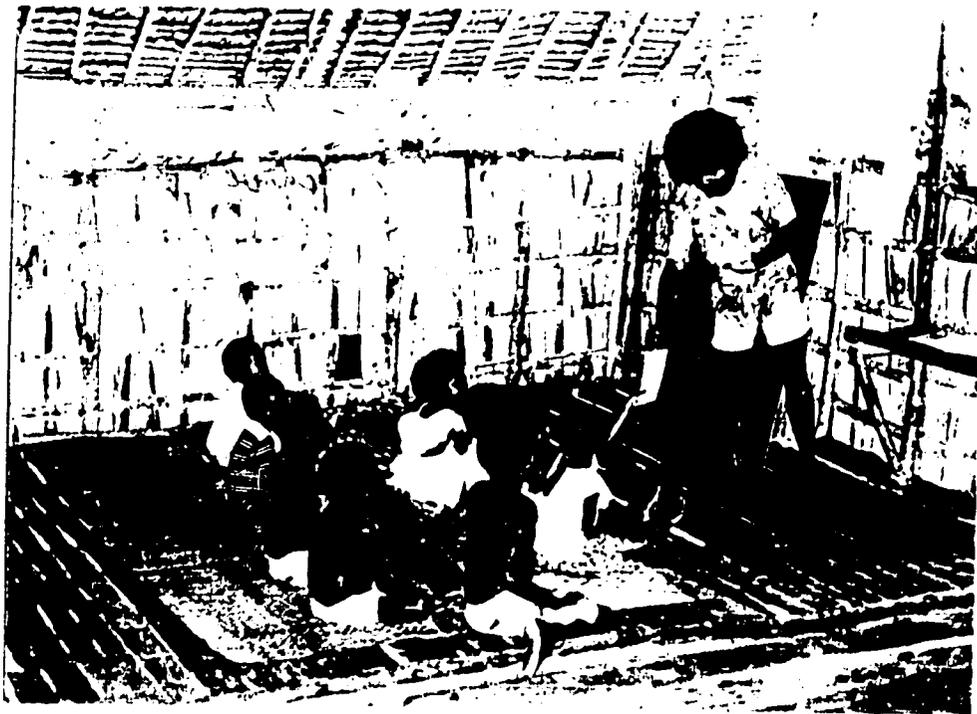
	81-82 Total	82-83 Total	83-84 Total	84-85 Total	Total all years
Achieved functional literacy	287	854	1,050	1,564	3,755
Progressing toward functional literacy	63	239	273	5,222	5,222
Total literacy impact	350	1,093	1,323	6,786	8,977

This line is not accumulative.

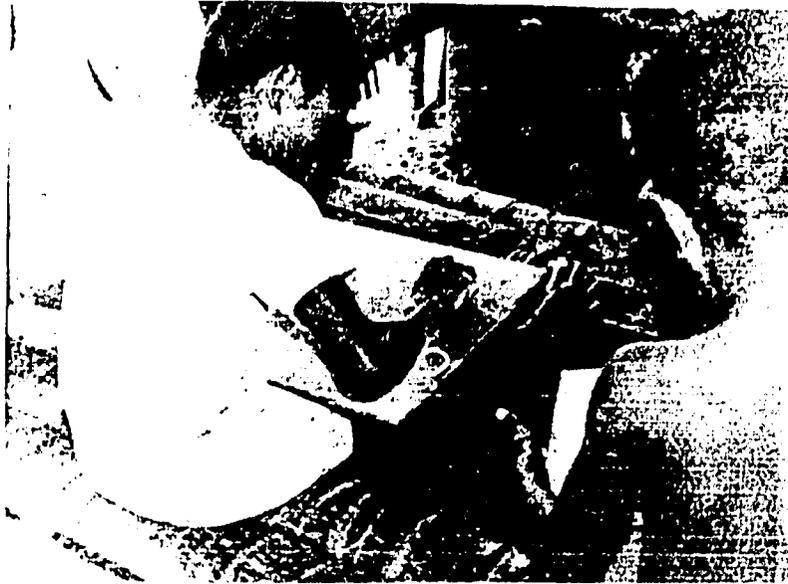
This only includes students attending classes. The homes of these children also received the impact of the literacy instruction.



Teacher training includes lectures and practice teaching.



Village preschool classes introduce the children to literacy skills.

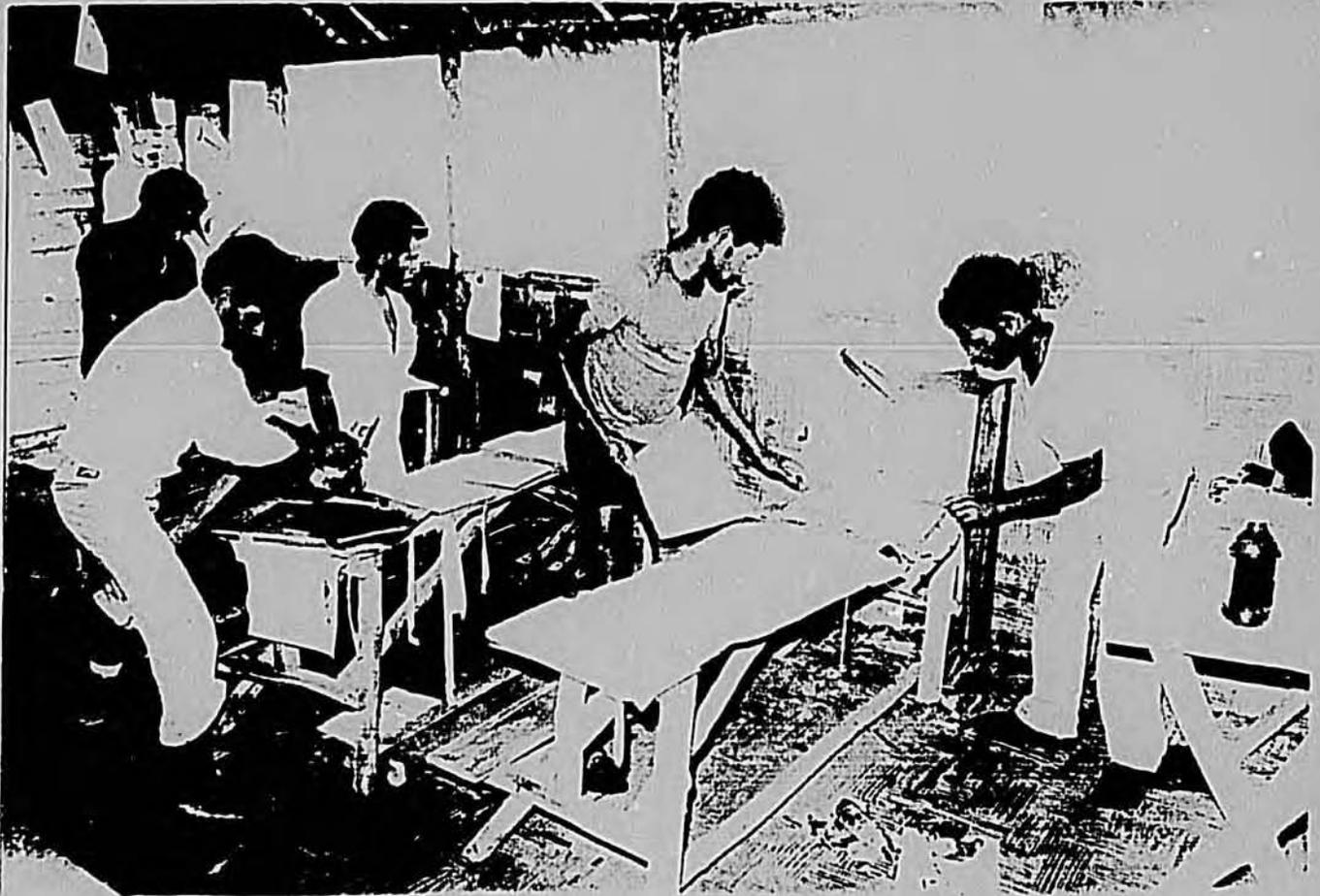


Students practice writing on lap boards.

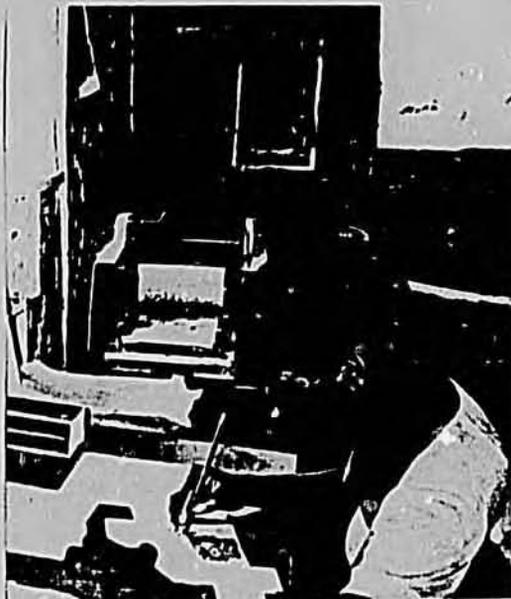


Math classes are a part of the literacy effort.





Village literature production using silk screen printers

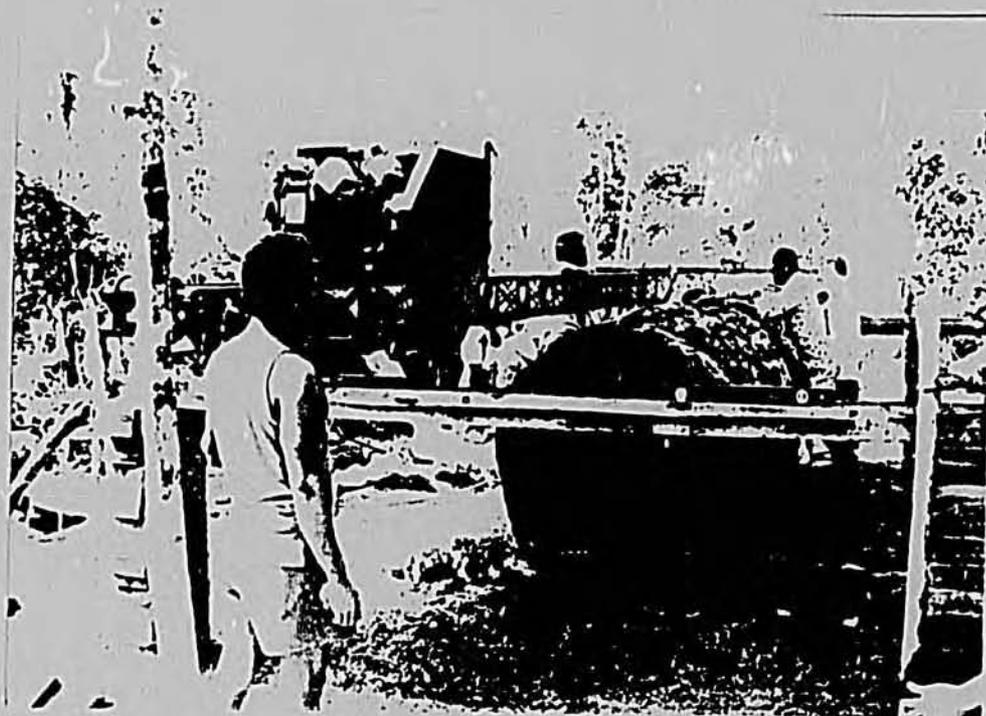


Training is given in the use of a hand operated Gestetner duplicator, as demands for literature increase.





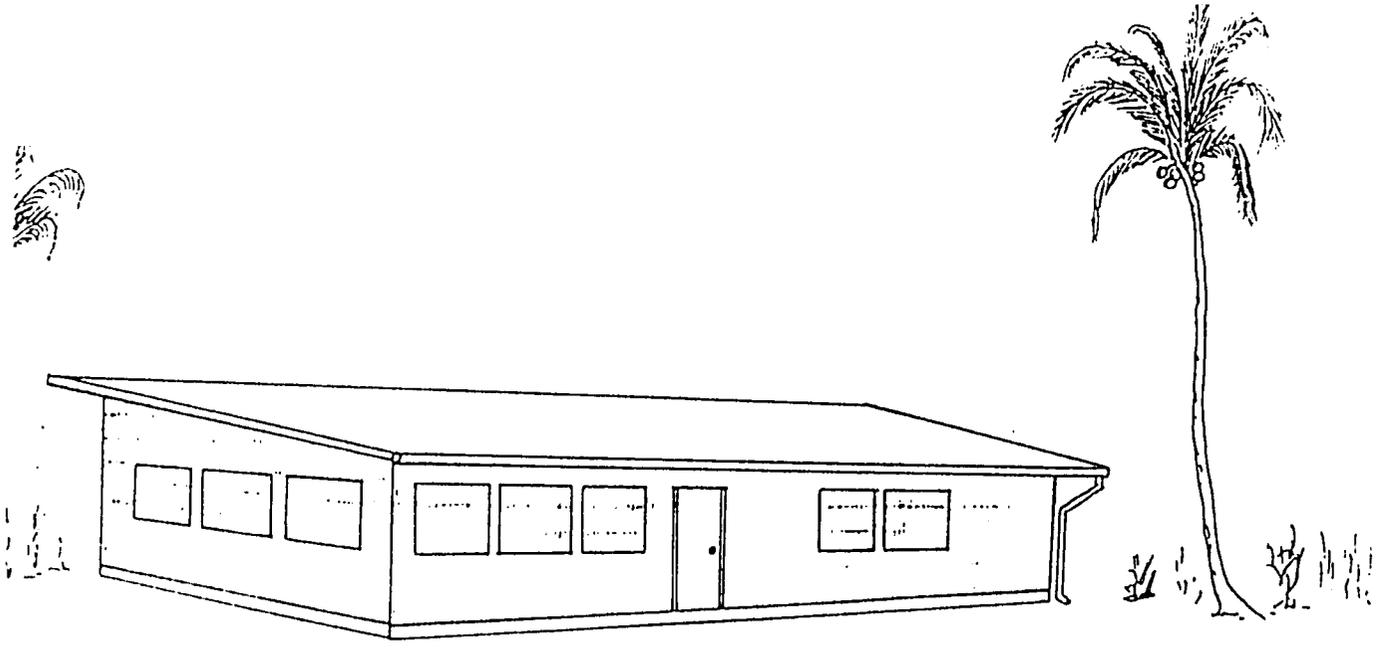
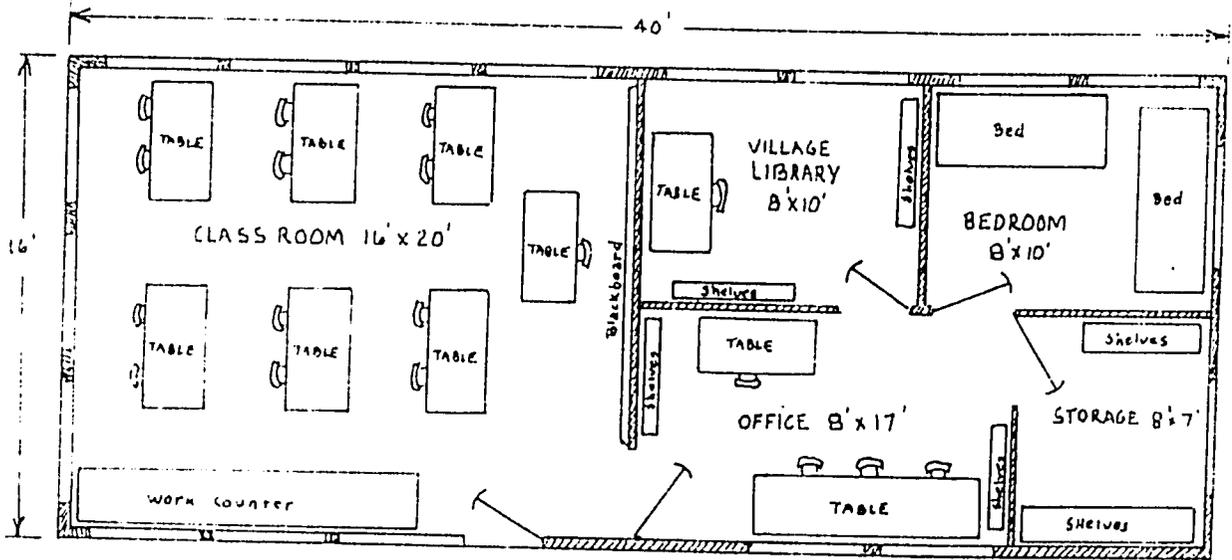
A portable sawmill producing lumber
for village needs



Large logs can be sawed into boards
right where they are felled.

A typical literacy building plan

FLOOR PLAN
Scale 0.5 cm = 1'





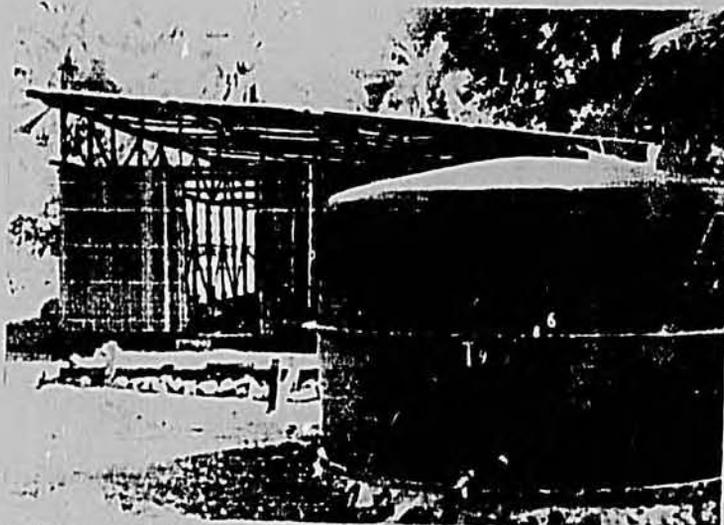
The Nahu-Rawa training center



Hand operated sewing machines are used in sewing classes.



Projects which used NFELT funds display the United States friendship logo.



The new water supply for the village of Baga consists of a fiber glass tank which catches rain water from the roof of the community building and office.



SPECIAL THANKS AND GRATITUDE TO:

- ★ *The U.S.A. Government for financial support.*
- ★ *S.I.L. for their constant encouragement and practical training.*
- ★ *Our teachers for their patience and kindness.*

An invitation to the graduation of these two accountant trainees included these remarks.



A manager of a literacy program carries many responsibilities.

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Final Report
to the
United States Agency for International Development
To Provide Pure Drinking Water
For the People of the Upper
Sepik River Basin
of
Papua New Guinea

PROJECT TITLE: *Upper Sepik Pure Water Project*

PROJECT LOCATION CENTER: *Ambunti, ESP*

*ORGANIZATION NAME,
MAILING ADDRESS,
AND PHONE:* *Pacific Ministries Developments, Inc.
Ambunti, ESP
Papua New Guinea
88-5925*

CONTACT PERSONS: *Orneal Kooyers, Executive Director
Douglas Heidema, Acting General Manager*

HEADQUARTERS: *Pacific Ministries Developments, Inc.
701 Welch Rd A2211
Palo Alto, CA 94304
Phone: 413-328-8203*

DATE: *14 November 1985*

UPPER SEPIK PURE WATER PROJECT FINAL REPORT

I INTRODUCTION

The Upper Sepik Pure Water Project under subgrant to NFELT has been completed. The Project was envisioned to improve the poor health of the area's population caused by impure drinking water. The source of drinking water in a typical Sepik village is from either rivers, streams or holes dug in swamps. These sources are in many cases stagnant and polluted by runoff with human and animal wastes. Local health and governmental agencies are concerned about the problem and in past years have installed some rain water catchment systems and gravity flow water piping. But low funding has allowed them to service less than 20% of the district's population with uncontaminated water for household use.

IIA. WORK TO DATE

Pacific Ministries Developments first two year program under NFELT had two components it worked on and succeeded to accomplish. It was planned to erect 25 rain water catchment systems. Instead 29 of these systems were completed because of lower than anticipated installation costs. A workshop equipped for water system fabrications was also built and put to use in Ambunti, E.S.P. Also during the period of the above activities 8 persons received on the job training. The following paragraphs will more fully explain the accomplishments.

To provide pure drinking water to the villages and hamlets of the upper Sepik villages, the simplest method as shown by past experience in the area was to collect rain water from a roof and store it in a water tank. There were two types of water systems installed under the program, a type "A" and a type "B". With all prefabrications completed at the workshop, each type could be installed on site within a week.

The type "A" is the larger with 1092 sq. feet of corrugated roofing and 2 - 2500 U.S. gallon tanks. There were 12 type "A" installed where the village population served was greater than 150. With the average annual rainfall in excess of 125 inches and if all rainfall is stored this allows per person per day usage of up to 5 quarts. In larger villages two type "A"s were installed at different parts of the village. Villages tend to be linear in layout, built along side a river or following the ridge of a hill. Hence a village of 500 may be 20 minutes walk from one end to the other. In such cases one type "A" water system would be built at each end.

The smaller type "B" has a collector roof of 780 sq. feet and a single 2500 gallon tank. A total of 17 type "B"s were placed in service under this program. Generally they were used in a village whose population was between 50 -150. In some instances where the population was greater than 250 and the village was spread out two type "B"s were used over one type "A".

The other component of the work to date was the workshop. It was constructed concurrently with much of the water system installation work. The completed building has a total floor space of 6450 Sq. feet of which 4650 Sq. feet is used as work space. The remainder is used for tool rooms, equipment storage, material storage, lunch room and caretaker housing. It has been equipped with tools, sheet metal machinery and woodworking machinery to assist in the pre-fabrication of wood and metal products essential to water systems construction.

Over 50 water tanks have been assembled to date in the workshop facility. Galvanized corrugated iron can now be curved and assembled at the workshop, saving much on shipping costs normally spent in transporting the curved half rings. Other new sheet metal equipment easily cuts or folds edges of flat iron sheet metal, saving time in assembly of tank bottoms and tops as well as fabrication of guttering and down pipes.

Among the wood products produced at the facility were the two hundred plus wood trusses used on the various water systems. All lumber can be thickened and cut to length by different electrically powered machines. These have also cut production time and produced greater accuracy in the finished goods.

Of the eight personnel who received training under the program seven are gainfully employed by Pacific Island Ministries and one left to seek employment in a town.

IIB. Beneficiary Impact

Drinking water is cleaner in 25 villages. People are thankful for the installations. They mention less diarrhea, better tasting water and how much easier it is to obtain the water than from the former source. The water is used chiefly for cooking and drinking purposes.

A testimony to the appreciation of the systems benefits is the following. At several villages, tanks were discovered to have leaks requiring repair. To resolder one of these leaks requires that the tank be drained completely. It takes approximately 10 hours to drain a full 2500 tank so the plumber usually comes back the next day to do the work. When villagers hear the tank is being emptied they come with plastic bottles, pots and other containers and fill them for later use. They also ask when the tank will be completed. So the systems are used and depended on.

Assuming a ten year life on a water system, the total cost per beneficiary per year is \$4.48. This figure includes all costs and inputs of both US AID, PMD, and others. The US AID contribution to the \$4.48 is \$2.70. The cost per beneficiary will be lower if the proposal for a second two year period is approved. The building and equipment costs would then be distributed over a four year period, lowering total cost per beneficiary in the current period to under \$3.75 per year.

III BASELINE DATA

A. The Basin. The Upper Sepik River Basin is located in the northwest corner of PNG. Usual access to the area is via Wewak, found on the northeast coast of PNG, and then travel by air to the Sepik river town of Ambunti.

The basin area for the water systems project is 150km (90 mi.) by 75km (45 mi.) through which the Sepik winds for approximately 420 km (250 mi.) in a general west to east direction. The Sepik has many tributaries emptying into it from the north and south, and has seasonal fluctuations which largely prohibit the construction of roads and limit effective travel to watercraft and aircraft.

Malaria is the greatest menace to life and health in the basin. Health officials have said that the infant mortality rate in some Sepik villages was as high as 90%. This scourge, along with water-borne parasites in the drinking

water, makes the Sepik one of the most unhealthy regions in the world.

The population of the basin is approximately 16,000-18,000 and PMD has installed pure water systems for 7800 of these people in 25 different communities under this program. Most of these villages are relatively close to Ambunti and river transport is available most of the way; however some are two hours from a navigable body of water. Previously, 8 of these communities were getting water from the swamp, water that was often polluted by overflow from outdoor toilets. The other 17 communities got water from the river, which was contaminated with dog, pig, and human excrement. In fact, sewage was being dumped into the same side of the river, just 2 km upstream from the village of Malu. Two water systems were installed and the people were very appreciative.

Contaminated water results in poor health, evidenced in low life expectancy, the prevalence of intestinal disorders, general ill health, and a lethargic characteristic of many village people. Poor diet adds to the malady. The chief staple of the area is sago, which is pure starch and very low in vitamins and minerals. Other elements of the diet are tropical fruits, bananas, papayas, pineapples, and tropical greens. Some people also eat fish and wild pig.

The economy is basically subsistence gardening, using slash-and-burn agriculture to plant gardens on the hillsides. There are a few cash crops. A low grade robusta coffee is grown in some villages. Some crocodiles are hunted or raised domestically for their skins. But the income from these two means is meager. Other income for people is via employment by government, mission, education or mining groups. Another recent development has been oil exploration by Shell Oil, which has given intermittent work for up to 1000 nationals. This has caused a short-term change in lifestyle, so that people grow less food and buy more canned fish and rice.

B. Pacific Ministries Developments. PMD has built clinics, schools, residences, and various other structures, some of which have been under contract with the government. It has provided other services not readily available locally, some of which are secondary education, vocational training, water system installation, and agricultural and community development.

IV METHODOLOGY

The method for providing clean water was to erect the common PNG water supply system of roof rain catchment with a tank (or tanks) in the villages and hamlets by trained crews supervised by experienced personnel. The catchment structure is built of both bush materials provided by villagers (ironwood posts, rafter supports, and braces) and nonbush materials (rafters, purlins, fascia board [to anchor guttering] corrugated iron, gutter and down pipe). The tanks were laid on ironwood stands or a concrete slab. The villagers were required to locate and bring in the gravel used and in most cases the other materials and work crews were transported to the sites by double canoes powered by outboard motors. In villages which could not be reached by navigable waterways, the villagers participated by carrying the materials into the area.

The structures readily provided a roofing area for a community building that could be used for storage, a classroom for nonformal education, clinic, or transient quarters for travelers. Villagers modify them to suit their purposes.

Crews were trained to build all types of structures for the project.

Surveys were conducted to determine the extent of need, availability of village contribution, and the problems of accessibility. They attempted to refine estimated costs and determined the number of total systems required.

The facilities at Ambunti continued to be improved so the production of the fabrications could be made as efficiently as possible.

Two villagers at each system location were trained to help maintain the water supply and be responsible for alerting PMD personnel of any necessary repairs.

V. TIME FRAMES

There was sufficient time to complete the project in the two year period of the grant. However some villages had difficulty in meeting a date set to have required preparations completed. Usually a month or more was given to prepare posts, a level site, and gravel for the cement work. If the community had a strong leader to spearhead things, work would proceed much faster. It was learned to physically make an inspection and confirm things before proceeding to send a work crew with materials.

VI. ASSUMPTIONS

Villagers have co-operated as originally planned. Local Health and Governmental bodies have written and expressed their appreciation for the program. They have also presented needs in some areas presently unserved. The Local Health Inspector wants to do a survey of all installed systems to make a report in 1986 for a UN survey of water supplies. People are interested in pure water.

VII. GOALS

Originally a goal of 25 water systems was set, however lower installation costs made it possible to install an additional four. Facilities at Ambunti have also been improved making it possible to easily assist in water systems work. Seven trainees have learned to install water systems. These components have made it possible to provide cleaner and healthier water to approximately 7,800 people.

VIII POST PROJECT EXPECTATIONS

A degree of maintenance is required on the systems. There are few moving parts so maintenance costs are minimal. Villagers are appointed and trained to be responsible for the maintenance, which involves cleaning leaves and other debris out of the gutters and tank strainers.

A marked improvement in general health of the populace of the Sepik Basin is expected.

IX. EVALUATION

Internal evaluation has been satisfactory, with completion reports filled out by job foremans and inspections made by supervisors on completion of each system.

Efforts to find an outside evaluator, particularly a Government Official have been more difficult. Local Provincial Officers complain of being under staffed

and therefore unable to assist in this area.

One official did make an inspection tour of most of the completed systems. Lawrence Wambu, Aid Co-ordinator for the East Sepik Province was pleased with what he saw and suggested future involvement in water systems if their budget permits. We are awaiting his official report.

X. FINANCIAL NARRATIVE

US AID

Several amounts in the proposed budget were changed with permission from the regional office in Fiji. These changes were in the area "Upgrading of Facilities" which received its additional funding from the budget item "Evaluation". Other changes within the category "Upgrading of Facilities" reflected lower than expected equipment costs in some areas.

Of the total US Aid contribution it will be noted that it is very close to the proposed budget.

Other Sources

See the enclosed paper describing what they were. Of the "in kind" contributions made by Pacific Island Ministries the amount in category 1 represents partial salary of a construction supervisor, in category 5 and 6 the amounts represent salaries of administrative personnel involved with PMD.

The contribution of the villagers represents a value placed on their preparation work and other assistance.

PROPOSED BUDGET FOR FIRST TWO YEAR PERIOD IN US DOLLARS

	Total Cost	Funds Requested of USAID	Supplied by PMD/Other
1. Upgrading of Facilities.			
A. Building (28m x 16m)	\$(65,000) US	(24,000)	(41,000)
B. Equipment (incl. frt.)			
Bender	(6,500)	(6,500)	0
Cutter	(5,000)	(5,000)	0
Generator	(4,000)	0	(4,000)
Grinder	(400)	0	(400)
Hacksaw, Power	(1,000)	0	(1,000)
Roller	(6,600)	(6,600)	0
Saw, Bench	(4,000)	(4,000)	0
Saw, Radial Arm	(1,000)	0	(1,000)
Tools, Miscel.	(4,000)	(2,000)	(2,000)
Welder	(4,000)	0	(4,000)
Total	(36,500)	(24,100)	(12,400)
Total Build. & Equip.	101,500	48,100	53,400
2. Training of Eight Personnel			
Accommodations	(5,200)	(5,200)	0
Rations	(2,400)	(2,400)	0
Stipend	(1,800)	(1,800)	0
Transport	(2,200)	(2,200)	0
Supervision/Instruction	(5,800)	0	(5,800)
Facilities/Office	(4,800)	0	(4,800)
Total Training	22,200	11,600	10,600
3. Installation of 25 Water Systems.			
A. Materials			
Tanks and Fixtures	(17,500)	(17,500)	0
Trusses & Lumber	(20,500)	(20,500)	0
Metal Materials	(27,250)	(27,250)	0
Pipe & Outlets	(10,000)	(10,000)	0
B. Wages	(17,470)	(17,470)	0
C. Transportation	(16,120)	(16,120)	0
D. Village Contributions	(25,200)	0	(25,200)
Total Installation	134,040	108,840	25,200
4. Survey	3,000	2,000	1,000
5. Evaluation	31,000	22,000	9,000
6. Overhead/Administration	31,000	22,000	9,000
7. Maintenance on Established Systems	5,000	4,000	1,000
Grand Total	312,740	218,540	109,200

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FINAL REPORT OF EXPENDITURES FOR FIRST TWO YEARS
Reported in Kina (K1.00 = \$1.00)

	TOTAL EXPENSES	AID Funds Granted	ALL Other Sources
1. Upgrading of Facilities.			
A. Building (28m x 16m)	(82,549.85)	(41,029.99)	(41,519.86)
B. Equipment (incl. frt.)			
Bender		(2,975.93)	0
Cutter		(2,371.54)	0
Generator		(4,860.07)	0
Grinder		0	(175.43)
Hacksaw, Power		0	(1,778.50)
Roller		(2,775.10)	0
Saw, Bench		(2,212.44)	0
Saw, Radial Arm		0	(1,847.74)
Tools, Miscel.		(3,894.03)	(4,021.25)
Welder		0	(4,000.00)
Total	(30,892.03)	(19,069.11)	(11,822.92)
Total Build. & Equip.	113,441.88	60,099.10	53,342.78
2. Training of Eight Personnel			
Accommodations		(5,472.00)	0
Rations		(2,280.00)	0
Stipend		(1,824.00)	0
Transport		(560.00)	0
Supervison/Instruction		0	(5,800.00)
Facilities/Office		0	(4,800.00)
Total Training	20,736.00	10,136.00	10,600.00
3. Installation of 29 Water Systems			
A. Materials			
Tanks and Fixtures		(18,723.00)	0
Trussess & Lumber		(24,485.16)	0
Metal Materials		(25,863.55)	0
Pipe & Outlets		(9,321.60)	0
B. Wages		(12,377.00)	0
C. Transportation		(11,582.00)	
D. Village Contributions		0	(25,200)
Total Installation	127,552.61	102,352.61	25,200
4. Survey	1,904.44	1,397.00	507.44
5. Evaluation	28,783.69	8327.69	20,456.00
6. Overhead/Administration	51,631.10	25,163.50	26,467.60
7. Maintenance on Established Systems	5,389.17	3,916.87	1,472.30
Grand Total	349,438.89	211,392.77	138,046.12

DESCRIPTION OF OTHER SOURCES OF FUNDING

Type	Source	Disbursements	Amount
Grant	Evangelische Omroep Postbus 565 1200 AN Hilbersum Netherlands	towards 1.A of Expenditures	15,254.86
Cash	Private Donations through Pacific Ministries Dev. 701 Welch RD. A2211 Palo Alto, CA 94304	various categories of Expenditures	17,670.43
Cash	Pacific Island Ministries PO Box 41 Ambunti E.S.P. Papua New Guinea	various categories of Expenditures	17,320.83
In Kind	Pacific Island Ministries PO Box 41 Ambunti E.S.P. Papua New Guinea	towards category 1 category 2 category 5 category 6	12,000.00 10,600.00 20,000.00 20,000.00
In Kind	People of Upper Sepik Where Water Systems were installed	Towards category 3	25,200.00
TOTAL			----- 138,046.12

USAID WATER CATCHMENT SYSTEMS REPORT

NO.	PROJECT	PLACE	POP.	TYPE	DATE COMPLETED	COST
1	Yambon Com. Sch.	Yambon	350	B	3 August 84	K 2697.00
2	Miambe Com.	Miambe	300	A	13 August 84	K 4394.00
3	Sarum Com.	Sarum	250	A	24 August 84	K 3991.40
4	Malu Com. Clinic	Malu	408	B	24 August 84	K 2812.60
5	Malu Com.	Malu		B	14 September 84	K 2692.80
6	Yaqiap School	Yaqiap	95	A	18 September 84	K 3510.90
7	Tonqujumb Aidpost and Com. School	Tonqujumb	80	B	3 October 84	K 2801.80
8	Yaqiap Com.	Yaqiap	160	A	19 October 84	K 3638.40
9	Banqus Com.	Banqus	518	A	30 October 84	K 3814.40
10	Iqai Com.	Iqai	86	B	11 November 84	K 2521.40
11	Biaka Com.	Biaka	61	B	14 November 84	K 3250.60
12	Mowi Com.	Mowi	580	B	7 December 84	K 3234.90
13	Mowi School	Mowi		B	7 December 84	K 3234.90
14	Yapatawi Com.	Yapatawi	59	B	19 February 85	K 4157.50
15	Swagap Com.	Swagap	131	B	13 March 85	K 3082.60
16	Lenqa Com.	Lenqa	140	A	28 March 85	K 4436.16
17	Sio Com.	Sio	71	B	16 March 85	K 3093.12
18	Yalaku Com.	Yalaku	111	B	24 April 85	K 2782.82
19	Avatip Com.	Avatip	900	A	2 May 85	K 3880.17
20	Korogo Com.	Korogo	1200	A	20 May 85	K 4191.52
21	Korogo Com.	Koroqo		A	20 May 85	K 4258.02
22	Tauri Com.	Tauri	300	A	15 June 85	K 4467.89
23	Oum Com.	Oum	600	A	7 June 85	K 3845.11
24	Avatip Com.	Avatip	900	A	20 May 85	K 3906.62
25	Bitara Com.	Bitara	150	B	22 June 85	K 3077.04
26	Wario Com.	Wario	80	B	27 July 85	K 4743.72
27	Nain Com.	Nain	60	B	2 August 85	K 2276.72
28	Sineh Com.	Sineh	50	B	8 August 85	K 2589.72
29	Mariwe Com.	Mariwe	157	B	17 August 85	K 2800.08

Total type A systems: 12

Total type B systems: 17

Average cost per system: K 3530.00 (also current US\$)

Preliminary Report on the
Lindrou Literacy and Demographic Survey

by Bill Martin

May 8, 1984

Purpose of the Survey

1. To determine the rates of literacy, bilingualism and other demographic information within the Lindrou language area of Manus Province, Papua New Guinea.
2. To ascertain the feasibility of a survey methodology which employs educated nationals as the primary data collectors in surveying their own language group.
3. To determine trends in Lindrou literacy, bilingualism and the demographic situation by subjecting the data collected to rigorous statistical analysis.
4. To provide base line data and a basis for selection of random samples for use in future surveys and diachronic studies.

Scope of the Survey

In the course of this survey, literacy, bilingualism and demographic data was collected on every household (approximately 500) within the Lindrou language group. This includes the villages of Nyada, Jowan 1, Jowan 2, Lessau, Nihon, Kalei, Saliyen, Bundrahi/Sapondralis, Likum and Korojih.

Survey Phases

Phase 1 Data collection and editing.

Phase 2 Preliminary analysis of the data collected to determine:

1. Population counts
2. Educational levels
3. Literacy rates for Melanesian English (Tok Pisin) and English
4. Lindrou bilingual rates for neighboring Manus languages
5. Rates of absenteeism and marriage outside the language group
6. Infant mortality rates
7. Other miscellaneous information.

Phase 3 Extensive statistical analysis of the data to determine:

1. Correlations between bilingual ability and (a) age (b) sex (c) educational level (d) church affiliation (e) home village (f) marriage outside language group, etc.
2. Correlations between literacy ability and (a) age (b) sex (c) educational level (d) bilingual abilities (e) church affiliation (f) marriage patterns, etc.
3. Correlations between absenteeism and (a) age (b) sex (c) educational level (d) home village (e) church affiliation (F) marriage patterns, etc.

4. Other correlations that may reveal patterns or trends in the data.

Phase 4 Interpretation and write-up of the data. Once all statistical analysis (by computer) of the data is complete, an attempt to identify patterns and trends will be made and a detailed report will be made.

Survey Team

Co-ordinator: Bill Martin, Summer Institute of Linguistics

Data Collectors: Timothy Kundrake (from Nihon Is.)
 Matthew Mokon (from Nihon Is.)
 Bernard Laban (from Lessau)
 Leonard Tule-eu (from Lessau)
 So-on Laban (from Lessau)*
 Robert Siso (from Kalei Is.)*
 Mundri Laban (from Lessau)*
 Job Sandruweh (from Jowan 1)*

All data collectors were native Lindrou speakers. Four were high school graduates (Grade 10), and the other four ranged from Grade 6 to Grade 8 level education.

*Note: So-on and Robert were involved in the survey from April 10-14 and 16-18 only. Mundri and Job were involved from April 23-25 only. This meant that always six out of the eight data collectors were involved in survey work in any given village.

Dates of Survey April 10-14, 16-18 and 23-25, 1984

Survey Schedule

The survey data collection was conducted in three parts with a few days break in between to allow for rest and carrying out of domestic responsibilities. The daily schedule was as follows:

- April 10th - travel to Korojih. Begin Korojih survey. Sleep in Korojih.
- April 11th - finish Korojih survey. Travel to Likum and begin Likum survey. Sleep in Likum.
- April 12th - finish Likum survey. Travel to Bundrahi/Sapondralis and begin survey there. Sleep in Sapondralis.
- April 13th - finish Bundrahi/Sapondralis survey. Travel to Saliyen and begin Saliyen survey. Sleep in Saliyen.
- April 14th - finish Saliyen survey. Travel back to Lessau. Survey families from Korojih, Likum, Bundrahi/Sapondralis and Saliyen located at Lessau Hospital. Rest.
- April 16th - travel to Kalei and begin Kalei survey. Sleep in Kalei.
- April 17th - finish Kalei survey. Travel to Nihon and begin Nihon survey. Sleep in Nihon.

- April 18th - finish Nihon survey and travel back to Lessau. Survey families from Kalei and Nihon located at the Lessau Hospital. Rest.
- April 23th - travel to Jowan 2 and complete survey. Travel to Jowan 1 and begin Jowan 1 survey. Sleep in Jowan 1.
- April 24th - finish Jowan 1 survey. Travel to Nyada and begin Nyada survey. Sleep in Nyada.
- April 25th - finish Nyada survey. Travel back to Lessau. Survey families from Jowan 1 and 2 and Nyada located at the Lessau Hospital. Survey families residing at Bundralau, Sopa Sopa Plantation and Hibana hamlets. Survey complete.

Transportation

All transportation within the Lindrou area is by sea. The survey party rented a "Mon" type canoe and outboard motor for the 11 days of survey data collection.

Funding

Transportation costs, food for the survey party, and stipends for the data collectors was provided for the Manus Survey from US AID Grant, Non-formal Education and Leadership Training administered by the Summer Institute of Linguistics. Sleeping accommodations were provided free of charge by various Lindrou families in the villages visited.

Training of Data Collectors

On April 9th (the day before the start of the actual survey), the data collectors gathered in Lessau village and were given training by Bill Martin in filling out the survey data forms. After reviewing the forms point by point, the data collectors were sent out to interview one or two families in Lessau village which amounted to something of a pilot survey. After these interviews were complete, the data collectors gathered together again and discussed any problems encountered with the interviews or the forms, and the forms were then reviewed for completeness and consistency. Then, as the actual survey progressed, Bill Martin examined each form while in the village being surveyed and provided any further training needed for accurate and complete collection of the data.

Data Forms

See attached form entitled "Household Census Record".

These forms were designed locally, duplicated using a silkscreen printer in Lessau village, and kept in two large two-ring binders. The actual design of the form is a revision of a form designed by Keith Lusk of SIL which was used in surveying the Western Islands of Manus Province. Bond paper was used for the forms rather than off-set magazine for better durability and ease of pencil corrections. The number of data forms completed by the data collectors was as follows:

Lessau	36
Nyada	57
Jowan 1	52
Jowan 2	12
Nihon	68
Kalei	40
Saliyen	65
Bundrahi/Sapon.	78
Likum	46
Korojih	45
Total forms	499

The Lindrou Language Situation in Brief

The Lindrou language (locally known as Nyindrou) is spoken by about 2,550 speakers in the ten villages listed above which are located on the west coast of Manus Island, Papua New Guinea. The villages of Bundrahi/Sapondralis, Likum and Korojih speak a slightly different dialect of Lindrou known as "Babon". The two dialects are virtually 100% mutually intelligible. Many people in and from Likum also speak a language called "Marai" (or simply "Likum") which is said to predate the use of Lindrou in that area.

Methodology of Data Collection

Upon arrival at a village, Bill Martin and one of the data collectors (Timothy Kurdrake) would sit down with one or more of the village leaders, explain the nature of the survey, and then write down a list of the names of all married men who were living in (or associated with) the village in question, including those who for whatever reason were living outside of the language area at the time. Names of widows who maintained an independent household were also listed.

These names were then transferred to blank data forms and the forms were divided up among the data collectors, two to thirteen forms to each data collector depending on the number of households in the village.

Each data collector would then locate the family in the village, sit down with them and complete the desired information. The data collectors used Lindrou to elicit the information and had very good rapport with those being interviewed. This fact, plus the fact that many of the people interviewed were personally known to the data collector, helped to minimize exaggerated claims especially in regard to the bilingualism and literacy data.

If the head of the household was not available (in the bush, in Lorengau town, etc.), then the data collector would try to find the wife, a child, or other family member who could render the required information. It was generally helpful to have older educated children present to help pin down the ages of family members and otherwise verify the information given by the older respondents. Occasionally, when all members of a household were absent, the data collectors attempted to get the required information

from other village people who knew the family in question (usually done easily in a kinship society where everyone knows practically everything about everyone else). Certain information is under a "name taboo" for certain people (i.e., a man may not utter the name of his wife's mother) and had to be elicited indirectly from the mouth of another person present.

As expected, the most difficult information to get at was the ages (year of birth). After some experience, the data collectors were able to record this information quite accurately by utilizing a little detective work, that is, by narrowing down the possibilities. In the case of older people (who rarely know their age), the questioning would start by asking if they were born "before or after the War" (The War came to Manus from 1944-1946). Then, if before the War, how big they were when the War began. By comparing their estimate with a person of known age, an accurate estimation could be obtained in almost every case. For those born after the War, their ages were obtained by comparison with known dates (dates of certain missionary's presence, important events, etc.). In a number of cases, people had clinic cards and/or Census cards which listed ages, especially those of younger members of the family. Death dates were obtained in similar fashion.

Bilingualism data was not confirmed by testing, but was recorded as claimed by the respondent. Although not tested, the information here is believed to be quite accurate. Since the data collectors personally knew many of the respondents, they could sense whether or not the claims were exaggerated. The likely tendency would be for underestimation of bilingual abilities concerning members of households in which data was collected indirectly (i.e., based on information supplied by relative or acquaintance, etc.).

Literacy abilities (primarily reading ability) were recorded for both Tok Pisin and English. English reading ability was not tested, but was recorded as claimed by the respondent. The claim of English reading ability was compared on the spot with the education level given. If less than a Grade 6 level was indicated, further questioning was done to verify the reading ability claim. In cases where such reading claims were made, other people familiar with the respondent were usually asked to verify the claim, but no testing was done. It is here assumed that there is a wide range of actual abilities represented in a positive claim in terms of English reading ability.

Tok Pisin reading ability was tested (see attached Tok Pisin Reading test) in cases of older people with little or no formal education who claimed to be able to read Tok Pisin. Comments on the results of this testing were made by the data collector at the bottom of the data form in the space provided. Younger people or people with at least Grade 3 education who claimed to be able to read Tok Pisin were generally recorded as such without further verification.

The data collection typically went into the evening hours, especially for people who had been away in their gardens during the daylight hours. Bill Martin reviewed each data form for completeness and consistency. Usually there were a few gaps to complete or errors to correct in the morning before travelling on to the next village. Occasionally people from one village were visiting in another village surveyed, in which case the data forms were completed (or verified) when the people were encountered. A number of forms were completed in Lessau for those who were in-patients at the Lessau Hospital.

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For those men who had married more than one wife, each wife and their children were recorded separately (on separate data forms where large families were involved).

Older unmarried adults were recorded with the household where they typically resided (usually a brother or father's relative). Some of these individuals may have been inadvertently omitted in villages where relatively few persons were personally known by the data collectors (especially the Babon area).

Illegitimate children were recorded in the far right column opposite the mother, but it is to be expected that some of these were missed in villages unfamiliar to the data collectors. In cases of divorce, the mother and children normally appear on her father's household form.

In spite of the fact that some individuals were certainly missed, it seems certain that at least 95% of the total Lindrou population is accounted for in this survey.

It would appear that the real strength of this survey methodology was in employing a number of educated local speakers as the primary data collectors. A significant percentage of all Lindrou people were personally known (or even related) to the data collectors. This fact dramatically increased the likelihood of obtaining reliable and complete data. It also made it possible to survey all the households residing in a village in just one day, whereas one or two expatriates could scarcely hope to complete a survey of this scope taking one whole week for each village surveyed.

The timing of the survey occurred just before and just after Easter festivities, which meant that more people than usual were residing in their villages.

Some Preliminary Results

In order to give an idea of the type of data that has been recorded, there is presented below some of the major data for the village of Lessau only. These figures were worked out by hand using a small calculator. More extensive analysis will have to await access to a computer.

Rates of Tok Pisin and English Literacy (primarily reading) (Lessau Village Only)

By Individuals:

	Tok Pisin	English
percent of total population (202)	67%	50%
percent of population 15 years old and older (147)	92%	68%

By households:

Total Households =36	At least one literate in Tok Pisin	At least one literate in English	Have books in household	Radio-cassette in house.
% of households	94%	89%	83% *	31%

*The Bible and other religious books were present in 97% of the households having books; followed by general reading (stories, fiction, etc.) 22%; text books 17%; dictionaries 8%.

Total Lessau Population = 202 Rates of Bilingualism (Lessau village only)

Language

	Lindrou	Pidgin	English	Bipi	Har.	Sori	Levei	Ponam	Tingou
Can speak well	100%	86%	40%	25%	10%	8%	2%	2.5%	1%
Can understand well	100%	90%	51%	48%	40%	29%	6%	5%	5%

Infant Mortality Rate (Lessau village Only)

Deaths before age 6 occurring in 36 Lessau households

= 22% of children born to those households
(13% of males born: 9% of females born)

Demographic Data (by age and sex) (Lessau village only)

Total Lessau Pop. = 202	Males		Females		Total	
	#	%	#	%	#	%
Age 55 & up	7	3.5%	7	3.5%	14	7%
Age 38-54	20	10%	8	4%	28	14%
Age 30-37	11	5.5%	18	9%	29	14.5%
Age 15-29	41	20%	32	16%	73	36%
Age 7-14	21	10%	16	8%	37	18%
Age 1-6	14	7%	7	3.5%	21	10.5%
Totals	114	56%	88	44%	202	100%

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Education Levels (Lessau village only)

Lessau Total
Population = 202

	# Males	# Females	Total #	Total %
Under School Age	21	9	30	15%
Beyond School Age (or no schooling)	10	11	21	10%
Grade 1	6	3	9	4.5%
Grade 2	3	7	10	5%
Grade 3	11	9	20	10%
Grade 4	6	4	10	5%
Grade 5	7	5	12	6%
Grade 6	27	29	56	28%
Grade 7	2	3	5	2.5%
Grade 8	8	5	13	6%
Grade 9	2	1	3	1.5%
Grade 10	8	2	10	5%
University	3	0	3	1.5%
Totals	114	88	202	100%

Absentecism Rates (Lessau village only)

<p><u>Marrieds</u></p> <p>6% (13) of Lessau-Source people (8 males* 5 females) are married, employed and maintaining households outside of the Lindrou area. All are married to non-Lindrou spouses.</p>
<p><u>Singles</u></p> <p>3% (6) of Lessau-Source people (4 males 2 females) are single, employed and residing outside the Lindrou area.</p>
<p><u>Total</u></p> <p>9% (19) of the Lessau-Source people (12 males 7 females) are absent from the Lindrou language area for reasons of employment and/or marriage.</p>

* See details next page

*Note: Assuming the 8 males who are married and maintaining households outside the language area are still potential Lessau households, this means that 22% of the present Lessau households are absent from the language area. If they all returned to Lessau and established households, their presence (including spouse and children) would add 36 people to the Lessau population.

Church Affiliation (Lessau village only)

	Males	Females	Total	%
Evangelical Church of Manus	81	65	146	72%
Roman Catholic	35	21	56	28%
Total			202	100%

Conclusion to this Preliminary Report

At the time of the writing of this paper, phase one of the survey is complete and phase two for the village of Lessau only has been completed. The completion of phase two for the remaining Lindrou villages as well as phases three and four will be complete after the data has been entered in computer files and an extensive statistical analysis has been made.

This survey has shown that employing educated nationals as the primary data collectors in their own language group is quite feasible. In fact, it is doubtful that a survey of this scope could be completed satisfactorily without employing such a methodology.

2 6 9

13 48 57

100 650 916 431

4,500 7,650 1,000

haus pik mani Suga

nogat kaikai dinau yes

Yu no ken dinau.

Tambu long Kaikai buai.

Mi no marit yet.

Bai yu go long bus?

Ol i no save wokim Kopra.

Sapos yu go long wanpela ples bilong ol Gogodola
bai yu no lukim planti haus. Nogat. Bai yu lukim
wanpela draipela, longpela haus tasol. Olgeta man,
meri, na pikinini bilong ples i save slip long
dispela bikpela haus tasol.

HOUSEHOLD CENSUS RECORD

List in following order: 1. Husband 2. Wife (separate paper for 2nd W.) 3. Children (oldest to youngest) 4. Widows	Language Abbreviations: Ny. - Nyindrou H. - Harengan T. - Tingou P. - Pidgin B. - Bipi L. - Levei E. - English S. - Sori K. - Kurti (Write out name of other languages)	Husband's Clan Name: _____ Wife's Clan Name: _____	Date _____ Village _____ Census Taker _____
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Household Number:	Code	Name (Christian and place names)	Date Born (Year)	Birth Place	Sex (M or F)	Date Died (Year)	Languages spoken well (inap tokim gut)	Languages understood (inap hurim gut)	Can read (circle)	Real Parents (name and place of Mother and father if known)	Adopted?	In School now? Education Level (highest achieved)	Church Affiliation	Present Residence	Job	These columns for Children only	
																Spouse's Birth Place	How many children
	A								PE								
	B								PE								
	C								PE								
	D								PE								
	E								PE								
	F								PE								
	G								PE								
	H								PE								
	I								PE								
	J								PE								
	K								PE								
	L								PE								
	M								PE								
	N								PE								
	O								PE								

List other people living in Household not listed above Name: _____ From what place _____	Reading Test Results: _____	Miscellaneous Information: 1. Which family members need eye glasses? 2. Which family members have eye glasses? 3. Is there a working Radio/Cassette? Y N 4. What books are in the house?
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