



ABOUT ARROWMIGHT

ArrowMight Canada Literacy/Numeracy Program Background

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Planning for development of this program started in December, 2005, following several expressions of interest generated by the Greenlight Program in New Zealand that was promoted as part of the World Indigenous Peoples' Conference on Education (WIPCE) held in 2005, Hamilton, New Zealand. Requests came from Australia, the Philippines, USA, Canada and the UK, all wishing to access a program like Greenlight. This program is based on Cuban pedagogy applied to an international adult literacy and numeracy program, known as *Yo Si Puedo*, which has achieved outstanding results in many Latin American and Caribbean countries. The Cuban methodology of *Yo Si Puedo* (Yes, I Can) is being applied in over thirty-five countries and has successful completions of over four million people in basic literacy.

Dr. Rongo Wetere, founder and past president of "Te Wananga o Aotearoa" (translated: University of New Zealand) had negotiated assistance from the Ministry of Education in Cuba to provide a team of professors to work on and produce the Greenlight Program for New Zealand in October, 2002. The development of Greenlight took longer and cost more than expected but in the end, achieved a very high level of acceptance by Maori and Non-Maori students. Students enrolled in large numbers and high retention rates were maintained.

Dr. Wetere, through the Aotearoa Institute (AI) Charitable Trust, the parent body of Te Wananga o Aotearoa, endeavoured to respond to the requests from First Nations in North America, and more specifically, Canada. Aotearoa Institute Trustees knew that without approval from the Ministry of Education, Cuba and satisfactory agreements around intellectual property (IP) issues, nothing would be achieved.

Furthermore, even if these issues were resolved, the New Zealand experience showed that a substantiated budget would be needed to fund the development of the Canadian program. The Aotearoa Institute decided to take the initiative to underwrite the Canadian Program and seek agreement and support from the Minister of Education, Cuba and IPLAC (Latin American and Caribbean Pedagogical University).

Ministerial approval from Cuba to proceed with the allocation of a working team of 10 Cuban professors was granted. On April 15, 2007 the Cuban literacy experts arrived in Ottawa to begin work in earnest as part of an Academic Development Team that included eight Canadian specialists with expertise in literacy, English, Math, Science and Social Studies, including knowledge about First Nations, Inuit and Métis.

The first requirement was to bring together all the information and literature available about adult literacy needs in Canada for analysis and recommendation. This was followed by a diagnostic process that sent a team of Cuban/Canadian specialists into four provinces: PEI; Nova Scotia; Ontario and Manitoba. Unfortunately, the arrangements to go into BC had to be cancelled at the last minute. The diagnostic process involved interviewing individuals, communities and leaders about literacy and educational needs in their areas.

The diagnostic team was received enthusiastically in their visits to communities. They were able to gain good insights into assessing what was relevant and necessary in a program designed to make a difference. Potential students indicated they would be keen to enrol in a program that could successfully address their severe literacy needs, much the same as was experienced in New Zealand.

Key areas identified by potential students centered on building their knowledge base about Canada, the provinces/territories and what opportunities could be available for second-chance learners in education. The ability to study in the supportive environment of home and community was seen as a major advantage. To have the TeleTeacher on screen with supporting graphics and the ability to participate in self-directed learning was applauded by many who were interviewed. Additionally, the backup support by a Community Facilitator to monitor and encourage students to successfully complete the course was well-received.

The teams for the diagnostic process interviewed over 950 people including First Nations, Métis and Inuit community members. In general, communities and individuals were impressed that ArrowMight staff took the time to consult with them before putting pen to paper.

In addition to the Academic Development Team, there were Canadian specialists working in varying capacities as scriptwriters, filmmakers, graphic designers and post editors for film, b-roll inserts and live interviews to

reinforce messages included in the lessons. Also in this group is the student voice, narrators, five TeleTeachers and a local singer/songwriter who wrote the original music score for the program. In total, more than seventy people were involved in the development of the ArrowMight Program.

To test the new program, three pilot sites were selected with fifty students each and funded by the Aotearoa Institute in New Zealand. The first pilot was set up in Greater Vancouver in British Columbia through the Vancouver Aboriginal Friendship Centre. Another pilot through Red River College in Winnipeg, Manitoba was set up in three small sites: Black River First Nation, Brokenhead First Nation and Winnipeg. The final pilot site was set up in Smiths Falls, Ontario through the Upper Canada School District under TR Leger School Administration.

Enrolment of pilot students reached a total of 150 in June of 2009. The pilot was completed in July 2010. Current indications in student outcomes are very encouraging as waiting lists for the program have been generated in each pilot site. An independent researcher conducted an evaluation of the full report in August 2010.

Facilitator training, both on-site and on-line, is provided by ArrowMight Canada. A centralized database called the Learning Management System (LMS) is in place to monitor progress of students for successful completion of the program. It ensures accountability and transparency in the students' progress and Community Facilitators' job.

Background of the Aotearoa Institute

Aotearoa Institute was incorporated under the Charitable Trusts Act 1957 on 4 December 1986 and is currently registered as a charitable entity under the Charities Act 2005. Aotearoa Institute's charitable purposes and activities are primarily educational and cultural.

ArrowMight International Limited is a wholly-owned subsidiary of Aotearoa Institute that was incorporated on April 4, 2006 and is currently registered as a charitable entity under the Charities Act 2005 to develop education and literacy-learning programs. It has full legal capacity to carry on or undertake any business or activity, both inside and outside New Zealand, in furtherance of its charitable objectives in New Zealand.

ArrowMight Canada is a wholly-owned subsidiary of ArrowMight International. ArrowMight Canada was incorporated in Ontario, Canada on July 10, 2006 to develop adult literacy-learning programs for Canada. It has an established employee presence in Canada including an office in Ottawa that includes an IT Department and warehousing distribution for ArrowMight resources in Canada. Significant development costs have been expended in developing ArrowMight to meet the needs of Canadian literacy providers.

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