

SILA



SUMMER INSTITUTE OF
LINGUISTICS AUSTRALIA

ANNUAL REPORT

January to December 2016



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1. The Purpose of the Summer Institute of Linguistics Australia

The purpose of the Summer Institute of Linguistics Australia (SILA) is to serve minority language communities worldwide through language development activities. SILA does this through integrated programs of vernacular language study, literacy, translation, and development. Such programs facilitate understanding and communication, and help alleviate poverty, health problems and the disadvantaged state of these communities. SILA recognises that language is the building block for development activities in all of these areas.

To facilitate this purpose, SILA carries out, promotes or supports the following activities:

- effective training in language description and development



- specialised consulting to language development projects



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- promotion and funding support of language and community development projects in ethnolinguistic communities



All of SILA's work is people-centred and community based. It is concerned with all aspects of human life. There is an emphasis on training and partnership with indigenous people, and the development of locally owned sustainable programs. Promotion of the work of SILA is assisted within Australia by its major partner organisation, Wycliffe Bible Translators Australia, with whom an agreement for services has been signed.

2. Directors and Board meetings

The Board of SIL Australia is elected at its Biennial Conference. Approximately half of the Board members are elected each two years and serve for not more than four years without re-election. The most recent Biennial Conference of SILA was held in May 2015. At this time it was agreed to reduce the size of the Board to eight elected Directors and include the Chair of the Wycliffe Australia Board as an ex-officio member. The following are the names of the Directors of SILA who served in 2016:

Dr Moyra Dale	Chair (until April 2016) (Board Member 2011 – July 2016; Missiologist St Andrew’s Hall Melbourne; Adjunct Research Fellow, Melbourne School of Theology; Melbourne)
Mr David Nicholls	Chair (from April 2016); Vice Chair (until April 2016) (Board Member since 2013; Director of Training and Development Pacific Area, SIL International; Melbourne)
Mr Timothy K Wilson	Treasurer (from April 1991) (Board Member since 1991; Chartered Accountant, Registered Company Auditor and Tax Agent; Melbourne)
Ms Gillian Asquith	Vice Chair (from November 2016) (Board member since May 2015; Lecturer, Melbourne School of Theology; Melbourne)
Rev Graydon Colville	(Board Member since 2005; International Director, Global Recordings Network; Sydney)
Mr Greg Conwell	(Board Member since May 2015; Business Manager SILA; Melbourne)
Dr Catherine Easton	(Board Member since May 2015; Discipline Lead and Senior Lecturer - Speech Pathology, Charles Sturt University, Albury)
Mr Paul Eckert OAM	(Board Member since 2009; Linguist/Translator with Pitjantjatjara Bible Translation Project; Production Coordinator, Remote and Indigenous Ministry Support, Bible Society Australia; Part-time Pitjantjatjara language teacher at University of South Australia and the Adelaide School of Languages; Adelaide)
Mrs Roslyn Manson	(Board Member since May 2015; MA student; HR Administrator, Wycliffe Australia; Melbourne)

Meetings of the full Board were held: 6 February, 30 April, 30 July, and 5 November 2016. Committees of the Board met as required between the Board meetings. The Annual General Meeting of SILA, in accordance with the requirements of ASIC legislation, was held on 29 April 2016.

3. SILA program activities

Mrs Glenys Waters served as Principal Executive Officer (PEO) for the period. The PEO serves as both the CEO of SILA and the Principal of the training program.

SILA is associated with SIL International as a 'Collegial Organisation', with a Memorandum of Understanding between the bodies. The MoU is the primary document expressing the formal agreement between the two bodies. This connection provides a formal means of input and feedback within the international corporation for personnel, training and language development projects.

a. SILA training

During 2016 training for language description and development continued to be delivered at the SILA campus, Kangaroo Ground, Victoria. For 66 years SILA has provided training in language learning, descriptive and applied linguistics, and literacy for SIL workers, members of other organisations, and members of the public.

Following a decision of the Administration and Board of Directors in 2014 SILA did not pursue renewal of its registration and course accreditation when it expired at the end of 2014 but sought accreditation of its courses through partner organisations. Late in 2015 a Memorandum of Understanding was signed with Melbourne School of Theology (MST) a college affiliated with the Australian College of Theology (ACT). SILA's subjects were repackaged to fit the normal course structure for an ACT award and new units were approved by the ACT. In 2016 SILA delivered its training as units in an MST Graduate Diploma of Divinity.

During 2016 SILA compiled documentation for two new courses focused on training for language development and submitted this to the ACT for approval. It is hoped that a Graduate Diploma of Language Development and Translation, and a Diploma of Language Development and Translation will be approved by mid-2017. If so, 2017 students can transfer to these awards which have more appropriate nomenclature than a divinity award.

SILA had an existing Memorandum of Understanding with Eastern College Australia to deliver and assess the units in the Applied Linguistics major of their Bachelor of Arts. In 2014 a new Memorandum of Understanding was signed under which SILA delivered and assessed applied linguistics subjects in additional Eastern courses in 2015. The courses included:

- Graduate Diploma in Arts (Applied Linguistics specialisation),
- Graduate Certificate in Arts (Applied Linguistics specialisation)
- Associate Degree in Arts (Applied Linguistics minor)
- Diploma of Arts

A number of students completed their awards in 2015 but there were several still studying in 2016. It is anticipated that all current Eastern College students will complete their awards in 2017.

SILA's training and consulting operations rely on volunteer staff. Academic staff consisted of both permanent and sessional personnel with considerable field experience in linguistics and language development activities. Academic staff numbers increased in 2016 which was very welcome. Support staff serviced the office, library, student welfare, IT services, and the occasional child minding program.

Summer School

SILA's 6-week Summer School serves as an intensive introduction to the yearlong courses as well as providing a stand-alone introductory course for students studying language learning, basic linguistic analysis and anthropology.

The course was non-accredited in 2016 unless students were enrolled at Melbourne School of Theology or Eastern College. Twenty seven students studied at the Summer School; five were MST students studying at graduate level and one was a cross-institutional MST student studying at undergraduate level. Non-accredited subjects taught were Language Awareness, Anthropology, Language Learning, and Phonetics. MST-enrolled students took the Linguistics and Language Learning unit.



Students and staff, Summer School 2016

Semesters 1 and 2

Two students were enrolled full-time in the MST Graduate Diploma of Divinity in Semester 1, and one in Semester 2. There were two Eastern College Australia students enrolled part-time in Semester 1 and one in Semester 2. One Eastern student enrolled as a cross-institutional part-time student at MST in Semester 2. There was one part-time MST student in Semester 2 and two part-time distance students, one based in SE Asia and the other the USA.

All units were delivered at the SILA campus at Kangaroo Ground by SILA staff. For the first time a unit was offered by split intensive in Semester 2.

At the end of 2016 one student graduated with a Graduate Diploma in Divinity. This student will prepare for service in language development work in SE Asia.

SILA Academic Governance

For many years SILA benefitted from the guidance and oversight of the Academic Board. The members of this board were appointed by the SILA Board and drawn from the Australian academic community involved in disciplines taught at SILA with experience in Tertiary, Higher or International Education. The Academic Board was disbanded in 2015. The partnership with MST has meant that the SILA training operations have been incorporated into the academic governance structure of MST. Former members of the Academic Board have offered their disciplinary expertise in an advisory capacity as required.

On a regular basis throughout the year, an internal Education Committee comprising SILA academic staff processes the academic matters needing development and documentation.

Promotion of academic activity in major discipline areas

Academic perspectives of SIL Australia are enhanced by:

- seminars and visiting lecturers
- attendance by SILA staff at academic conferences and seminars relating to the disciplines taught
- staff member involvement in research and supervision of higher degree students
- the involvement of several SILA members in the development of a computer program to aid translation of texts in related languages

Professional development

Six staff or sessional staff members were enrolled in formal study programs at Masters or PhD level with three of these completing Masters degrees in 2016.

One staff member attended the Eurasia Media Distribution Consultation (EMDC) in Thailand and presented a paper entitled: *Strengthening Scripture engagement through literacy: Using Scripture primers (and mobile devices) to teach literacy.*

An academic staff member attended the annual conferences of the Applied Linguistics Association of Australia (ALAA) and Australian Linguistic Society (ALS) hosted by Monash University.

A number of staff members attended sessions on Moodle and improving distance and online courses, two academic staff members took an online course *Learn Moodle* and one completed an online course in Online Academic Writing.

Two academic staff members attended a seminar *Curriculum Development Workshops for Intensive Mode Teaching* at RMIT University, Melbourne.

One staff member attended a ChildSafe Training seminar which presented an overview of the new Victorian child safe standards.

The Librarian attended the Whyte Memorial Lecture hosted by the Faculty of Information Technology, Monash University on 'The Role of Libraries and Libraries of the Future'.

Three staff members attended the Evangelicals Online conference. Topics included developing an online presence, editing, blogging, social media, marketing and design.

Five staff members attended the annual Leonard Buck Missiology lecture at Melbourne School of Theology. The topic was: *Have you no shame? Reflections on a theology of culture and shame*.

b. Funding of development projects

SILA Overseas Aid and Development Fund

SILA's Overseas Aid and Development Fund is a Deductible Gift Recipient (DGR) fund which provides assistance to literacy and education development projects. During the reporting period, a total of \$70,146 was raised through donations and \$24,684 distributed via World Relief Australia (WRA) for projects.

Through this fund SILA continued to support the three-year **Massalit Literacy Project** among a refugee community in the Republic of Chad until its completion in July 2016. Funds remitted from SILA covered printing costs for classroom materials and teacher training. Refugee supervisors and teacher trainers now have the capacity to run workshops and train teachers on their own, without the help of our organisation's literacy specialist. The Grade 3, 4 and 5 curriculum and materials developed as part of this project are being well used and will continue to be used for the foreseeable future. The plan is to expand 'downwards' and use it to begin the program with even younger children in the future. The three years of 'book flood' distribution have been sufficient to provide primers and post-primers to a large percentage of refugee households and the class libraries developed allow learners to continue to access new reading materials even if they cannot afford to purchase them.



Massalit literacy classes

An SILA graduate was the key literacy worker in the project and an SILA consultant assisted with advice and project reporting.

In 2016 SILA continued to support the **China Minority Education (ChiME) project** through the Overseas Aid and Development Fund. The three-year project aims to facilitate the establishment of an educational capacity building partnership in China's Yunnan Province. The partnership is encouraging the development of minority language education programs in remote rural areas in the province. It is a mother tongue-to-national language transition program based on a pilot program established by Dr Brian Billard and Dr Liz Billard amongst the Bai people in 2006.



Children enjoying the preschool program

The preschool in Shilong has already transitioned to local funding. As of January 2016, local funding and local management structures have been linked to relevant government agencies. This has made it possible for the Jianchuan project team to move to a long-term role in the promotion of mother-tongue literacy.

The increase in local funding and ownership of the Shilong preschool and Bai project team has released ChiME to focus more on engagement with other agencies which can spread this program to more remote minority regions.

The **Mayoyao, mother tongue based multilingual education project** in the Philippines was officially commenced in December 2016. A project assessment visit was undertaken in November-December.

This project has the potential to influence as many as 60 schools in the Philippines. The Philippine Department of Education in the Cordillera Administrative Region requested SIL Australia's assistance to strengthen their new mother-tongue based Multilingual Education (MLE) program. An SILA graduate and his wife, a Filipina, have been working in her home area for some years. They already have an alphabet and have begun producing some materials in Mayoyao.

This project aims to build capacity in national teachers by supporting them to develop teaching principles and reading materials in their local Mayoyao language. These materials will be used to help students from Kindergarten to Grade 3 develop foundational literacy skills in their local language before also acquiring the national languages of Filipino and English.

Sixty teachers will participate in a series of workshops over three years (2017-2019) to create reading materials and other literacy resources in the Mayoyao language. Project funds will be used to provide stationery materials and access to literacy trainers who can offer technical advice as teachers create reading texts. These materials will then be made freely available to other schools, with workshop teachers equipped to train colleagues in using and creating their own texts to enhance student literacy and learning.

World Relief Australia

SILA is a signatory to the World Relief Australia Code of Conduct. As a signatory, SILA wishes to express its commitment to the responsible and effective use of donations, to help the poor and needy in developing countries irrespective of nationality, race, gender, political conviction or religious belief, and to improving the quality and effectiveness of SILA development initiatives.

c. Consultant support for language development projects

SILA provides specialist consultant services to entities and partners of SIL International where language development work is being carried out.

China Minority Education (ChiME) Project

SILA consultants Dr Brian Billard and Dr Liz Billard are supporting the ChiME project, building on the Bai bilingual education program they established in Yunnan Province. The ChiME project moved into a new phase in 2016 as the work in Jianchuan transitioned to local funding and ownership. The preschool in Shilong had shifted to local funding previously, but from January 2016 the Jianchuan project team moved to a long-term role in the promotion of mother-tongue literacy within Jianchuan County, with local funding and local management structure linked to relevant Jianchuan government agencies. This releases ChiME to focus more on engagement with other agencies who can spread this work to other remote minority regions. By the end of the year two universities had signed cooperative agreements that may result in up to three pilot preschools in different minority areas.

Language Technology

Software Development Project

The project had a successful year, despite some difficulties. Three applications are under development: the desktop version of Adapt It (AID), Adapt It Mobile (AIM) and Key It (KIT) (a scripture keyboarding mobile app). For health reasons the team leader had to reduce his involvement for over six months. The lead developer for the team based in the USA is now remotely assigned to SIL Australia.

Principal areas of focus have been:

- AID – the knowledge base sharing feature is nearing completion, to be released in version 7.0.0.
- AIM – now at beta stage; recent changes have improved the usability considerably.
- KIT – progress is intermittent. The setup issues for development of the application are challenging.
- Help Desk work – all user requests have been dealt with; some have resulted in feature improvements to the desktop version.
- Training Workshops:
 - Jakarta, July 2016 for two weeks, funded by Seed Company.
 - Canberra, late January, for two weeks, training two Papua New Guineans working on a revision of the Kyaka Enga mini Bible, funded by Global Interaction.

Adapt It continues to have a good reputation worldwide, and occasional feedback from users continues to be encouraging.

4. Challenges and opportunities

The partnership with MST has provided new opportunities for SILA's training and potentially a larger pool from which to draw students. The development of other delivery modes has provided more flexibility for students and staff. Online units or intensives mean that staff do not have to be on campus for a full semester.

The partnership with MST also allows for overseas students to again enrol in SILA training with the requisite CRICOS registration through the Australian College of Theology (ACT).

In 2016 SILA subjects were offered as units in a Graduate Diploma of Divinity, an existing ACT award. The challenge for 2016 was developing new awards comprising all the SILA units (at graduate and undergraduate level) which it was hoped could be offered from 2017. Final approval for these courses did not eventuate before the end of 2016 although there was approval by the ACT for the formation of an accreditation panel to review the submission.

Several new personnel joined the SILA staff in 2016. They gave the organisation extra capacity and the ability to take up new opportunities in consulting and development projects overseas. It is expected that these opportunities will continue to grow.

Identifying a Principal Executive Officer to lead the organisation long-term proved to be a challenge in 2016. SILA was indebted to Glenys Waters for her able leadership, drive and commitment as she fulfilled the role for the period.

The synergy resulting from partnering with like-minded institutions gives a sense of hope for the future as SILA continues to provide services in training, consulting and supporting development and education programs in multicultural contexts.

5. Financial statements

SIL Australia Operating statement for the year ended 31 December 2016 (Statement of financial performance)

	2016	2015
	\$	\$
Revenue		
Education Fees and Operations	108,787	104,455
Rental Income	43,450	30,509
SILA General Income	718	679
Donations and Gifts		
Overseas Aid	71,640	26,625
Aborigines and Islanders Support Program	0	194,284
SIL School Building Fund	9,292	7,490
Reallocation of Special Purpose donations	0	82,296
Investment Income	4,474	8,485
Other revenues	25,846	25,337
Total Revenue	264,207	480,160
Expenses		
Education Operating	123,941	141,437
Overseas Projects	17,460	22,000
Domestic Projects	0	194,284
Scholarships given	0	15,313
Depreciation	10,510	10,779
Other expenses	27,040	14,950
Total Expenses	178,951	398,763
Excess of Revenue over Expenses (shortfall) from continuing operations	85,256	81,397
Funds available for future use at beginning of financial year	275,474	162,947
Amount transferred to/from reserves	91,578	112,527
Funds available for future use at end of financial year	367,052	275,474

SIL Australia
Balance sheet as at 31 December 2016
(Statement of Financial Position)

	2016	2015
	\$	\$
Assets		
Current Assets		
Cash Assets	421,360	320,659
Receivables	12,335	20,141
Other	819	848
Non-current Assets		
Property, plant and equipment	32,246	37,562
Total Assets	466,760	379,210
Liabilities		
Current Liabilities		
Payables	3,390	4,346
Other	3,250	
Total Liabilities	6,640	4,346
Net Assets	460,120	374,864
Equity		
Reserves	93,068	99,390
Funds available for future use/retained earnings	367,052	275,474
Total Equity	460,120	374,864

Audited full financial statements are available on request.

SIL Australia
Statement of changes in equity
for the year ended 31 December 2016

	Retained Earnings	Reserves	Total
Balance at 1 January 2015	275,474	99,390	374,864
Excess of Revenue over Expenses	85,256	0	85,256
Amount transferred (to) from reserves and other fund	6,322	(6,322)	0
Balance at 31 December 2015	367,052	93,068	460,120

SIL Australia
Table of cash movements for designated purposes
for the year ended 31 December 2016

	Cash available at beginning	Cash raised during year	Cash disbursed during year	Cash available at end of year	Comments
Aborigines & Islanders Support Prog	3,796	0	3,796	0	All donations are forwarded to AuSIL
Overseas Aid & Development Fund	15,115	70,146	24,686	60,575	Contributions to overseas development projects
SILA General & Training	123,856	185,135	125,244	183,747	
Total for Other Purposes	47,892	16,932	17,786	47,038	
TOTAL	190,659	272,213	171,512	291,360	



World Relief Australia

Summer Institute of Linguistics Australia partners with the World Relief Overseas Aid Fund by acting as its agent for fundraising and the delivery of relief and development projects in developing countries.

Summer Institute of Linguistics Australia is a signatory to the World Relief Australia Code of Conduct.

<https://www.wra.org.au/>



Summer Institute of Linguistics Australia is a charity registered with ACNC (Australian Charities and Not-for-profits Commission)

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