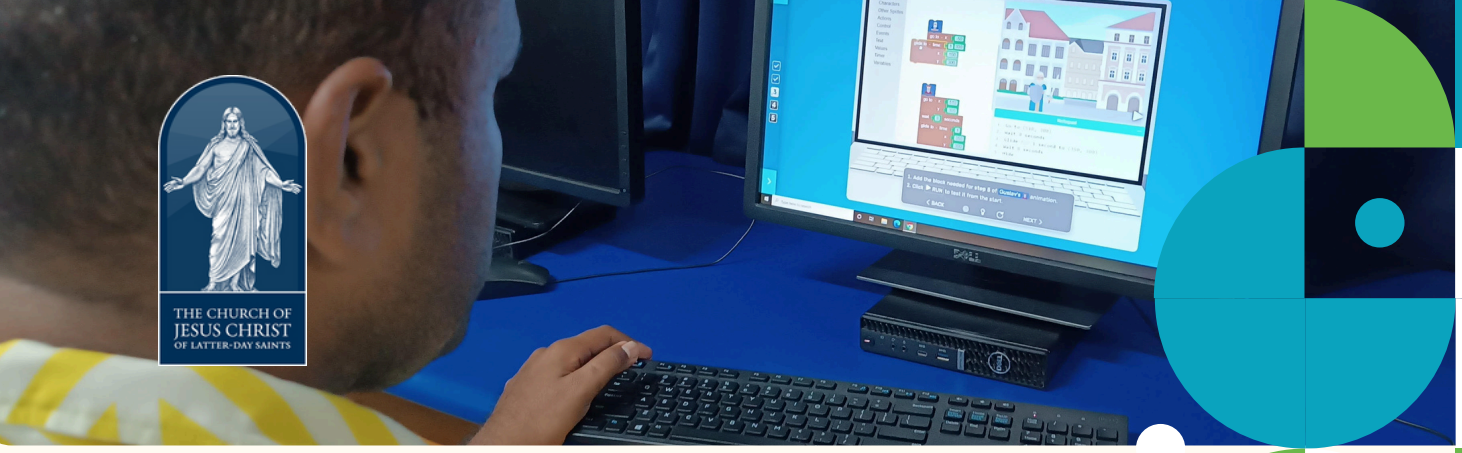

PACIFIC DIGITAL LITERACY PROGRAMME

2024

REPORT PREPARED FOR THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

CODE AVENGERS®

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EXECUTIVE SUMMARY

In 2024, The Church of Jesus Christ of Latter-day Saints, partnering with Code Avengers, launched a 10-week digital literacy programme across four Pacific Island countries: Samoa, Tonga, Fiji, and Kiribati.

The goal was to provide 80+ adult learners with foundational digital skills, focusing on programming, problem-solving, and computational thinking. Delivered through the Code Avengers e-learning platform, participants engaged in self-paced lessons under the guidance of a local supervisor building proficiency in JavaScript and HTML/CSS.

The programme's pre- and post-surveys showed significant improvement in digital literacy and fluency, with participants reporting enhanced digital proficiency, programming proficiency, confidence using digital technologies, improvement in digital skills, and an increased desire to pursue a career in tech.

2,370 hours of learning was collectively logged, and 91% of participants said they would recommend the programme to others.

By the end of the 10-week course, learners had created digital projects, and received certificates of completion. Feedback from participants and supervisors was overwhelmingly positive, highlighting the programme’s success in boosting employability and fostering community development.

INTRODUCTION

Digital literacy is increasingly essential in today's world, where technology plays a critical role in nearly every industry and profession. Recognising the growing need for digital literacy, particularly in the Pacific region, The Church of Jesus Christ of Latter-day Saints set out to create a programme to equip its members in the Pacific with essential digital skills and knowledge to allow them to take advantage of the growing opportunities in the Tech sector, blessing not only their own lives, but the lives of their family and communities.

Partnering with Code Avengers--a New Zealand-based e-learning platform specialising in Digital Technologies and STEAM education--the Church proposed a 10-week digital skills-building programme aimed at equipping adult learners with fundamental digital and technology skills. This programme sought to address the need for digital education for adult learners from four Pacific Island nations—Samoa, Tonga, Fiji, and Kiribati—by empowering them with knowledge and skills to navigate and thrive in a technology-driven economy. It also served as a pilot for what a Church-directed adult-learner class could achieve and look like if implemented successfully.

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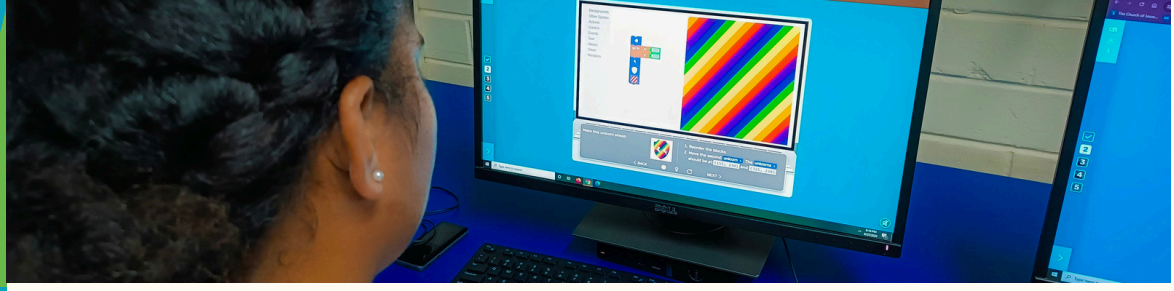
Launched on June 26, 2024, 83 participants met under the supervision of a Church-employed staff member twice a week for two hours over 10 weeks.

Through a carefully structured curriculum, participants engaged in digital learning, developed digital projects, and received real-time feedback, all aimed at boosting their confidence and skill levels.

This report provides an overview of the programme's implementation, curriculum, participant engagement, and the outcomes achieved. It also highlights key considerations to be addressed for future programmes, as well as opportunities for future expansion and sustainability. By examining the programme's impact, this report aims to demonstrate the impact of Church-led, targeted digital education initiatives which can help bridge the digital divide and empower individuals to participate in the global digital economy.



PROGRAMME OVERVIEW

The 10-week digital literacy pilot programme, initiated on June 26, 2024, was a collaborative effort between Code Avengers and The Church of Jesus Christ of Latter-day Saints. The programme aimed to equip adult learners in the Pacific Islands with critical digital skills, helping bridge the digital divide that exists in many underserved communities. The programme was conducted across four Pacific Island nations—Samoa, Tonga, Fiji, and Kiribati—reaching a total of 80+ participants.

Structure and Delivery

Each of the four sites hosted 20 participants, all of whom were supervised by a designated Church staff member. These supervisors played a critical role in guiding participants through the programme, offering support and troubleshooting while also ensuring that learners stayed on track with their coursework. Prior to the programme's launch, supervisors received specialized training on the Code Avengers platform to familiarise themselves with the tools and curriculum.

The curriculum, delivered through the Code Avengers platform, was structured to be accessible to adult learners with little to no prior experience in digital technologies. It focused on key areas such as:

- **Introduction to Programming:** Beginner-level courses focused on a block-based coding language, as well as JavaScript and HTML/CSS, providing participants with hands-on experience in coding.
- **Computational Thinking and Problem-Solving**: Engaging learners in tasks designed to develop their problem-solving abilities through practical applications of computational thinking.
- **Real-World Application:** Learners explored how digital skills can be applied in local contexts, through interactive story-based courses designed to show how technology and digital skills can be used to innovate and create solutions in everyday life.

Learning Environment and Support

The programme emphasized interactive and self-paced learning. Code Avengers' platform provided learners with immediate feedback on their progress, allowing them to correct errors and improve their understanding of key concepts. Participants could engage with the material at their own pace, ensuring that those who required more time to grasp concepts were not left behind.
Supervisors at each location monitored participants' progress using the platform's tracking tools. These tools allowed supervisors to:

- Track lesson completion rates.
- Monitor engagement levels.
- Identify participants who required additional support.
- Provide feedback and encouragement to maintain motivation.

Launch and Setup

Prior to the programme's official start, accounts were created for all participants and their supervisors.

This setup process included:

- **Account Creation**: Granting participants access to the Code Avengers platform and all learning modules.
- **Supervisor Training**: Pre-programme training to ensure supervisors were well-equipped to navigate the platform, track learner progress, and provide adequate support.

Early Feedback and Participant Engagement

From the outset, feedback from both participants and supervisors was overwhelmingly positive. Learners expressed enthusiasm for the programme and the opportunity to develop new skills. By the second week of the programme, participants had collectively completed **500 hours of learning**, accrued **20,185 points**, and tackled a wide range of digital tasks, including **game development, programming, and AI**.

CURRICULUM OVERVIEW

Learning Modules

Big Data & Digital Footprints	Blockchain	Silicon Synapse: Evolution of AI	
Cloud Computing	Digital Media: Game Design	Programming: Animated Story	Drawing with JavaScript
JavaScript 104: Pacific Flags	JavaScript 105: Food Frenzy Game	HTML/CSS 100: “Who Am I?” Webpage	HTML/CSS 1: Websites

40 hours of learning content

Participants learned about:

- AI
- Blockchain
- Cloud Computing and Security
- Computational Thinking
- Game Development & Design
- App Programming
- Web Development

Key competencies & soft skills:

- Build Digital Literacy and Fluency
- Critical Thinking
- Problem Solving
- Programming skills
- Gain programming experience
- Creativity
- Cross-Curricular Learning: Math, Science, Social Science, Design

The 10-week programme provided 40 hours of learning, focusing on digital literacy, programming, and practical applications. The curriculum was designed to accommodate all skill levels, starting with foundational concepts and moving to more complex projects.

Learning Modules

- **Big Data & Digital Footprints**: Explores how digital footprints are created and the role of big data in privacy and decision-making.
- **Blockchain & AI**: Introduces blockchain principles and artificial intelligence applications in everyday life.
- **Cloud Computing**: Covers data storage, security, and cloud services.
- **Game Design & Programming**: Focuses on creating games and interactive projects using JavaScript and visual coding.
- **Web Development**: Teaches participants how to build and design web pages using HTML and CSS.

Key Skills Developed

- **Critical Thinking and Problem Solving:** Fostered through hands-on programming tasks.
- **Creativity**: Applied in game design and web development.
- **Digital Literacy:** Developed as the students progressed through the curriculum, increasing their abilities to use digital languages to solve problems.

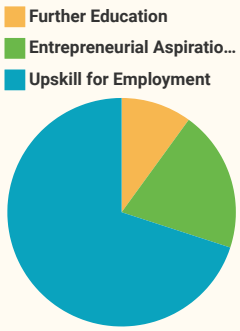
Real-World Applications

Participants gained practical digital skills, building confidence and readiness for higher-learning opportunities and job readiness.

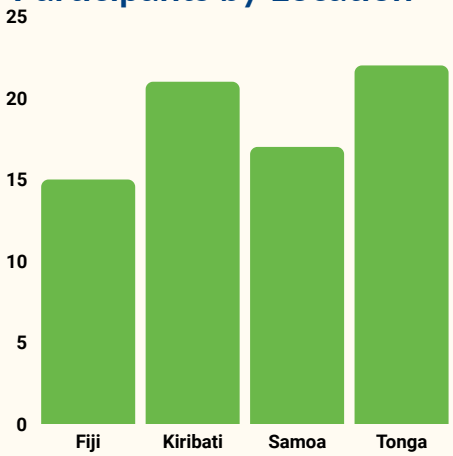
PARTICIPANT DATA

Before the start of the 10-week digital literacy programme, participants completed a pre-survey aimed at assessing their baseline digital skills, programming proficiency, goals and aspirations for the programme, and career aspirations in the technology sector.

Goals for the Programme



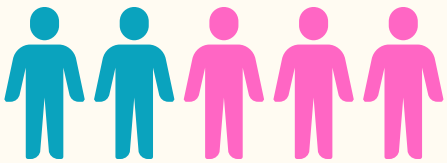
Participants by Location



Age Range

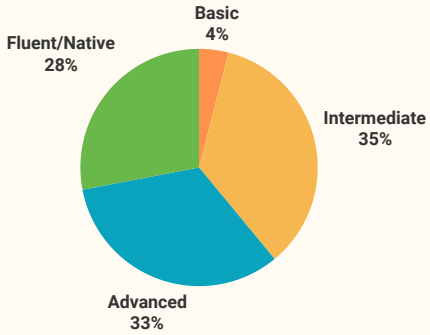
17 27 53

Gender

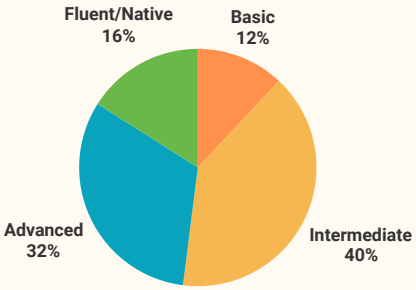


48% 52%

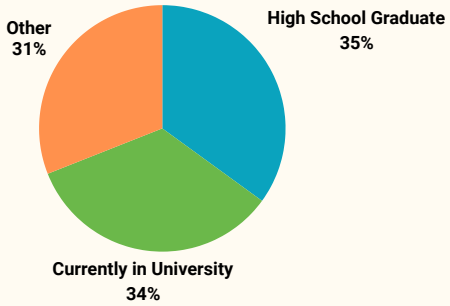
English-reading Proficiency



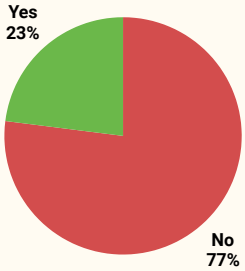
English-speaking Proficiency



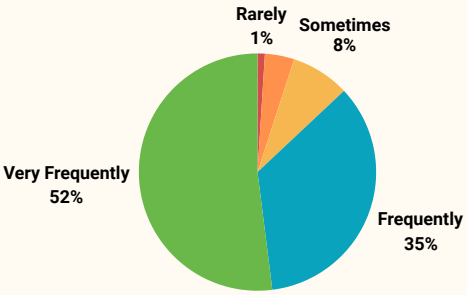
Highest Level of Education



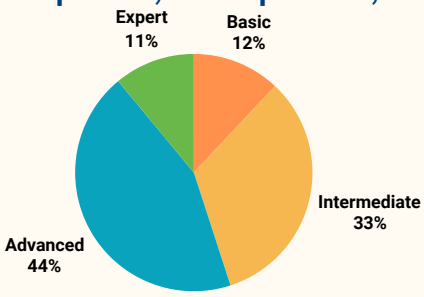
Previous Programming Training



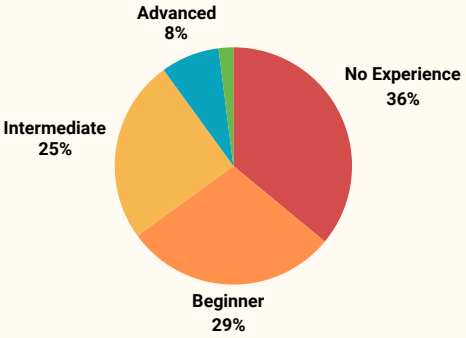
Daily Technology Usage



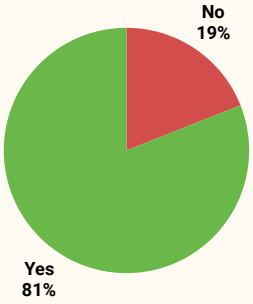
Technology Proficiency e.g., computers, smartphones, etc



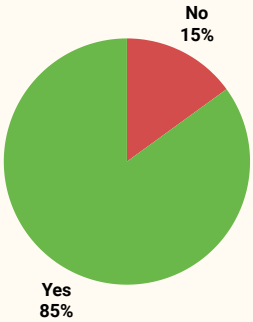
Programming Proficiency



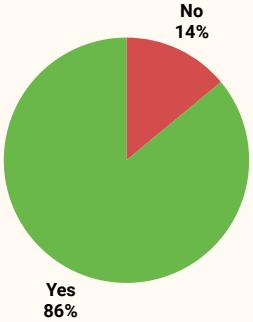
Current Career Plan



Require Help with Career Plan



Considered Career in Tech



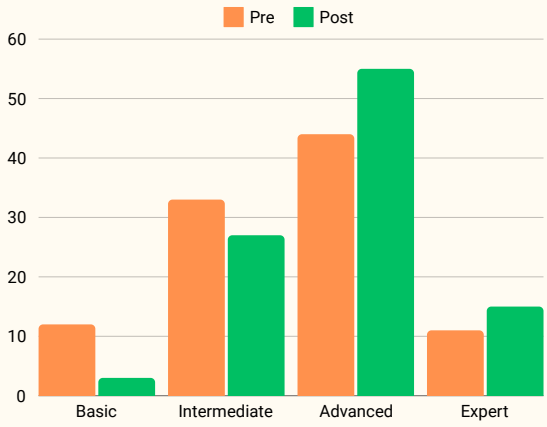
Key Insights

- 27 was the average age.
- 35% had completed High School.
- 34% were currently enrolled in University.
- 76% had never received formal programming or web development training.
- 68% rated their programming proficiency as either “No Experience” (34%) or “Beginner” (34%).
- 86% had previously considered a career in tech.
- 70% joined the programme to improve their skills in order to increase employability.

PROGRAMME IMPACT

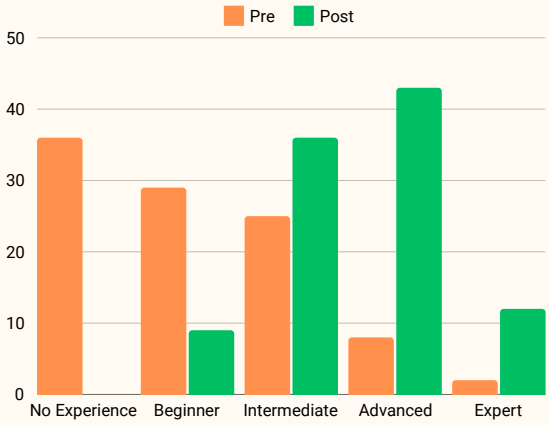
At the end of the 10-week digital literacy programme, participants completed a post-survey to assess their progress in digital skills, programming proficiency, and overall course experience. The results showed significant improvements in all areas, with participants reporting greater confidence in their digital abilities and a renewed interest in pursuing technology careers.

Digital Proficiency



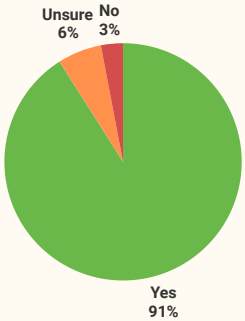
Prior to the course, **45%** of participants rated their digital proficiency as either 'Basic' or 'Intermediate'. Following the course, **70%** rated their proficiency as either 'Advanced' or 'Expert', showing significant improvement.

Programming Proficiency



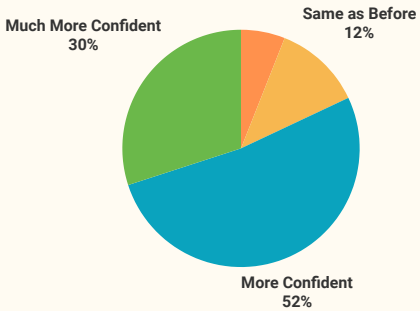
68% of participants entered the programme with either 'No Experience' or as 'Beginner' programmers. Post-programme results showed **80%** rated their proficiency as either 'Intermediate' or 'Advanced', and a total reduction of participants marking themselves as 'No Experience."

Improvement in Digital Skills



91% of participants noted an improvement in their digital skills.

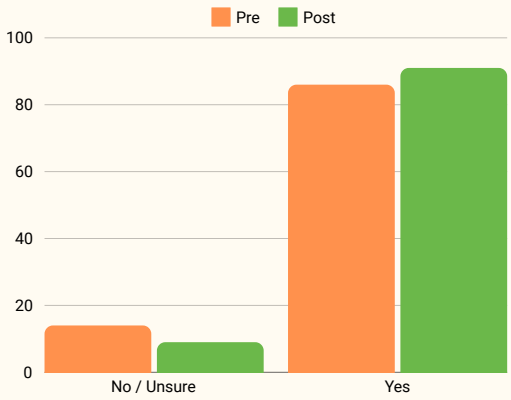
Confidence using Digital Technologies



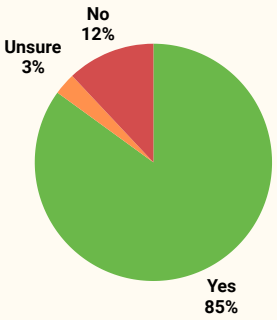
82% of participants said they were either 'More' or 'Much More Confident' using Digital Technologies as a result of this programme.

By the end of the programme, **91%** of participants expressed an interest in pursuing a career in technology, which was **up from 86%** in the pre-survey. Participants cited the practical experience gained through the programme, such as project-based learning and real-world applications of digital skills, as key factors in boosting their confidence.

Career in Technology

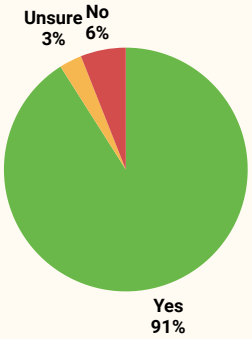


Did the proramme meet your expectations?



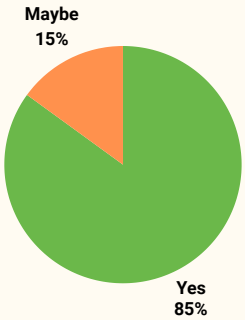
85% of participants expressed that the programme met their expectations

Would you recommend the programme to others?



91% said they would recommend the programme to others.

Are you interested in a follow-up course?



The success of the programme ignited further interest in digital education, with **85%** of participants indicating that they would like to continue developing their digital skills through a follow-up course.

ENGAGEMENT

The 10-week digital literacy programme saw high levels of participant engagement, with learners demonstrating significant progress throughout the course. From the outset, participants were motivated to acquire new digital skills, and their commitment was reflected in both the quantity and quality of the work completed.

83
Total Participatnts

2,370
Hours of Learning Combined

123,870
Points^ Earned Collectively

36%
Participants Completed All Courses

28
Hours of Learning (Average)

1,492
Points Earned (Average)

58%

Average Curriculum Completion Rate

Jumping Jam Game Design

The Most Popular Course

13

Participants Exceeded Curriculum Requirements

^ Learners are awarded points for completing learning tasks, which--like hours of learning--is metric used to determine engagement.

Standout Performers

	#	Name	Location	Points
	1	Fakaanaua Mohetau	Tonga	10,414
	2	Amelia Maake	Tonga	9, 123
	3	Mounga Mohetau	Tonga	8,217
	4	Ienraku Maunga	Tonga	7,843
	5	Joseph Purcell	Samoa	5,068

Challenges and Lessons Learned

+ The figures show impressive engagement, with over 2,370 collective learning hours—an average of 28 hours per participant. This level of commitment is remarkable, especially considering the programme took place during participants' own time in the evenings, and only two times per-week.

+ Participants earned an impressive 123,870 course points in just 10 weeks, even though 65% rated their programming proficiency as either 'Beginner' (29%) or 'No Experience' (36%). This demonstrates that, even with little to no prior knowledge, they felt supported, capable, and eager to engage with the content.

+ The average points per participant was 1,492, well above the typical 800 to 1,000 points expected for a 10-week programme. Some participants, like Fakaanaua, earned over 10,000 points—one of the highest scores ever recorded on Code Avengers.

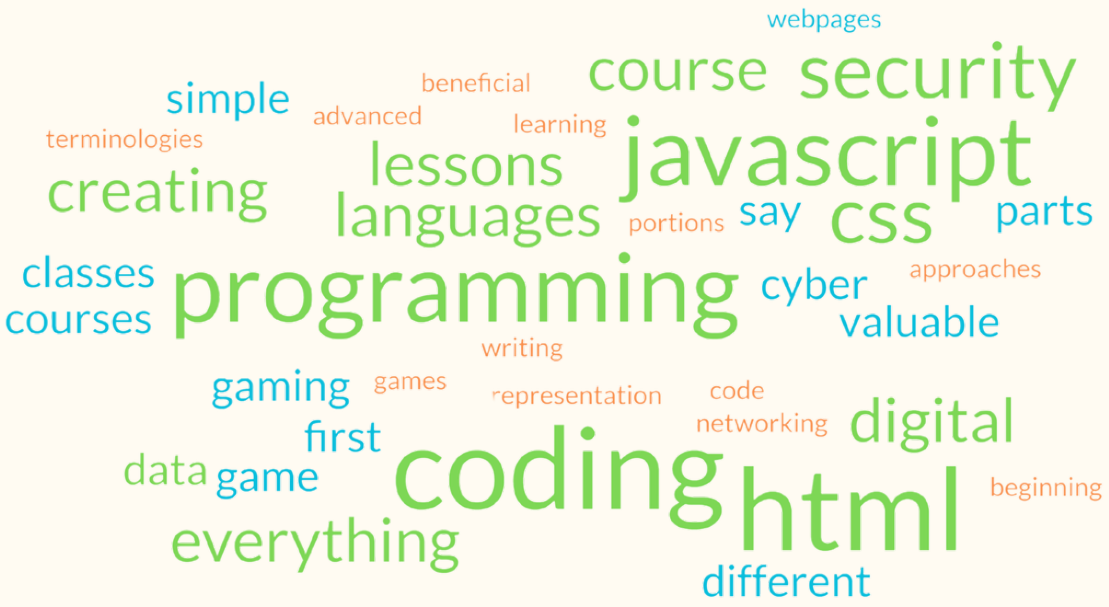
- The average curriculum completion rate was 58%, or 6.4 out of 11 courses, with 36% of participants completing the full curriculum. For future programmes, it may be beneficial to increase overall length of the programme up from 10-weeks. Or reduce the total number of courses in the curriculum.

- While overall engagement was fantastic, supervisors noted that some participants only attended one or two sessions before being replaced by new participants. As a result, the new participants had less time to complete the curriculum compared to their peers.

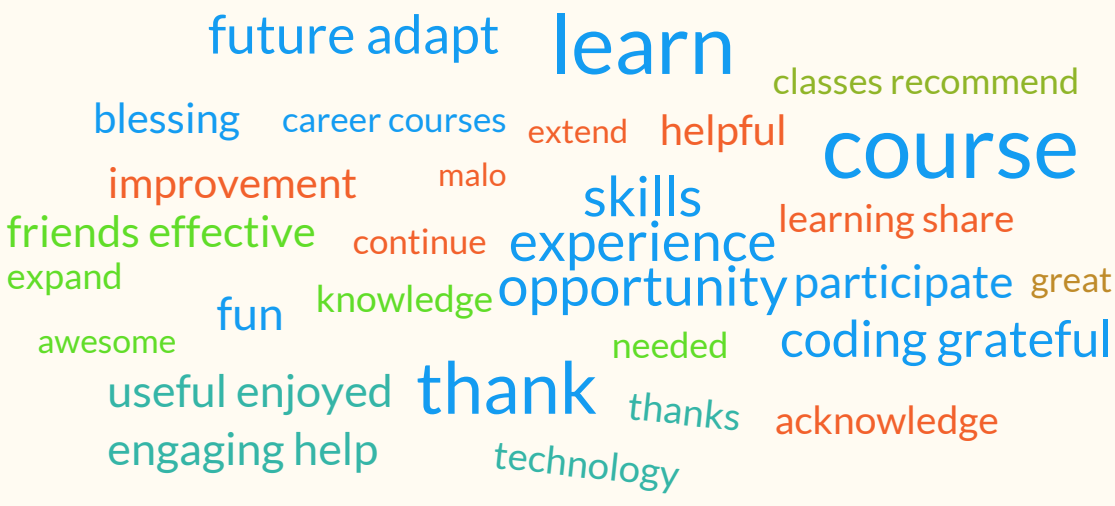
- Participants who felt the course didn't meet their expectations mentioned getting stuck on tasks without knowing the correct solution. This highlights the need to fine-tune the content for future programmes.

FEEDBACK

When asked which parts of the programme they found most valuable, participants' feedback highlighted several key themes:



These are most frequently mentioned terms used by participants when asked for comments or feedback on the programme:



Participants:

"The course gave me a great opportunity to learn and grow in programming."
Amelia Maake

"I have learned to love coding. I learned so much about creating and designing [my] own website with so many interesting styles using HTML and CSS."
Janet Samuelu Tui

"Since taking the coding course, I've improved my problem-solving abilities, improved my coding techniques, developed confidence in project management, and expanded my knowledge of algorithms and software development principles."
Kamalani Kacibalavu

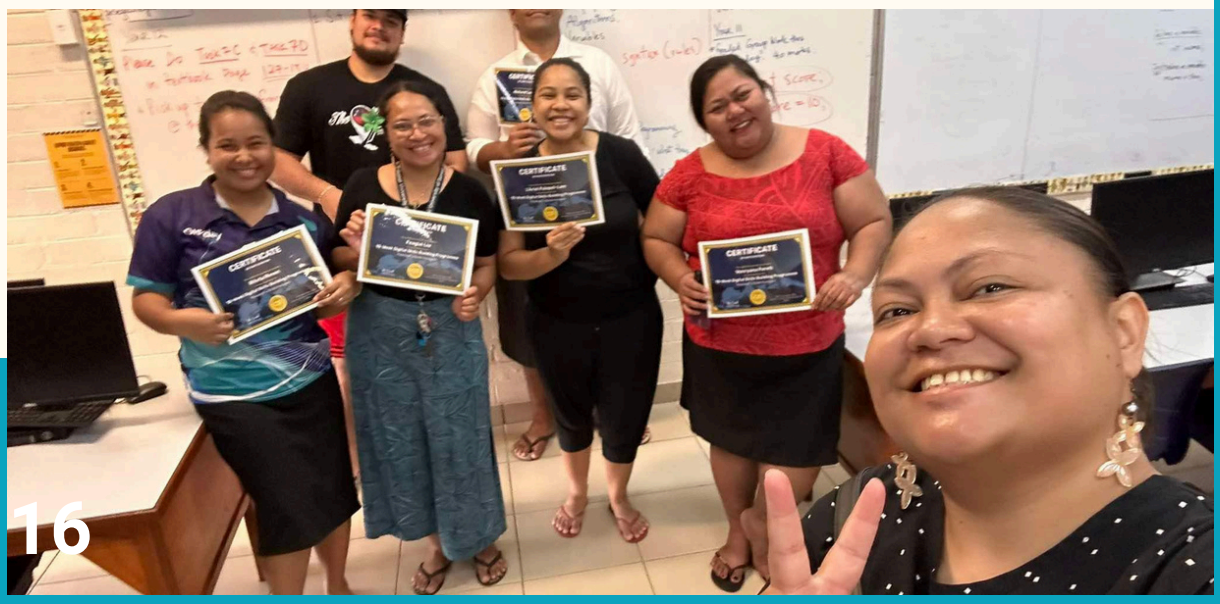
"I've learned to use a new application and have gained more knowledge about computers and their uses. I've attained a new digital skill that I know will be very useful in the near future."
Vonryana Fereti

Supervisors:

"I really enjoyed watching the students learn and collaborate, watching them learn code was fun. I enjoyed sharing my own knowledge and experiences with them, and just being able to help bring to light the importance of digital marketing in the community was a blast. It was a blessing to be apart of this program."
Losehina Tongi

"We have had an awesome time with Code Avengers. The students have had fun learning together and solving problems amongst themselves. I've seen their confidence grow each week, and they're now working on tasks I would have thought impossible at the beginning of the program."
Vincent Titifanua

"The feedback we received was overwhelmingly positive, with many students expressing how enjoyable they found the sessions. It's amazing to see how quickly they've picked up these new skills, even though many had no prior experience with computers."
Bwauro Ioteba



TESTIMONIALS

FUTURE PROSPECTS

Continue to offer this programme. This will provide more members the opportunity to develop their digital skills and see a career in tech as a realistic and achievable path, opening doors to future opportunities in the industry.

Increase the frequency of the programme, such as once per quarter. This ensures consistent access to learning opportunities throughout the year. This regular schedule would provide participants the flexibility to join at a time that best fits their personal or professional commitments, making it easier for them to engage and benefit from the programme.

Offer targeted programmes, such as “Beginner”, “Intermediate”, and “Advanced.” This ensures that members of all skill levels can engage with content that matches their current abilities while steadily advancing at their own pace. This will allow participants to seamlessly transition from foundational concepts to more complex skills. Additionally, it creates a clear pathway for students to pursue IT certifications, further education in college, or career opportunities, which can increase self-reliance.

Expand the programme to more locations throughout the programme, and perhaps globally. This would allow more members to access valuable learning opportunities, grow their skills, and join a diverse community of learners, increasing both reach and impact.

Introduce into schools. The supervisors have requested the ability to implement Code Avengers in their schools with their students. This would enable them to provide valuable digital learning experiences directly in the classroom, fostering student skill development and engagement with technology. By integrating Code Avengers into their school programmes, they can enhance learning outcomes and cultivate a more tech-savvy student body

SUMMARY

The 10-week digital literacy programme, a collaborative effort between Code Avengers and The Church of Jesus Christ of Latter-day Saints, has made a meaningful contribution to bridging the digital divide in the Pacific region. Through its innovative curriculum and hands-on approach, the programme successfully equipped participants with essential digital skills, enhanced their employability, and fostered greater confidence in pursuing careers in technology.

The programme's outcomes—reflected in participants' progress in programming proficiency, real-world application of digital skills, and personal development—highlight the transformative power of accessible digital education. The overwhelmingly positive feedback from learners, supervisors, and community members further underscores the impact this initiative has had on both individuals and their wider communities.

Looking ahead, the success of the pilot programme points to significant potential for continuation and expansion across the Pacific. The long-term benefits of this programme will extend beyond the participants themselves, contributing to broader economic growth and community development in the region.

In conclusion, the 10-week digital literacy programme represents a crucial step forward in creating opportunities for Pacific communities to participate fully in the global digital economy. By providing access to critical digital education, this initiative has laid the foundation for lasting change, equipping participants with the tools they need to succeed and inspiring a future generation of digitally literate leaders.

ACKNOWLEDGEMENTS

This programme would not have been possible without the vision, dedication, and support of the following:

Brother Matt Murray, who played a vital role in organising the locations, supervisors, and participants. Brother Murray's efforts and dedication made this programme possible. Without him, the programme would not have been nearly as well-organised or successful. Brother Murray ensured that timely communication regarding the programme's goals and intentions was shared with participants and supervisors, which ultimately helped to drive enthusiasm and interest.

Brother Jonathan Warwick and team, whose vision for increased opportunities in the Pacific through self-reliance made this programme not only possible, but viable. The impetus of a vocational class for adult members was born from their commitment to empowering members with practical skills that lead to self-reliance. Their vision helped create a pathway for participants to gain valuable training and open doors to new opportunities.

Sister Losehina Tongi, **Sister Proxy 'Ofa**, **Brother Bwauro Iotebwa**, and **Brother Vincent Titifanua**, the incredible supervisors of this programme. The enthusiasm and commitment brought by these outstanding individuals played a pivotal role in the engagement of participants in this programme. Each of the supervisors brought their extensive experience and knowledge in Digital Technologies and Computer Science, and the participants benefitted from their expertise and guidance tremendously. The supervisors were completely engaged from the outset, always seeking additional ways to better support their learners. These individuals have set the bar for what effective supervisors should look like in any kind of vocational programme.

Finally, the outstanding p**articipants of this programme**, whose dedication for higher learning was demonstrated in the results they achieved. These self-motivated individuals showed an outstanding commitment to learning and self-improvement, while also showing great determination and resilience to immerse themselves in what was, for most, a totally new area of learning and way of thinking. Well done to you all.

CODE AVENGERS®

2024

GOALS & INTENTIONS

The 10-week digital literacy programme, a collaborative effort between Code Avengers and The Church of Jesus Christ of Latter-day Saints, has made a meaningful contribution to bridging the digital divide in the Pacific region. Through its innovative curriculum and hands-on approach, the programme successfully equipped participants with essential digital skills, enhanced their employability, and fostered greater confidence in pursuing careers in technology.

The programme's outcomes—reflected in participants' progress in programming proficiency, real-world application of digital skills, and personal development—highlight the transformative power of accessible digital education. The overwhelmingly positive feedback from learners, supervisors, and community members further underscores the impact this initiative has had on both individuals and their wider communities.

Looking ahead, the success of the pilot programme points to significant potential for continuation and expansion across the Pacific. The long-term benefits of this programme will extend beyond the participants themselves, contributing to broader economic growth and community development in the region.

In conclusion, the 10-week digital literacy programme represents a crucial step forward in creating opportunities for Pacific communities to participate fully in the global digital economy. By providing access to critical digital education, this initiative has laid the foundation for lasting change, equipping participants with the tools they need to succeed and inspiring a future generation of digitally literate leaders.