

A P P E A L

Training Materials for Literacy Personnel



Volume

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MANUAL FOR
SENIOR ADMINISTRATORS
OF LITERACY TRAINING
PROGRAMMES

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Vol. 2. Principles of resource design for literacy training; Vol. 3. Manual for
senior administrators of literacy training programmes; Vol. 4. Manual for
supervisors - resource development and training procedures; Vol. 5. Extra
money for the family; Vol. 6. Our forests; Vol. 7. Village co-operatives;
Vol. 8. Health services; Vol. 9. Specifications for additional exemplar training
manuals; Vol. 10. Post-literacy activities and continuing education; Vol. 11.
Evaluating a literacy training programme; Vol. 12. Implementing literacy
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APPEAL TRAINING MATERIALS
FOR LITERACY PERSONNEL

(ALTP)

Volume 3

MANUAL FOR
SENIOR
ADMINISTRATORS
OF
LITERACY
TRAINING
PROGRAMMES



UNESCO PRINCIPAL REGIONAL OFFICE FOR ASIA AND THE PACIFIC
Bangkok, 1988

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INTRODUCTION TO THE SERIES

The Need for Literacy Training Materials

In spite of an ancient tradition of learning, the Asia and Pacific region now comprises three-quarters of the world's illiterate population. In keeping with its goal to eradicate illiteracy by the year 2000, Unesco launched the Asia-Pacific Programme of Education for All (APPEAL) in February 1987.

The Programme has identified the following problems regarding literacy programmes in Asia and the Pacific.

- a) Severe illiteracy problems persist among rural communities, urban slum dwellers, the physically disabled and early school leavers;
- b) The present training tends to be ad hoc, lacking systematic overall national planning;
- c) Trainers do not always have the most suitable training materials for specific groups;
- d) There is inadequate development of programmes to train teacher trainers;
- e) Institutional infrastructures for training are very weak in most of the countries.

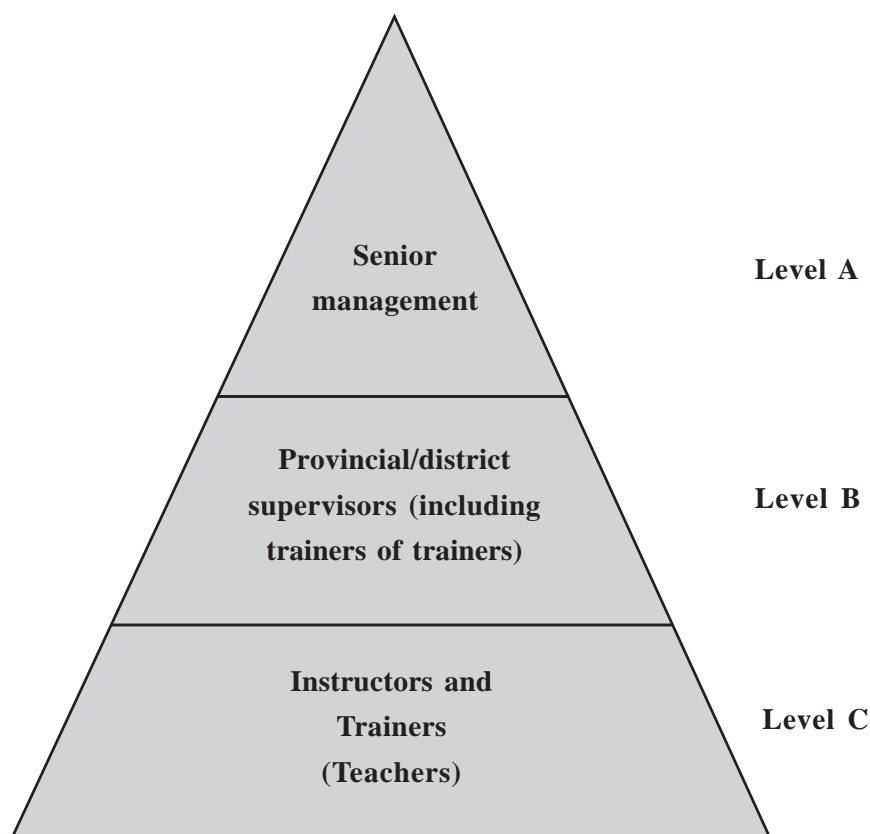
In spite of these problems, there are several major strengths in the region:

- a) Governments of all countries in the region have recognized the importance of literacy and continuing education programmes and have pledged their support;
- b) At the training level, there are a number of well-qualified and dedicated instructors;
- c) Many publications are available for training adult and young people in basic literacy skills.

One way in which APPEAL aims to accelerate the eradication of illiteracy is through improved training of literacy personnel.

Identification of Literacy Training Levels

To identify training needs and develop training plans in the context of APPEAL, Unesco PROAP organized a Technical Workshop for Developing Personnel Training Plans, which was held in Thailand on 16-25 September 1986. The Technical Workshop identified three levels of literacy personnel who need training:



Institutional Structure and Materials for Literacy Training

Some Member States in the region have set up national and sub-national literacy personnel training institutes. Others are in the process of establishing such institutional infrastructures. In 1987, APPEAL organized a training network to facilitate exchanges of information, documents, experience and expertise, and to strengthen the institutional frameworks of the literacy personnel training institutes within the Member States. The training network is expected to support the training of literacy personnel at the regional, national and sub-national levels.

Unesco PROAP organized a Regional Workshop on Development of Training Materials to develop training materials for the three levels of personnel needing training under APPEAL. Phases I and II of the Workshop were held in September/October 1987 in Bangkok, Thailand and Kathmandu, Nepal, respectively. Phase III of the Workshop was held in Harbin City, China, August 1988.

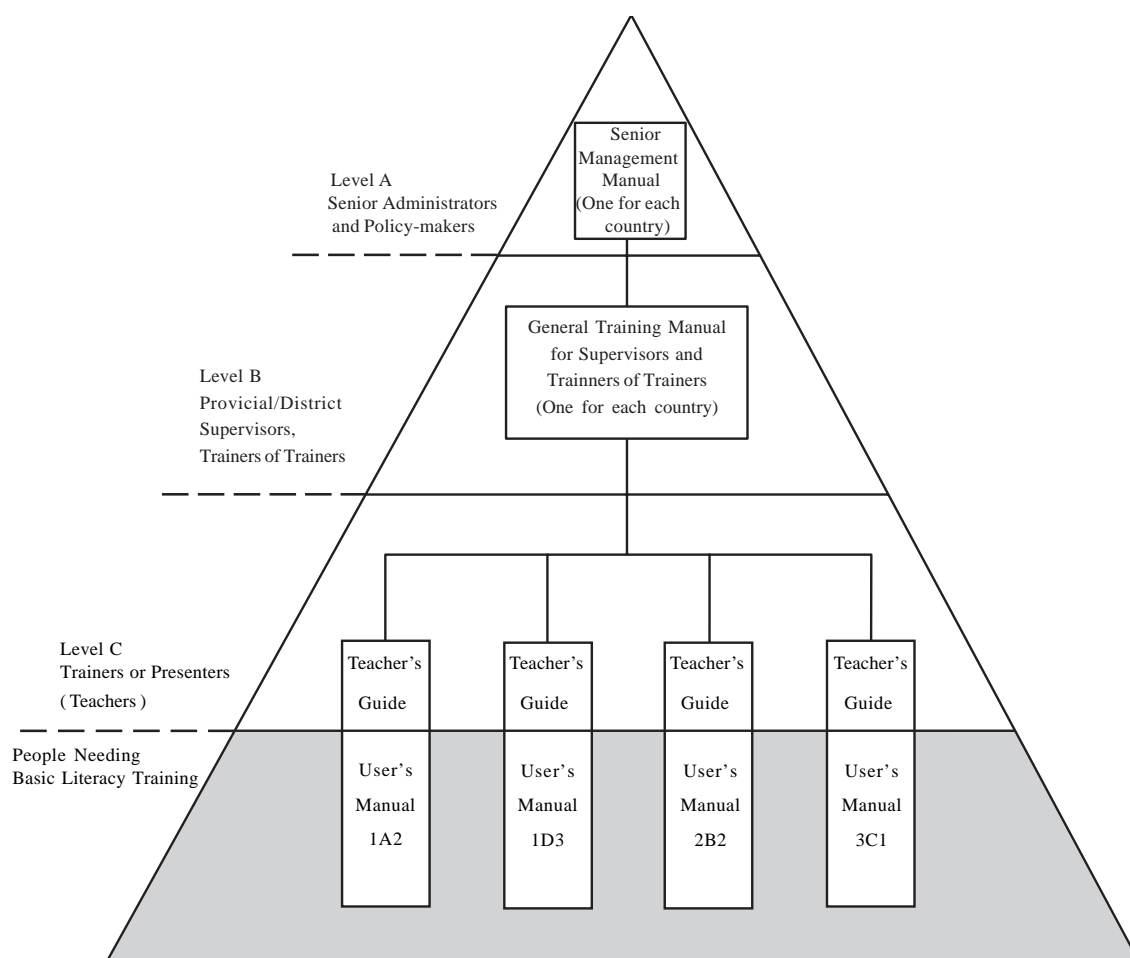
These Regional Workshops on Development of Training Materials developed the following materials, which are being published as a set of twelve volumes. The scope and training levels of these books are given below with their titles.

Since all the volumes in this series of Appeal Training Materials for Literacy Personnel are interrelated it is important that all users carefully read Volume One and Volume Two before going on to any other Volume in the series.

Volume No.	Title and Scope	Level
1	Principles of Curriculum Design for Literacy Training	All
2	Principles of Resource Design for Literacy Training	All
3	Manual for Senior Administrators of Literacy Training Programmes	A
4	Manual for Supervisors-Resource Development and Training Procedures	B
5	Exemplar Training Manual - Extra Money for the Family	C
6	Exemplar Training Manual - Our Forests	C
7	Exemplar Training Manual - Village Co-operative	C
8	Exemplar Training Manual - Health Services	C
9	Specifications for Additional Exemplar Training Manuals	C and B
10	Post-Literacy Activities and Continuing Education	A and B
11	Evaluating a Literacy Training Programme	A and B
12	Implementing a Literacy Training Programme	All



The relationships between the training levels and the key elements in the set of materials are summarized in the following figure. The figure also details the links between the various levels of training personnel.



NOTE: The relationships between the training materials for levels A, B and C use:

- a) Manual numbering system to be compared with the cells of the curriculum grid. The numbers are examples only (Volume 1) .
- b) The base of the pyramid is the large population of people needing basic literacy training.

Literacy Training Curriculum

The development of training manuals for literacy personnel could not proceed without a well-structured, flexible curriculum framework designed to meet the needs of different clientele groups. The Regional Workshop on Development of Literacy Materials (1987) developed a set of guidelines to enable countries to design and implement a literacy training curriculum acceptable to all agencies involved in the country.

In designing the exemplar literacy training curriculum, the following criteria were considered:

- a) Functional content showing logical development from concept to concept;
- b) Progressively built literacy skills;
- c) A concentrically planned curriculum enabling learners to repeatedly re-examine the main areas of functional content at deeper levels of understanding using steadily improving literacy skills;
- d) Literacy skills sequenced in levels of progression defined in terms of specified outcomes.

The Materials as Exemplars

The materials described in this series are exemplars. An exemplar is a resource material, which illustrates a set of principles and procedures and which can be used and adapted in the development of relevant materials meeting local training needs by individual countries.

It would be impracticable to develop exemplar literacy training lesson materials for all countries of the region. The approach, therefore, has been to:

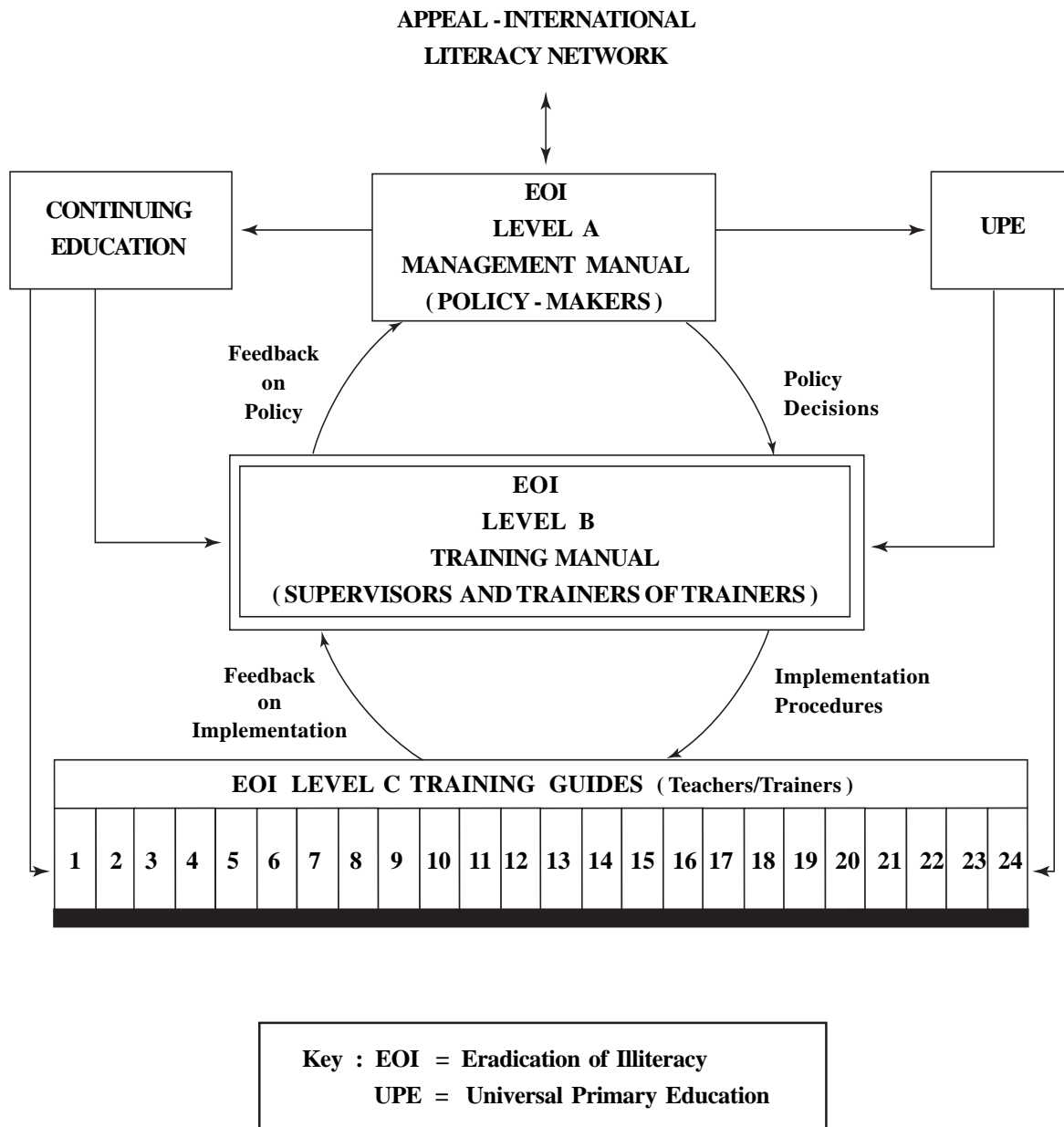
- a) Develop a curriculum;
- b) Identify four areas of functional need that appear to represent common areas of concern among the countries of Asia and the Pacific;
- c) Produce exemplar lesson materials for these four areas only;
- d) Provide guidelines to facilitate the development of effective national literacy training programmes.

It is intended that the four exemplar training materials be used as examples of how such materials may be designed and produced. Each country may write or adapt the training manuals for its own use. To help this process, specifications have been provided for a range of additional functional literacy topics. In addition, support material has been provided to aid in the design and implementation of a total national programme.

The important feature of the exemplar lesson materials is that they build in step-by-step guidelines and instructions for teachers (Level C personnel). This has been done on the assumption that it would not be practicable to provide comprehensive training for the many thousands or hundreds of thousands of literacy presenters employed in most countries either as government employees or volunteers. Each exemplar manual may be produced in two editions, one for the literacy learner and one for the literacy presenter/teacher. The training needs of Level C personnel are mainly addressed in the Teacher's Guide incorporated into the special teacher's edition of each manual. A separate learner's book could be produced simply by separating these materials.

The main aim of the twelve-volume set is to facilitate the development of a totally integrated and coherent literacy training system within a given country. At the same time, the materials may help in establishing some useful, internationally acceptable parameters for such programmes.

The relationships between the essential elements of the scheme are illustrated below.



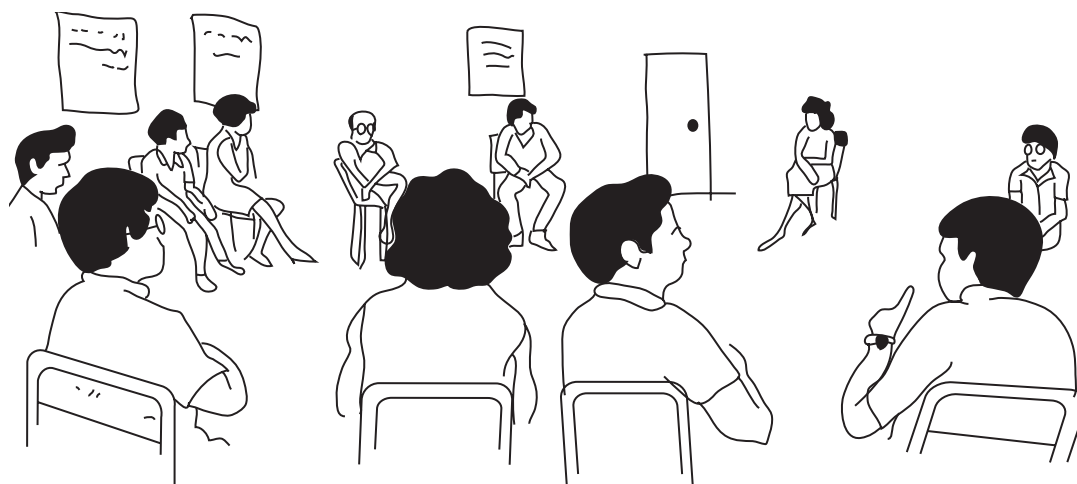
The diagram suggests how a national literacy training curriculum may be implemented through the development of resources for the three levels of literacy training personnel. It also suggests the importance of establishing strong links between national programmes and the regional literacy network established under APPEAL. The importance of developing such a scheme in relation to continuing education and to the universal primary education movement is also indicated.

The Aims of the Scheme

By applying a set of common principles of management and design that is useful to all countries, the scheme provides:

- a) Guidelines for countries wishing to design a total management literacy training programme that brings all elements and all levels together in a systematic way without imposing a particular structure;
- b) Guidelines for the development of a systematic curriculum that could meet the needs of individual countries;
- c) A set of principles that may be useful in developing a systematic programme for the training of literacy personnel;
- d) An approach on instructional design that applies the principles of andragogy to the organization of suitable resources for teachers and learners;
- e) Guidelines for increasing the effectiveness of the literacy training materials already in use in the countries of the region;
- f) Suggestions for a system that may help literacy teachers present effective lessons through the encouragement of maximum participation by the learners;
- g) An introduction to a system of design that could facilitate assessment and evaluation of a national literacy programme;
- h) Help in developing useful, internationally understandable parameters for the implementation of literacy training programmes.

As mentioned earlier, the materials in this series were prepared by literacy training experts in Asia and the Pacific working together, sharing their experiences and expertise. A list of the experts participating in the preparation of these materials is found in the Annex to Volume One. Nevertheless, these materials can be used by as exemplars the countries in the Region to develop materials based on national goals and local needs in the context of APPEAL.



PREFACE

This volume is the third in the twelve-volume series of APPEAL Training Materials for Literacy Personnel (ATLP). It is a manual prepared for policy makers and senior management personnel who are responsible for planning and managing literacy programmes in general and the training system for literacy personnel in particular in the National Literacy and Non-Formal Education Programmes.

Its aim is to help these groups of people to better understand the seriousness of illiteracy problems and their consequences in the daily life of common people. Specially, it aims to acquaint Level A literacy personnel with the Asia-Pacific Programme of Education for All (APPEAL), APPEAL Training Materials for Literacy Personnel (ATLP) and with the Literacy Training Curriculum (LTC) on which these materials were based. It will also help them to plan, design, develop/adapt and implement an integrated and coherent literacy training system that is responsive to the current problems and changing needs of their country.

The contents of this volume highlight the problem of illiteracy and its socio-economic implication in the developing countries in Asia and the Pacific.

The main emphasis is put on the basic concept, contents and methods to improve literacy training programmes utilizing APPEAL Training Materials for Literacy Personnel (ATLP).

Finally, it suggests possible methods of implementation of ATLP adapting it to suit the needs and situation of different countries.

Chapter One

ILLITERACY: A COMMON CHALLENGE

“Literacy and development go hand in hand...Countries with literacy rates of less than 34 per cent have GDPs per capita per year averaging about \$620. For those with literacy rates of 66 per cent and higher, this figure is about \$2,600.”¹

A. Regional Perspectives

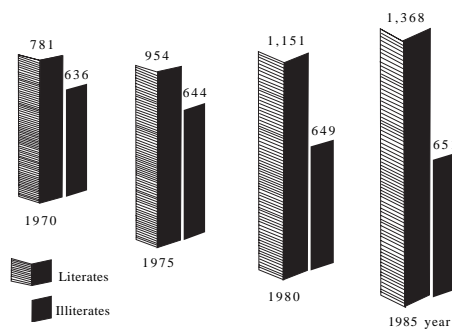
There is an educational crisis
in Asia and the Pacific

The twenty-first century is only a few years away. It will bring not only a shift in time but major changes in life-style for most people. It will be a century focused on development. But this development will depend on the virtually unlimited potential of the human mind, rather than limited material resources. Individuals who are not literate will be unable to take advantage of the benefits of the new age to improve their lives and countries with low literacy levels will fall far behind other countries in their national endeavours.

Since the 1950s, education especially primary and formal education, has expanded and made great progress worldwide. In spite of these achievements - and they are considerable - the battle to attain universal literacy is being lost because the expansion of formal education cannot keep pace with population growth.

In spite of steady growth in the number of literate people,
the number of illiterates is also increasing (see Figure 1.1).

1. Fisher, EA. “Illiteracy in context”. *Prospectus*, Vol.XII, No.2, 1982, pp.156-162



Source: Unesco Office of Statistics 1988.

**Figure 1.1. Literate and Illiterate Populations.
in Asia and the Pacific, 1970-1985**

The Asia-Pacific region includes most of the world's illiterate population. In 1985, nearly three-quarters of the world's 857 million illiterate adults lived in Asia and the Pacific (see Figure 1.2).

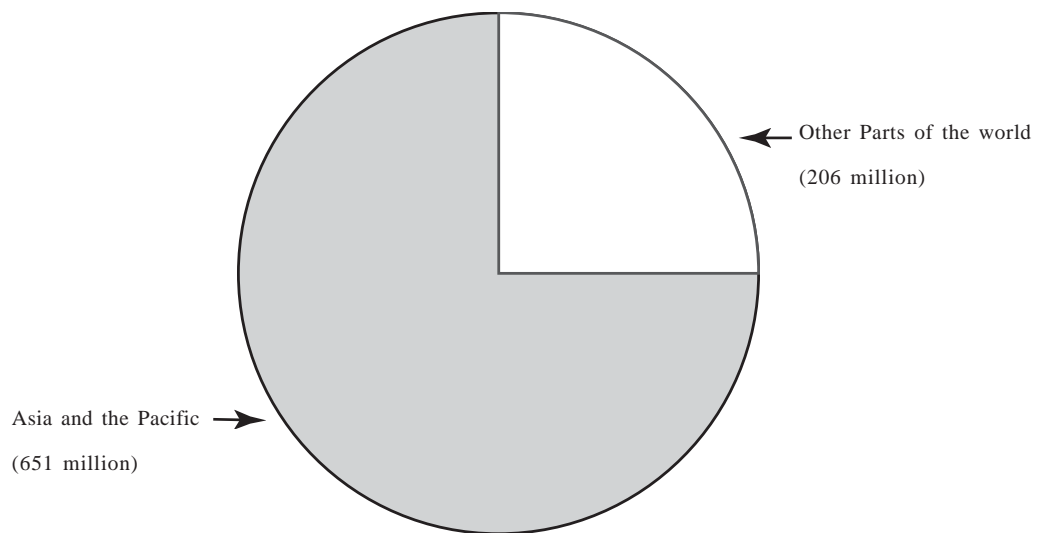
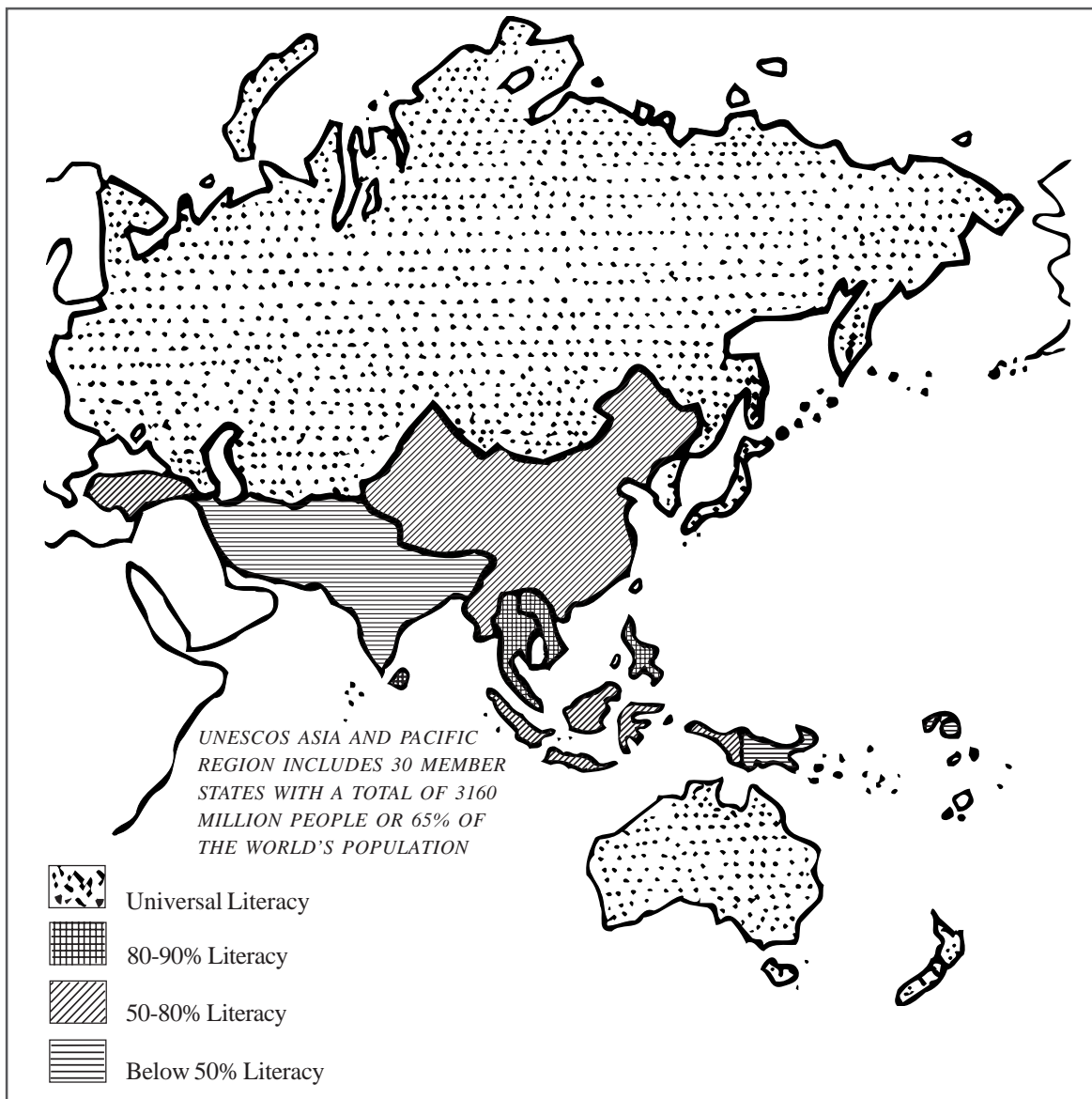


Figure 1.2. The World's Illiterate Population

Without urgent action, the goals of universal primary education and universal literacy by the year 2000 as stated by the Asia/Pacific Ministers Conference of 1985 are unlikely to be achieved for the region as a whole.

This is the crisis.

There are many cases where the crisis has been resolved or almost resolved (see Figure 1.3). However, the pattern of development is uneven from country to country. It is obvious that the map of illiteracy closely coincides with the maps of poverty, malnutrition, ill health and high mortality rates.



Source: Unesco Office of Statistics (1985)

Figure 1.3. Literacy Map of Asia and the Pacific

In the context of wiping out illiteracy
no country can be complacent.

Drop-out rates remain high in some countries. In most of the region, certain categories of people remain disadvantaged; women in almost all countries are especially in need of literacy training. The demands of the twenty-first century will require the full mental resources of every citizen. Illiteracy blocks the road to and from many of these resources.

Thus, urgent and immediate intervention is essential.

To attain the goal of “Education for All by the year 2000”, the problems of adult illiteracy cannot be overlooked or minimized. On the contrary, finding their solution ranks among our greatest challenges in the coming decade.

Consider whether or not you agree with each of the following statements:

Illiteracy in your country is not now a severe problem.

Compared to other countries, illiteracy in your country is quite low.

Your country needs to make further efforts to solve the problems of illiteracy.

Without adult literacy, “Education for All by the year 2000” cannot be achieved.

B. The Literacy Situation Inside Your Country

In examining the literacy situation in your own country, you may find that certain conditions of illiteracy still exist, for example:



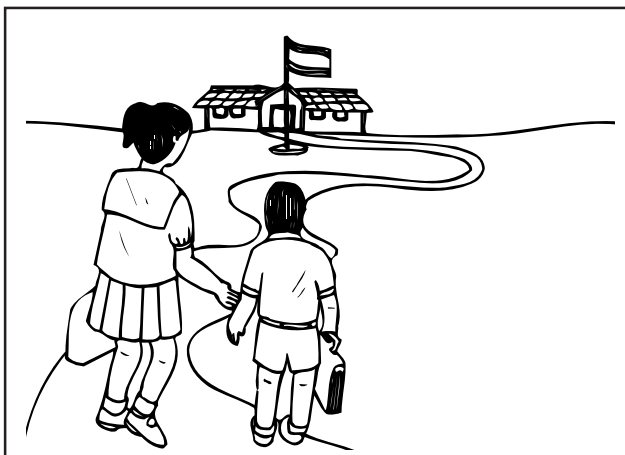
More women than men may be illiterate.

Illiteracy may be very high among minority groups.



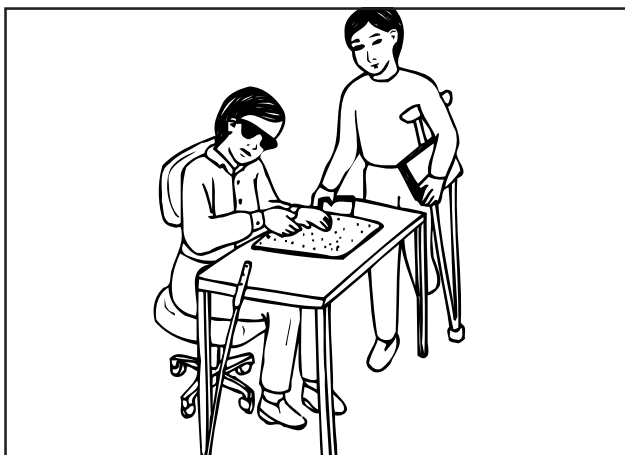
In big cities, illiteracy may be prevalent among slum dwellers and low-income groups.

In remote and poorer areas, the illiteracy rate may be higher than in other areas of the country.



There may be low enrolment rates in primary education, which create a high illiteracy rate in the country as a whole

School drop-outs may regress to illiteracy.



Emotionally and physically disabled people may need special programmes.



Immigrants may be literate in their own language but not in the national language.

*Consider whether or not each of the following statements is true in your country.
(Check those items that apply.)*

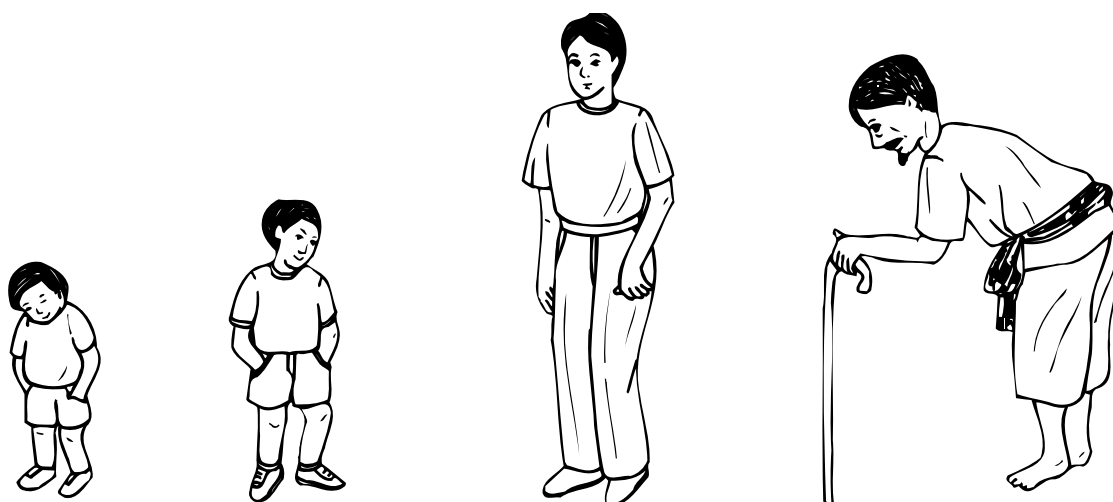
- Illiteracy is more prevalent among people of low socio-economic status.
- None of the cities are free from the problem of illiteracy.
- Less women than men are literate.
- Minority groups are the least literate in the country.
- The higher the rate of primary school enrolment, the lower the country's illiteracy rate.
- There are large numbers of immigrants literate in their own language but not in the national language.
- Disabled people need special literacy programmes.
- Too many school drop-outs are regressing to illiteracy

C. Need For Eradication of Illiteracy

Some people doubt the wisdom of promoting literacy while a country remains poor and plagued with so many other problems. They believe priority should be given to other necessities that appear to meet **immediate** needs.

This policy is dangerous and self-defeating. Once the problem of illiteracy is solved, many other problems are also solved almost simultaneously allowing the country to move toward development, prosperity and a higher quality of life. A recent study by E.A. Fisher gives convincing evidence of this.² Fisher grouped the countries of the world into two categories: countries with high literacy rates, that is, those with illiteracy rates less than 34 per cent; and countries with low literacy rates, that is, those with illiteracy rates higher than 66 per cent. Fisher then compared these two groups against a series of socio-economic indicators including life expectancy, mortality rate, education, nutrition and health services and gross domestic product.

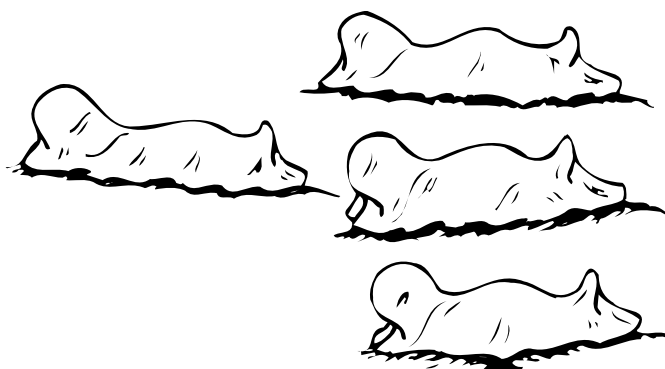
Table 1.1. Life Expectancy Comparison Between Countries with High vs. Low Literacy Rates



Sex	Countries with high literacy rates - Average age at death	Countries with low literacy rates - Average age at death	Advantage of literate over illiterate
Female	68.3	46.5	22 yeras longer
Male	62.2	44.1	18 years longer

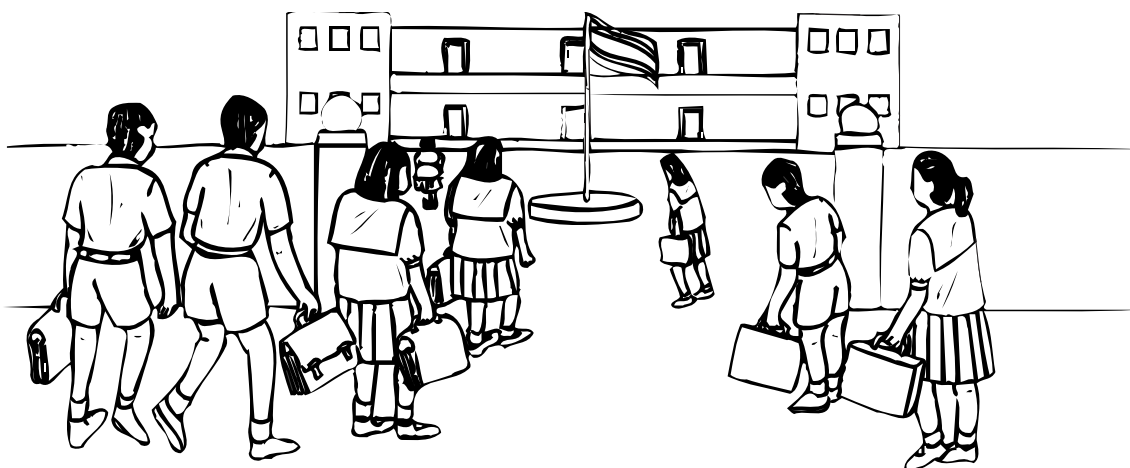
2. Ibid

Table 1.2. Mortality Rate Comparison Between Countries with High vs. Low Literacy Rates



Mortality rate per how many persons	Countries with high literacy rates	Countries with low literacy rate	Advantage of literate over illiterate
Crude mortality rate	9	19.8	1:2.2
Infant mortality rate	45	139	1:3

Table 1.3. Level of Education Comparison Between Countries with High vs. Low Literacy Rates



Level of education	Countries with high literacy rates (% enrolment)	Countries with low literacy rates (% enrolment)	Advantage of literate over illiterate
Primary education	97.7	51.3	Almost double
Secondary education	53.2	11.2	Almost five times
Higher education	13.8	1.5	More than nine times

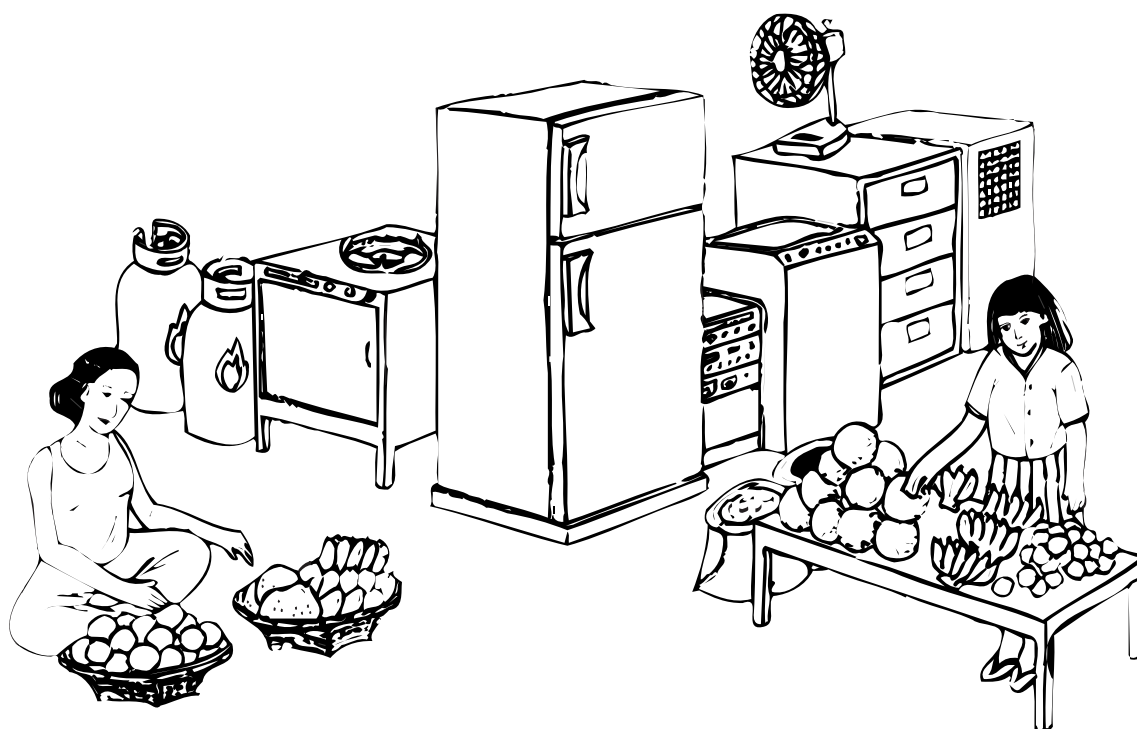
**Table 1.4. Nutrition and Health Services
Comparison Between Countries with High
vs. Low Literacy Rates**



Nutrition status	Countries with high literacy rates	Countries with low literacy rates	Advantage of literate over illiterate
No. of calories consumed per capita per day	2,718	2,086	One-third higher
No. of grammes of protein consumed per capita per day	73.5	55.2	One-third higher
No. of inhabitants per physician	2,898	26,284	Nearly 10 times greater

The highest incidences of starvation and malnutrition occur in places where illiteracy is highest.

**Table 1.5. Gross Demestic Product (GDP) Comparison
Between Countries with High vs. Literacy Rates**



	Countries with high literacy rates (US\$)	Countries with low literacy rates (US\$)	Advantage of literate over illiterate
Gross demestic product	2,590	622	More than four times

D. Other Indicators and Relevant Studies

A World Bank study of 83 developing countries showed that in the ten countries that had the highest growth rate of real, per capita gross national product (GNP) between 1960 and 1977, the literacy level in 1960 averaged 16 per cent higher than it did for other countries at the same income level.³ Other studies have shed light on the complex inter-relationship between literacy and socio-economic development. Literacy has been positively linked with the adoption of improved agricultural practices that increase productivity. Some of the ways in which literacy helps to relieve poverty, such as by improving health and nutrition practices, are as important for their social consequences as for their economic impact. Levels of literacy have been found to explain variations in life expectancy more fully than other variables such as GNP.⁴

3.W.C. Baum & S.M. Tolbert. *Investing in development: Lessons of the World Bank*, 1985.pp.119-145.

4.Normal L.Hicks. *A note on the linkage between basic needs and growth*. Washington D.C., World Bank, March 1979. (Mimeo).

Studies conducted at the national level indicate the positive impact of literacy. A recent report from India points out the effects of improved literacy:

1. Children's participation in primary education increases dramatically because literate parents send their children to primary schools more readily;
2. Infant mortality rates decline;
3. There is greater success in child-care and immunization programmes because literate mothers are much more likely to accept these ideas;
4. Fertility rates decline. Literate person are more willing to accept the norm of a small family;
5. Women's self-confidence and self-image improve.⁵

Literacy is thus an integral part of development. Without improved levels of literacy, it may be impossible to attain national goals and aspirations and move towards a more developed society.

Consider whether or not you agree with the following statements:

There is evidence of direct links between literacy and development.

The literacy rate is an index of average life expectancy.

Infant mortality in 'illiterate' countries is higher than in 'literate' countries.

The reason why school enrolments in 'literate countries' are higher than in 'illiterate countries' is not only connected with financial aspects, but also occurs because literate parents place a higher value on education.

The GDP of 'literate' countries is about twice that of illiterate countries.

5. Ministry of Human Resource Development, Government of India. *National Literacy Mission* 1988. pp. 10-11.

E. Summary

The relationship between illiteracy and other development aspects is too strong to be overlooked. Wherever high illiteracy rates exist, there are usually problems, such as:

1. Shorter life expectancy;
2. High mortality;
3. Low school enrolment at all levels;
4. Low caloric and protein consumption rates;
5. Low GNP;
6. High fertility rates;
7. Minimal success in child-care and immunization programmes.

At the present time, education is seen as a basic human need, as a way to meet other basic needs and as an activity that sustains and accelerates overall development. All governments of the Asia-Pacific region have pledged to provide basic education for their citizens. To promote efforts to universalize primary education and eradicate illiteracy, Unesco has launched the Asia-Pacific Programme of Education for All (APPEAL).

As Unesco's major programme, APPEAL is designed to help ensure that by the year 2000 no individual in the region is left illiterate or uneducated. Viewed in this way, the target groups for this programme are children, youth and adult illiterates.

Especially targetted in the Eradication of Illiteracy (EOI) programme proposed by Unesco are women, out-of-school youth and people in rural areas, as well as urban slum dwellers, minorities, nomads, tribal people, refugees and people in isolated and geographically difficult places.

Considering the potential impact of universal literacy on improvements in attitudes, skills and the overall living and working styles of such a large mass of the Earth's population, the developing nations of this region are left with no option other than to organize and launch effective national literacy programmes.

At this juncture, the pragmatic approach would be to assess the strengths and weaknesses in existing programmes and to design an efficient mechanism and systematic programmes for the complete eradication of illiteracy by the year 2000. This is what the APPEAL Training Programme for Literacy Personnel (ATLP) is all about.

Chapter Two

AREAS AND APPROACHES FOR IMPROVEMENT

The three major areas of concern in a literacy programme are a well-balanced literacy curriculum, appropriate learning materials and efficient training approaches. While the importance of these elements is widely recognized, actual practices vary from one situation to another (see Figure 2.1).

A. A Literacy Curriculum

An examination of the actual situation in Asia and the Pacific region reveals the following:

1. Some countries have neither a national literacy curriculum nor clear guidelines for the development of such a curriculum;
2. Some literacy curricula, although developed at the national level, are not systematic enough to allow effective, nation-wide application;
3. The lack of a systematic curriculum has resulted in wastefulness, inefficiency and confused reporting systems.

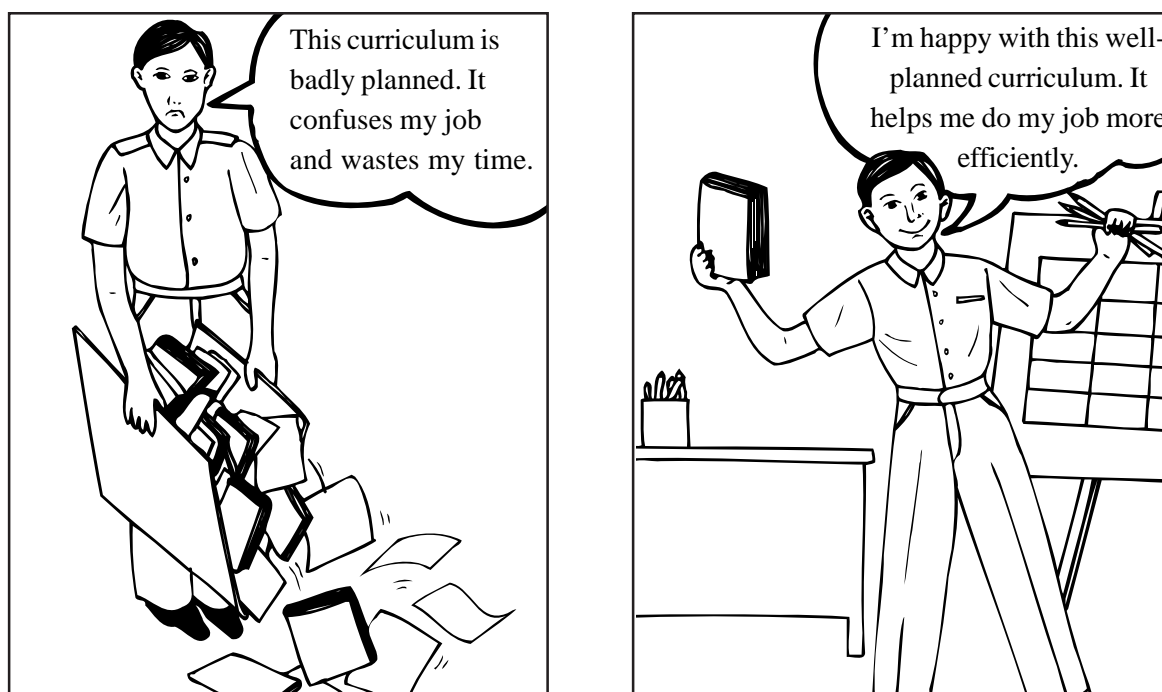


Figure 2.1. The Divergent Literacy Situation

The national curriculum should provide only a systematic framework, not rigidly prescribed contents.
The framework should allow flexibility to meet local needs.

Levels of literacy skill need to be carefully defined (see Figure 2.2). Countries adopt either a centralized or decentralized approach to literacy curriculum development based on their different administrative systems. Some countries have a centralized system. Curricula, learning materials and personnel training programmes are developed at the national level and are prescribed for use at the field level all over the country. Other countries have a decentralized system. Literacy curricula, learning materials and training programmes are developed at the regional or provincial levels. They are based on certain broad guidelines prescribed at the national level, such as length of the programme, teaching hours per week, scope of content, selection of vocabulary and so on. In some cases, considerable adaptations of the national curriculum are allowed to suit the needs of the regions or provinces. In several cases, various non-government organizations (NGOs) have developed their own literacy curricula, materials and personnel training programmes.

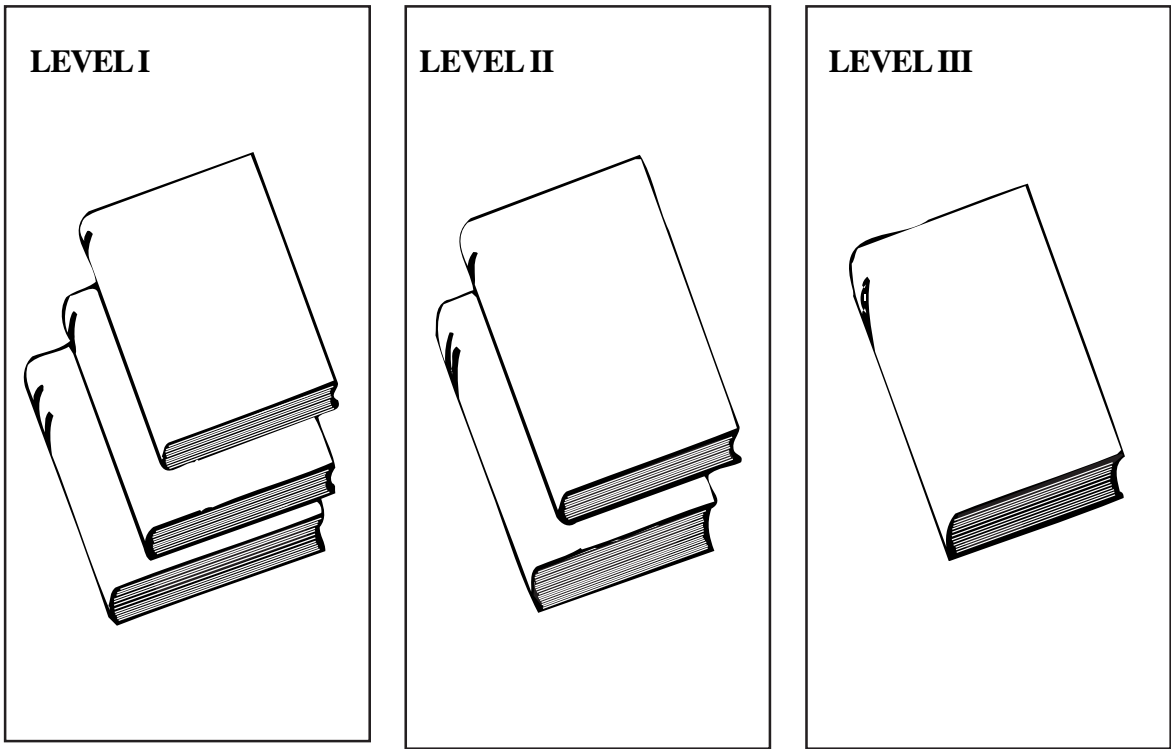


Figure 2.2. A Systematic Literacy Curriculum Reflects Well-defined and Sequenced Areas of Functional Knowledge and Agreed Levels of Literacy Skill

Do you agree with the following statements? (Mark Y for Yes, N for No)

A very good curriculum framework at the national level has already been developed in my country.

Literacy teachers prefer having an unsystematic curriculum and an ad hoc literacy programme.

Literacy materials within a national systematic curriculum are more readily graded.

A national curriculum helps to upgrade teaching and learning materials development, personnel training and overall management.

B. Organization of Curriculum Content

Several approaches can be used to organize curriculum content.

1. **Objective-oriented Approach.** This approach is based on a job or task analysis of the target group. Existing skills, attitudes and knowledge are compared with those required by the target group for the performance of some task or set of tasks. The difference between actual and desired competencies defines the learning needs that will guide the curriculum development.

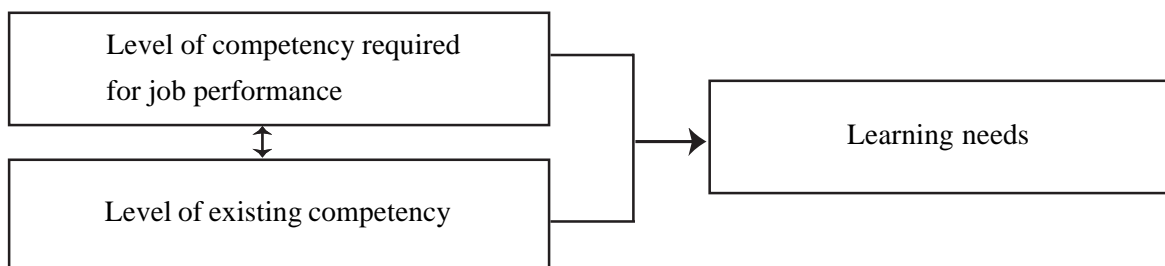
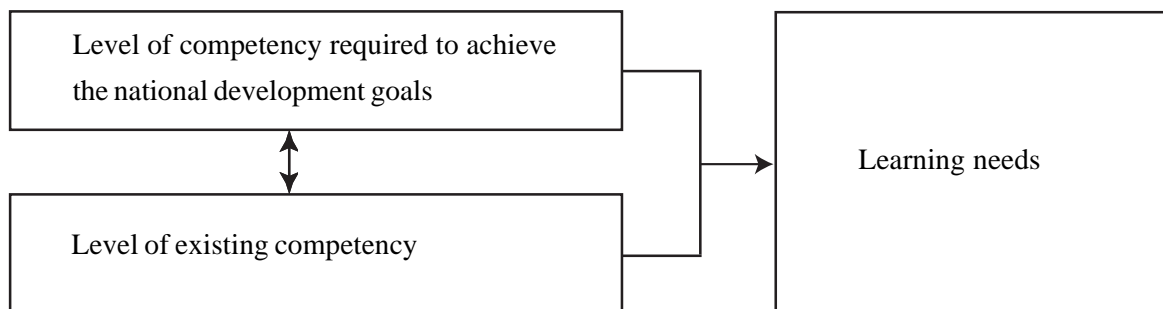


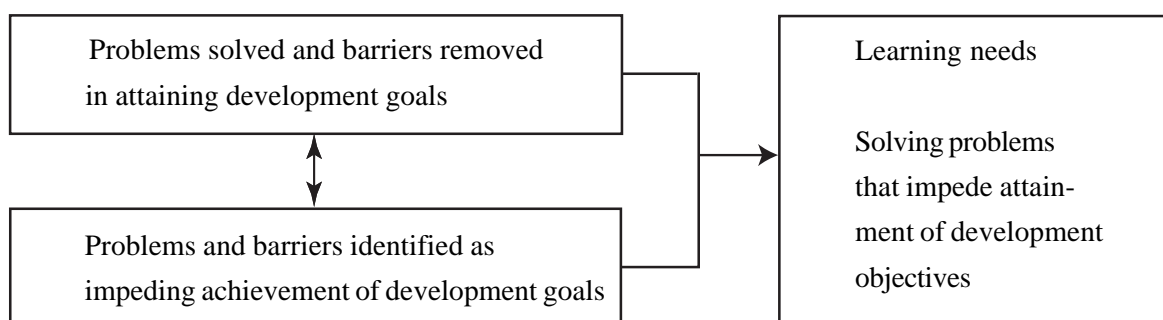
Figure 2.3. Objective-oriented Approach to Curriculum Content Organization

The objective-oriented approach may use national development goals as the required performance level. Curriculum content is based on the difference between existing abilities and the abilities needed to attain the national development goals.



**Figure 2.4. Objective-oriented Approach
Based on National Goals**

2. **Problem-oriented Approach.** This approach is based on problems, which have been identified as blocks or barriers to the achievement of development objectives. The educational input aims to solve the problems and remove the barriers and comprises the functional aspects of the literacy curriculum.



**Figure 2.5. Problem-oriented Approach
to Curriculum Development**

3. **The Investigative Approach.** This approach, devised by Paulo Freire, aims to raise the consciousness of the learners so they may liberate themselves. In some countries the approach is called the “thematic investigation approach”. A curriculum following this approach is developed first from a study of contradictions, followed by codification, thematic investigation and development of teaching/learning strategies.

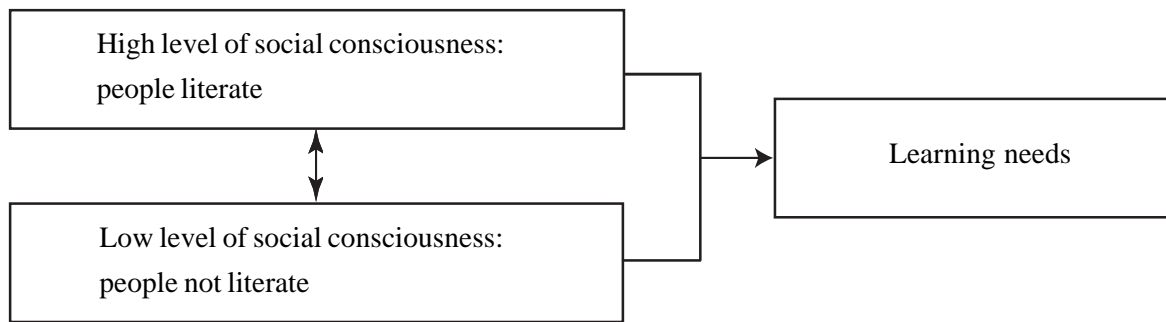


Figure 2.6. Investigative Approach to Curriculum Development

These approaches to the organization of curriculum content allow the integration of content and functionality in a literacy programme, increasing the programme's relevance and effectiveness. A well-designed curriculum incorporates aspects of all three approaches.

C. Literacy Materials

A key to the development of literacy materials is the existence of a systematic literacy curriculum with defined, sequenced areas of functional knowledge and agreed levels of literacy skill. A well-developed set of literacy materials guides the literacy instructor in planning and managing learning tasks for the learners.

An examination of many existing literacy materials reveals the following weaknesses:

1. They are not properly graded in terms of learning tasks;
2. They are developed in a relatively unplanned way and there are gaps and overlaps;
3. They are not designed to enhance active and appropriate involvement and participation by learners;
4. They are not always on target and may not meet the real needs of the learners.

Obviously, wastefulness in literacy materials development could be considerably reduced by following a national literacy curriculum and by adopting a systems approach to materials development.

Literacy materials should be co-ordinated and tied to the objectives of the programme and the needs of the learners. They should be arranged in a carefully graded learning sequence.

D. Trends in Literacy Programmes

Literacy programmes in most countries in Asia and the Pacific region are increasingly based on the following trends:

1. **Functionality.** Most literacy programmes are not planned in isolation nor do they focus solely on reading, writing and arithmetic. Most literacy planners expect extended effects involving the application of functional content to developments in health, agriculture, co-operatives, communal efforts and other aspects of society.

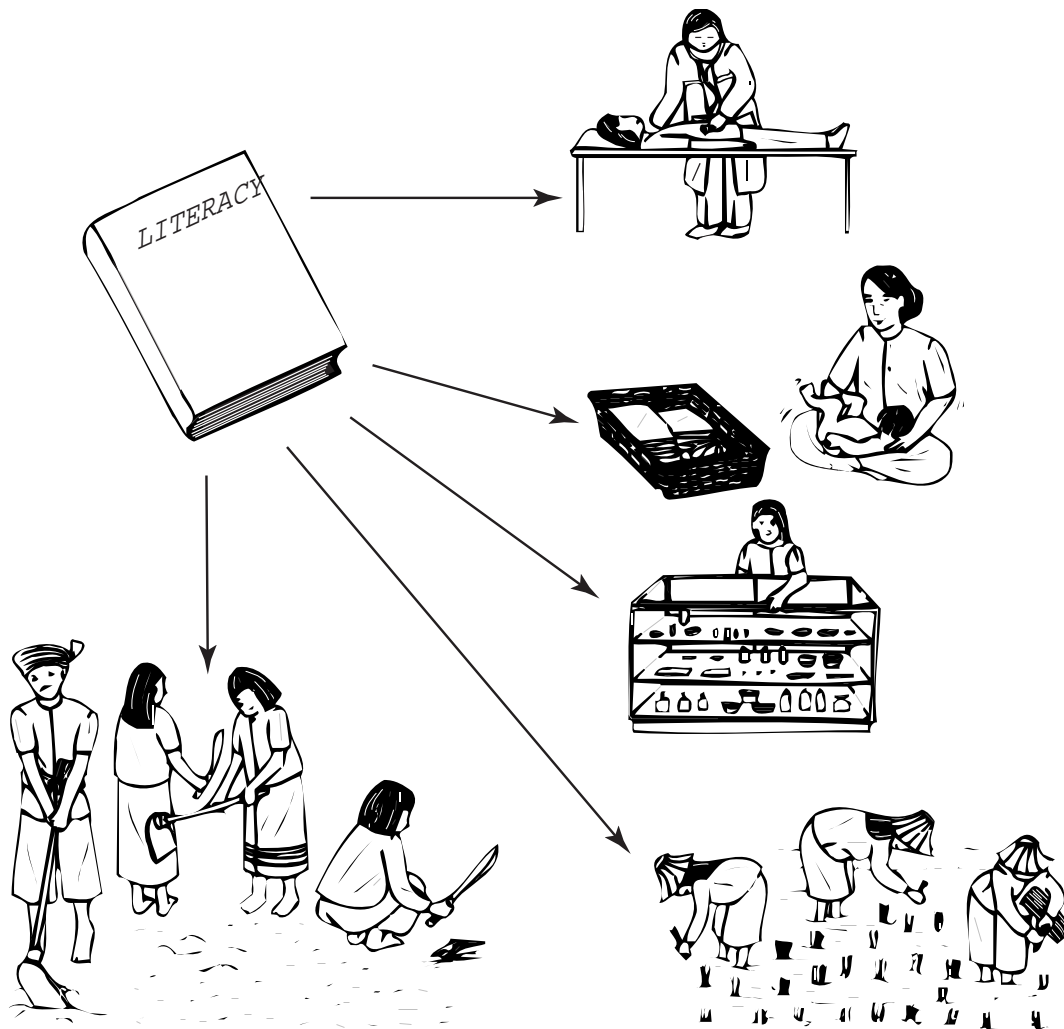


Figure 2.7. Literacy Programmes Reach Beyond The Classroom to Improve People's Daily Lives

2. Flexibility. Many existing literacy programmes are flexible, taking into account the conditions and needs of different target communities. For example, information about occupations will vary according to local beliefs, practices and the availability of resources (see Figure 2.8).

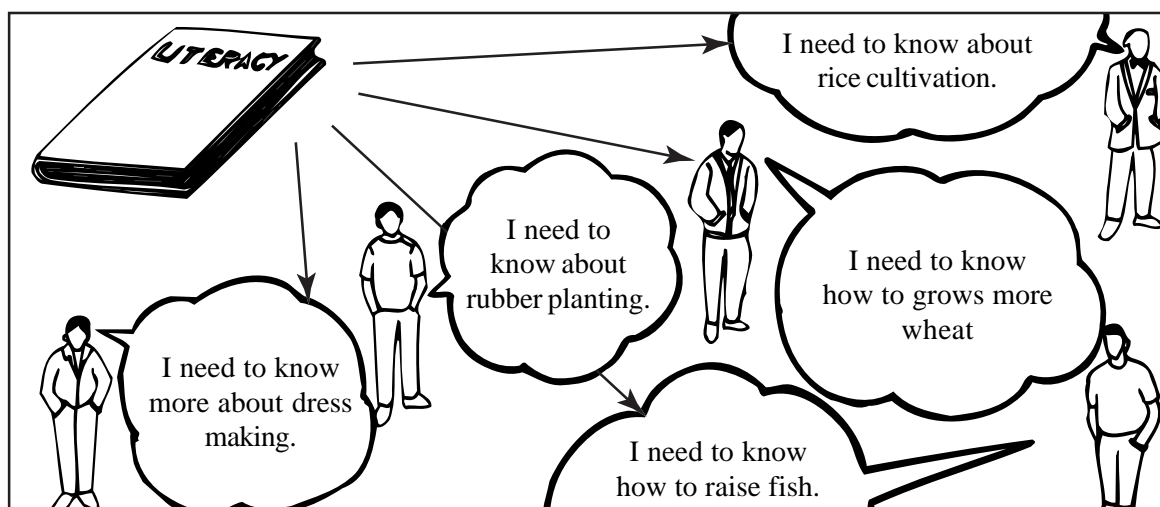


Figure 2.8. Flexibility is a Key Element in Existing Literacy Programmes

3. Awareness. Most literacy programmes endeavour to increase learners' awareness of the conditions in which they live and work. The main purpose of the programmes is to stimulate learners to help themselves and to improve their lives. To change learner behaviour, an awareness of their existing conditions must come first. Such conditions include the social, economic and political factors that affect learners' improvement of their daily lives.

4. Process-orientation. Participatory learning creates self-confidence and develops a process through which a learner can continue his or her own learning and investigation. Most learners in adult literacy classes are mature people with much previous experience from their long contact with work and their environment. They can share their learning goals, information, knowledge and skills with one another (see Figure 2.9). Thus, curriculum development in many countries is participatory, process-oriented and problem-centred.

5. Action-orientation. In connection with the 'functionality' mentioned earlier, a curriculum should proceed from knowledge, understanding and positive attitudes to meaningful action. For example, after a lesson on clean water, the learner should be able to mould a concrete jar in which to keep rain water, boil water from a natural source or make a water filter. Only if action is taken will literacy learning be meaningful and contribute to improvements in the quality of life. Similarly, literacy instruction in kitchen gardening should result in the participants actually making and maintaining kitchen gardens (see Figure 2.10).



Figure 2.9. Participatory Learning Encourages Self-confidence and Continued Individual Development



Figure 2.10. A Well-Designed Literacy Curriculum is Process-and Action-Oriented

A well-designed literacy programme is functional and flexible. It promotes awareness and is process- and action-oriented.

E. Summary

The need for a systematic literacy curriculum cannot be over-emphasized. Such a curriculum facilitates the efficient organization of literacy contents and the systematic development of literacy materials. Major approaches to improved literacy programmes may be outlined as follows:

1. Development of a systematic national literacy curriculum, allowing adaptations at regional/provincial levels;
2. Integration of literacy contents and functionality in a graded learning sequence;
3. Systematic development of literacy materials following an agreed-upon literacy framework and approaches;
4. More emphasis on participation and follow-up actions by participants.

To facilitate the development and management of relevant and effective literacy programmes, a strong literacy personnel training programme is very important. Because of the lack of a systematic approach, literacy personnel training programmes in some countries do not meet the needs of literacy personnel at all levels. To assist the Member States in the important task of developing efficient mechanisms and modalities for training literacy personnel, the Unesco Principal Regional Office for Asia and the Pacific has launched the APPEAL Training Materials for Literacy Personnel (ATLP) project.

Chapter Three

APPEAL AND ITS LITERACY TRAINING PROGRAMME

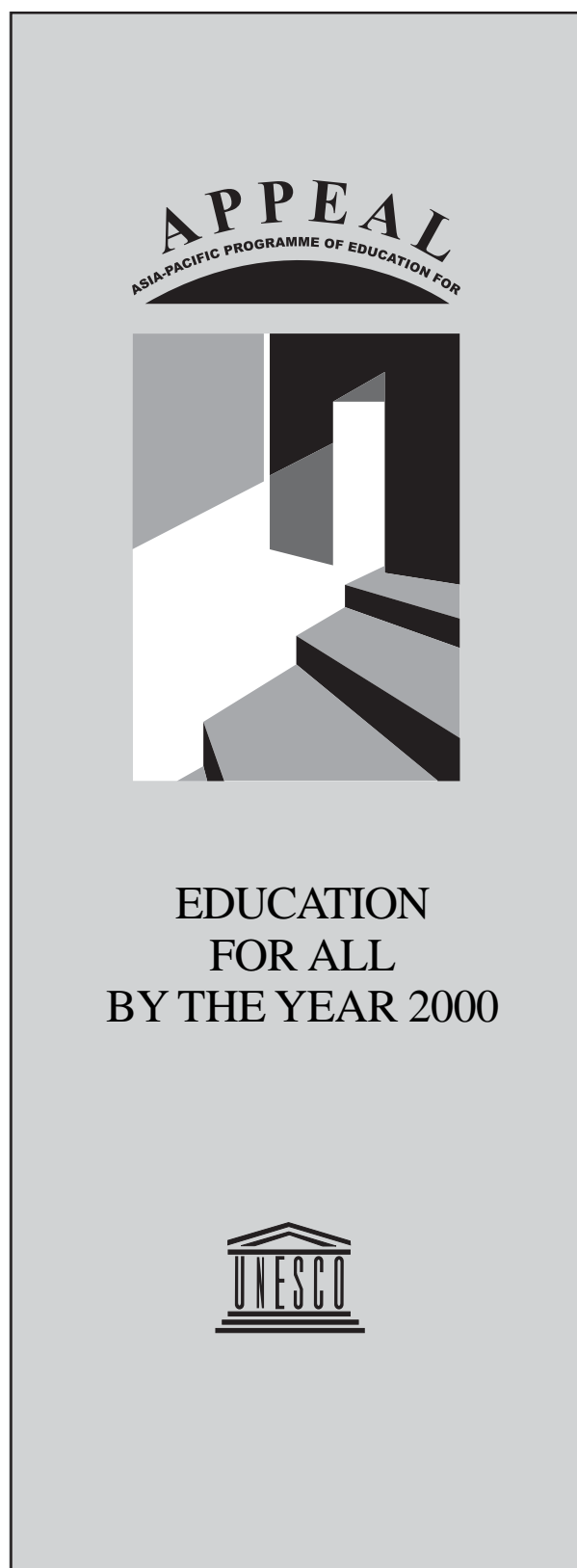
APPEAL evolved in response to the challenge of erasing the scourge of illiteracy from the face of Asia and the Pacific region. The thrust of APPEAL is to provide basic education for all people in the region, with the aim of improving people's life conditions and enabling them to participate effectively in developmental programmes. The action areas of APPEAL are eradication of illiteracy (EOI), universalization of primary education (UPE) and continuing education for development (CED).

APPEAL places special emphasis on an integrated policy focusing on:

1. The provision and quality of basic education through the co-ordinated operation of its three action areas and their programmes;
2. Integrated implementation at the field level as part of the region's community development programmes.

These concepts are illustrated in Figure 3.1.

APPEAL provides a forum for the exchange of innovative ideas and experiences and serves as a repository of technical expertise for the improvement of literacy programmes in Member States.



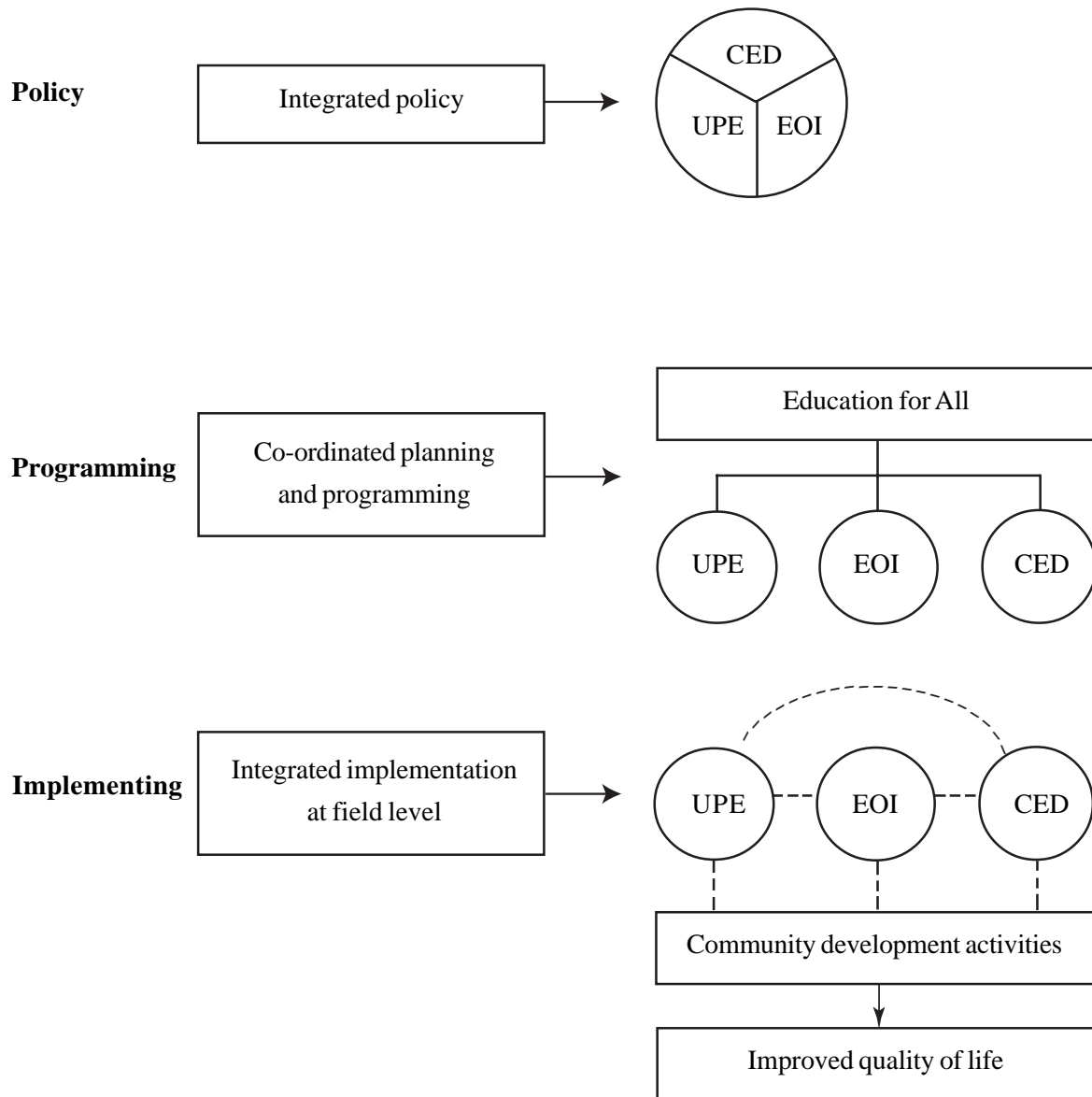


Figure 3.1. The APPEAL Approach

<i>Please check where appropriate for your country.</i>			
APPEAL Thurst	Country Status		
	<u>Not yet started</u>	<u>Initiated</u>	<u>Completed</u>
1. Appropriate emphasis on EOI, UPE and CED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Co-ordinated operation of programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Integrated implementation at field level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A. Why a Literacy Personnel Training Programme under APPEAL

No programme can improve beyond the competencies of its personnel.

Some past efforts to improve literacy programmes have been piecemeal, ad hoc and confined to the production of a few books, primers and other materials and to the hasty implementation of poorly planned programmes. Some good materials on literacy and post-literacy have been developed and reproduced, but they have not always been used properly.

The lack of a holistic, systematic approach to literacy programme development in general and to a literacy training system in particular are two major factors that have adversely affected the planned expansion and improvement of literacy programmes. Given the magnitude and complexity of the problems posed by illiteracy, it is both costly and technically unfeasible to develop a massive training mechanism in the traditional teacher-education mode. There is a need for an alternative, cost-effective, efficient literacy training system that is capable of providing training for a large number of administrators, trainers and facilitators; personnel who are essential to the smooth implementation of literacy programmes.

Where we are now?	Where do we want to be?
1. Ad-hoc training	1. Systematic training
2. Unbalanced programme (some elements missing)	2. Graded levels of literacy and skill components
3. Functionality not adequately covered	3. Flexible programme to include new elements

MINEDAP* V laid the foundation for the APPEAL programme by recommending the launching of a regional programme for UPE and EOI before the end of the present century. This recommendation was unanimously approved by the 23rd Session of the Unesco General Conference held in Sofia, Bulgaria in 1985. Thus, APPEAL owes its origin to the needs and commitments of the Unesco Member States. Essentially, it is the responsibility and prerogative of the participating Member States to adapt the principles and approaches advocated in the APPEAL programme.

The ATLP is part of APPEAL. It is a proposal for the training component of APPEAL, which would facilitate the achievement of APPEAL's overall aim. Relevance and efficiency are major criteria in judging any literacy training curriculum. The APPEAL training emphasizes systematic processes of curriculum development. It starts with the identification of needs and culminates in the incorporation of life-related content areas such as family life, health, civic consciousness, and economics and income. It proposes a flexible curriculum structure and modular concept for optimum participation and effective learning.

APPEAL proposes comprehensive training programmes for all levels of literacy personnel, Level A: policy-makers and senior administrators; Level B: supervisors and instructor trainers; and Level C: instructors/facilitators. The programmes focus on the implementation of literacy training curricula.

The set of APPEAL training materials is the synthesis and refinement of previous works, programmes, experiences and approaches aimed at designing a better, more efficient and effective literacy training system in the Member States. The ATLP provide guidelines, exemplar manuals and design models for developing and/or adapting literacy training curriculums and literacy personnel training systems in each member country.

Training for Level B and C personnel focuses on acquainting them with the APPEAL approach and materials, and enabling them to manage and implement the literacy training curriculum (LTC) at the field level. The training manuals for Level B and C personnel are prepared in a self-contained and self-instructional style. This ensures a high probability of successful completion for lessons being given by minimally trained literacy teachers, such as NGO volunteers or literate, unemployed youth.

* Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning, 1985.
Bangkok.

B. The Training Approach

APPEAL has adopted a system approach in designing ATLP materials. This approach utilizes an Input - Processing - Output (I-P-O) model as well as flexible time budgeting to promote efficient teaching/learning sequences. A spiral approach to functional knowledge has been adopted in developing the curriculum and incorporating graded levels of literacy skill. The LTC progresses from simple to complex and from emerging literacy to functionality. The approach returns to life-related themes in a concentric manner for more meaningful participation and advanced treatment from stage to stage.

A framework for linking functional knowledge and the technical aspects of reading, writing and numeracy is presented in the example curriculum grid (Figure 3.2). The teaching sequence is from 1 to 24 and each step progresses to defined grades.

Content Areas	Level I (Basic Level)			Level II (Middle Level)		Level III (Self-Learning Level)
	I.1	I.2	I.3	II.1	II.2	III
A. Family Life	IA.1 1. Family Members, Their Roles & Responsibilities	IA.2 5. Extra Money for the Family	IA.3 9. The Family as a Social Institution	IIA.1 13. Family Needs & Budgeting	IIA.2 17. Family Customs and Traditions	IIIA 21. Responsible Parenthood
B. Economics and Income	IB.1 2. Work and Income	IB.2 6. Daily Savings	IB.3 10. Improved Agriculture	IIB.1 14. Home Gardening	IIB.2 18. Village Co-operatives	IIIB 22. Entrepreneurship
C. Health	IC.1 3. Food, Water & Nutrition	IC.2 7. Healthy Family	IC.3 11. Common Diseases	IIC.1 15. Health Problems	IIC.2 19. Community Health	IIIC 23. Health Services
D. Civic Consciousness	ID.1 4. Rights and Duties	ID.2 8. People's Participation in Development & Cleanliness	ID.3 12. Our Forest	IID.1 16. Our Culture	IID.2 20. All People Are Equal	IIID 24. My Country

Figure 3.2. Curriculum Grid for ATLP

Under ATLP, a set of self-contained training materials/manuals has been prepared. These are exemplar materials, which can be adapted to suit conditions in particular locations. These materials have both a training and a learning function. Because of the self-contained nature of the training manuals, the actual time required for training B and C personnel should be minimal, allowing a large number of facilitators to be trained in a short period of time.

The structured, self-contained ATLP materials will enable the participants to progress at their own pace. After acquiring basic reading skills, participants will be able to use learning modules by themselves. Member countries may modify and improve selected features of the training manuals/modules.

A very important aspect of ATLP is that the system incorporates a training mechanism for literacy teachers so that conventional workshop training can be minimized. It also features an internal system of achievement testing to record the progress of individuals and groups, reducing the need for large-scale national testing and examinations.

C. ATLP Training Mechanism

A Training Network for APPEAL has been established to provide a network of literacy personnel training institutes and centres starting at the regional level. The network will promote exchanges of ideas, materials and experts among the Member States and enhance the quality and impact of literacy programmes.

At the regional level, the Unesco Principal Regional Office for Asia and the Pacific oversees actions relating to APPEAL and provides technical support to the regional programme. An Advisory Committee of Experts provides consultative assistance in the planning and programming of APPEAL activities.

This mechanism is illustrated in Figure 3.3.

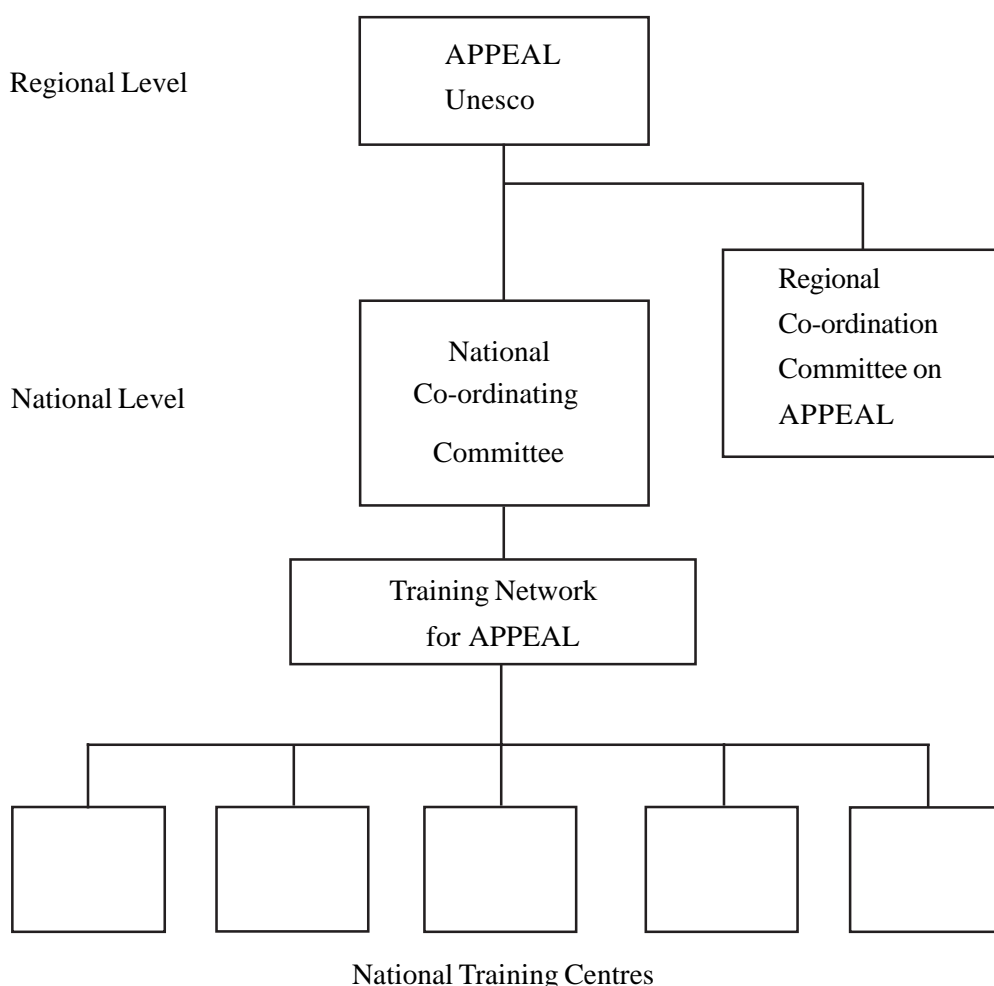


Figure 3.3. ATLP Mechanism

D. Resources

1. **The ATLP Materials.** Under APPEAL, the ATLP project has prepared a set of resource books and training manuals to facilitate training and implementation of literacy activities in the member countries. There are 12 volumes in the set. The volumes and titles are shown in Figure 3.4.

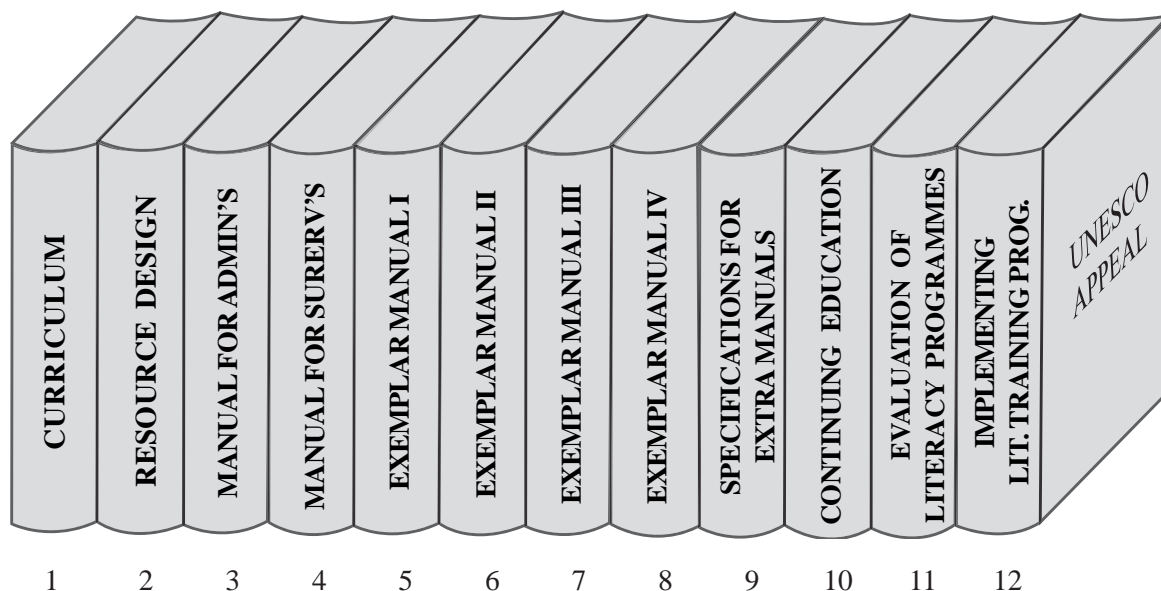


Figure 3.4. The Set of ATLP Materials

2. Other International Resources. Although the set of training materials draws on the work of regional workshops and technical experts from throughout the region, other international resources are also available. The Asian Joint Programme (AJP) of the Asian Cultural Centre for Unesco (ACCU) has developed literacy materials that are easily adaptable to a particular situation. ATLP has taken these materials into consideration. It does not advocate starting national programmes over again from the beginning.

3. Other National Resources. At the national level, a variety of materials are already available which could be used on appropriate occasions during the literacy training sessions. ATLP has also taken these materials into consideration.

ATLP has also considered the availability of human resources. At the request of member countries, Unesco can provide technical assistance by its regional experts in the planning and conduct of literacy training programmes. However, it should be borne in mind that each country has its own experts, who can significantly contribute toward the design and development of a literacy training system that is consistent with the national goals and demands of their particular country.

Financial resources are important. Considering that basic-level education, including literacy, is the essential foundation for setting the pace of sustained development, national planners and other non-government agencies are becoming increasingly eager to support basic educational programmes. The financial resources that are available at the national, regional and international levels should be utilized for developing and promoting literacy training programmes. Almost all countries in the region are channelling more resources toward enhancing the scope and quality of literacy and post-literacy education.

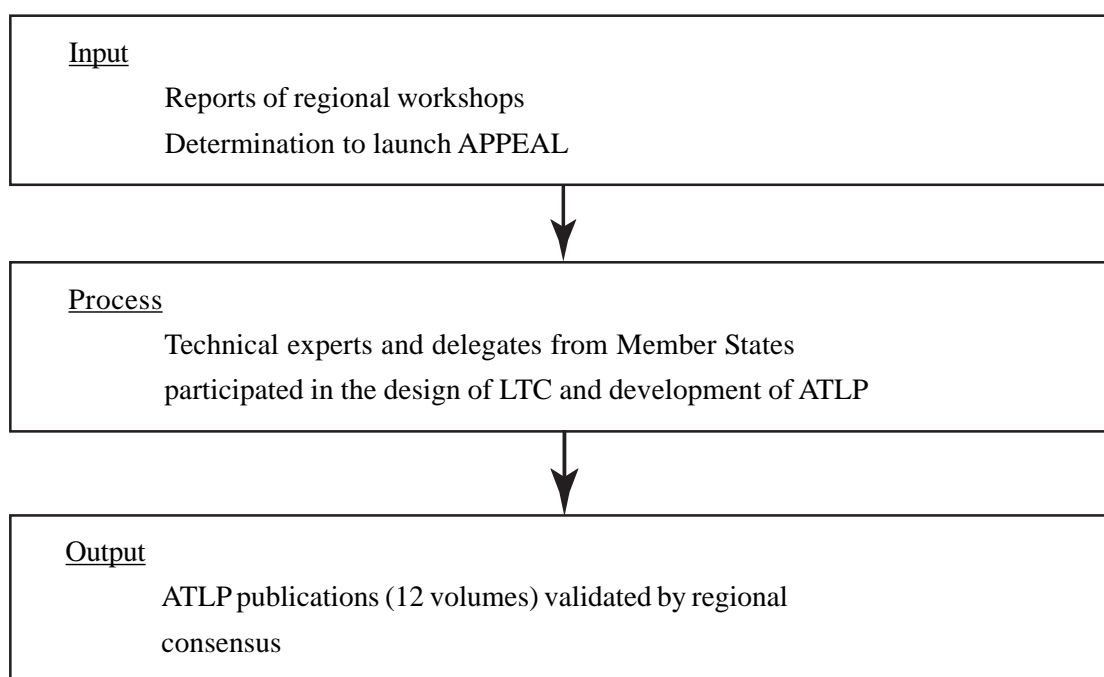
<i>Check the boxes that indicate your country's literacy training resources.</i>		
Present resources	Available	Utilized
1. Set of APPEAL training materials	<input type="checkbox"/>	<input type="checkbox"/>
2. Regional workshop reports	<input type="checkbox"/>	<input type="checkbox"/>
3. AJP materials of ACCU	<input type="checkbox"/>	<input type="checkbox"/>
4. Reports of national workshops	<input type="checkbox"/>	<input type="checkbox"/>
5. Locally developed training materials	<input type="checkbox"/>	<input type="checkbox"/>
6. Directory of literacy experts	<input type="checkbox"/>	<input type="checkbox"/>
7. Literacy Training Information Centre	<input type="checkbox"/>	<input type="checkbox"/>

E. Validation of ATLP

The idea for designing a standardized LTC and systematic training plan originated at the 1986 regional workshop in Phuket, Thailand. At later meetings, a group of technical experts started the process of standardizing the LTC and preparing a training design. Later, participants from 11 countries, who participated in regional workshops in Kathmandu, Nepal and Harbin City, China, contributed to the process of designing and refining the literacy training manuals. Their output is the present set of ATLP materials. In the process of its development the set has completed one cycle of validation (see Figure 3.5).

A second validation cycle will occur as Member States use the ATLP set as input and implement the newly developed materials. This process will serve as the external validation of APPEAL's literacy training approach and training materials. Already, some Member States are implementing the system using draft manuals.

What was done at the regional level



What can be done at the national level

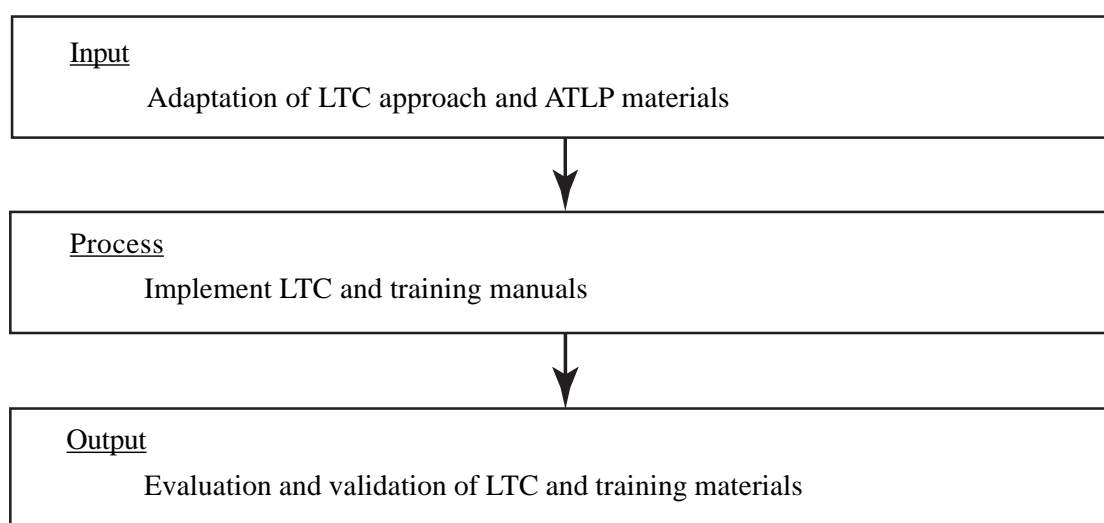


Figure 3.5. Validation of the APPEAL Literacy Training Approach and ATLP

Adoption of the APPEAL LTC approach and use of the self-contained training manuals are expected to facilitate national efforts to enhance the quality and impact of literacy training programmes.

F. Summary

ATLP is an integral part of the APPEAL regional programme. It proposes a flexible structure and modular concept for systematic national literacy curriculums. It recommends a systems approach to the training of literacy personnel and for developing and using literacy training materials. ATLP underlines the need for a systematic training mechanism and for a comprehensive programme to train literacy personnel at the policy, programming and operational levels.

ATLP includes a 12-volume set of exemplar materials for the training of literacy personnel and the development of training materials. Along with national literacy materials, these resource materials are expected to be adapted and validated at the national level. Concerted efforts in literacy material development and personnel training programmes will create opportunities for meaningful regional co-operation in the field of literacy programmes. APPEAL and ATLP are designed to promote extensive and intensive literacy activities at the national level and to encourage active regional collaboration in the effort to wipe out illiteracy in Asia and the Pacific region.

Chapter Four

DEVELOPMENT AND IMPROVEMENT OF A LITERACY TRAINING SYSTEM

A. Initiating the Process

There are clear-cut steps in designing and implementing a relevant LTC and efficient training system to prepare literacy personnel. The senior official responsible for the national literacy programme must review the current status of the LTC and his country's related training system so as to place all of the elements within an effective organizational structure. There is a need to reduce the impact of the ad hoc measures and unsystematic approaches that prevail in many countries in the development of materials and the training of literacy personnel.

The development and improvement of a national literacy training system are challenging tasks. The focal point of these efforts is the learning by adult participants of ways to bring about improvements in their life conditions and their community. In this connection, each Member State has accumulated rich experiences in developing a variety of training materials and organizing different types of training programmes for literacy personnel. These experiences are among the many things which countries of this region can share and from which they can derive mutual benefits. APPEAL has developed an approach to LTC design and ATLP materials, which the Member States may adopt. However, their implementation does not imply that countries must start from a zero baseline. On the contrary, ATLP provides for the effective and efficient utilization of present resources.

To develop a suitable national literacy training system, due consideration has to be given to the following factors:

1. Study of the needs and problems of existing literacy programmes;
2. Design and development of a suitable national literacy training curriculum (NLTC);
3. Design and development of learning materials and teachers manuals;
4. Establishment and networking of training institutions;
5. Mobilization and utilization of resources;
6. Training Level B and C literacy personnel;
7. Co-ordination among related agencies;
8. Linkage with continuing education for development (CED);
9. Supervision, monitoring and evaluation of the LTC;
10. Planning for the future.

The sequential order and inter-relationship of these factors are shown in Figure 4.1. Each factor is briefly discussed in this chapter.

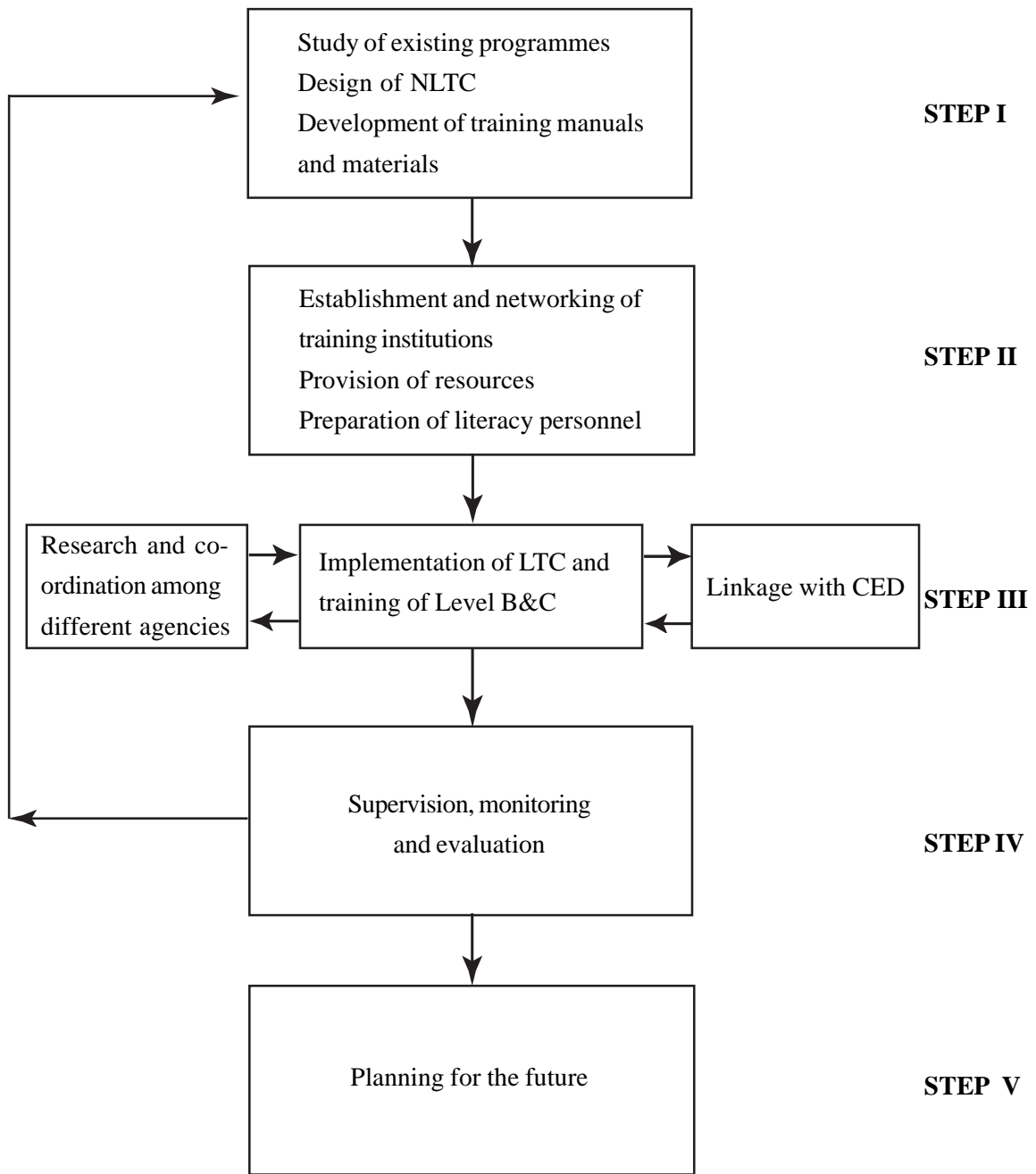
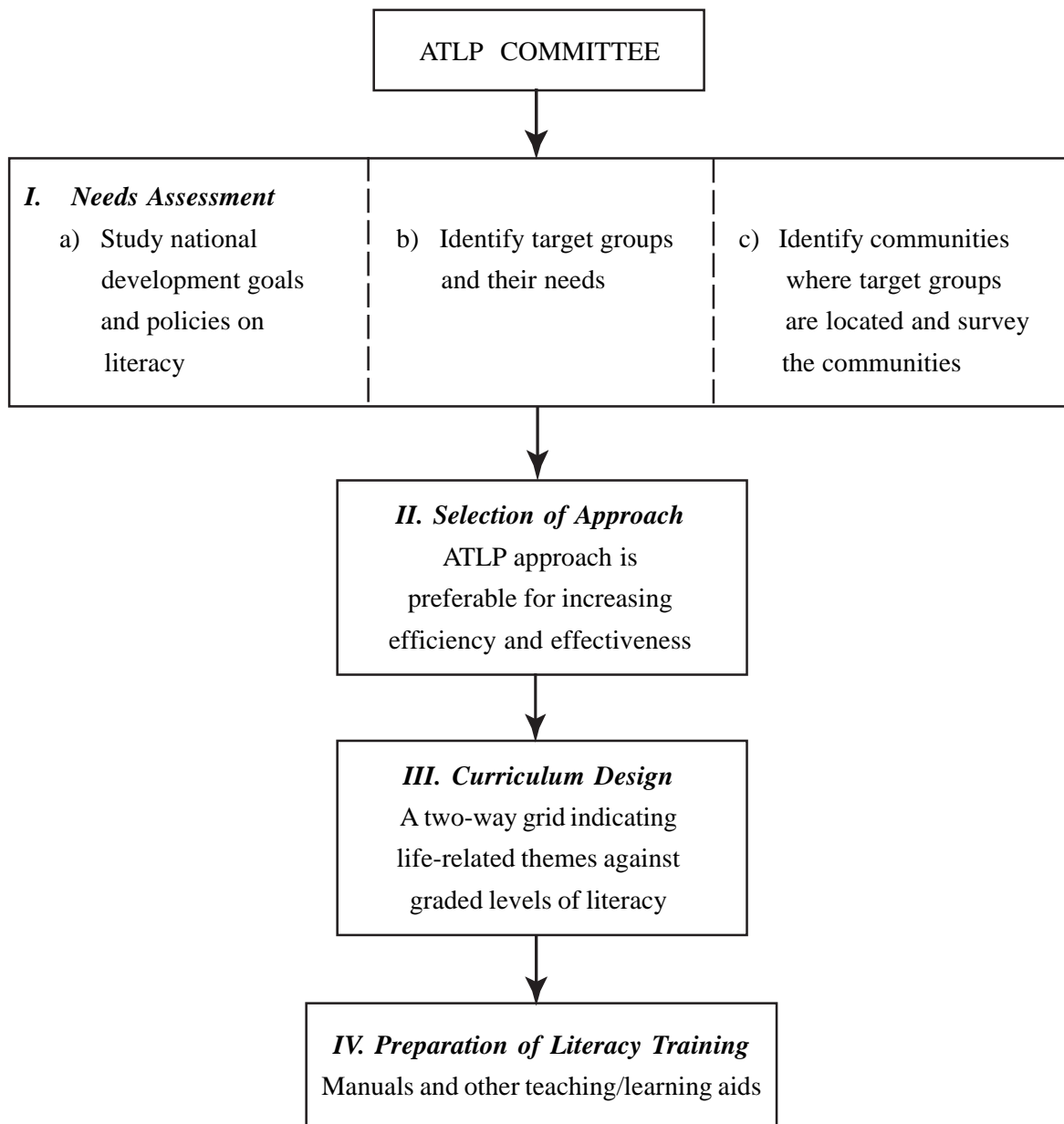


Figure 4.1. Elements of a National Literacy Training System

1. **Step I - Development of LTC.** The development of any literacy training curriculum is a systematic process. Figure 4.2 indicates the steps involved.



Note: To implement steps III and IV, training workshops are needed for senior Level B personnel.

Figure 4.2. LTC Design and Development

It is important that every member of the LTC committee be thoroughly familiar with and fully convinced about the overall approach, the structure of the LTC and the format and design of the training manuals. Equally important is the accurate application of the systems approach using an I-P-O model, which ensures the self-contained, self-instructional nature of the training manuals.

The set of ATLP books has been prepared to facilitate the development of a national literacy training system in member countries. Thus, adoption of ATLP is to be encouraged. A clear LTC structure and well-designed literacy training manuals are prerequisites for managing literacy programmes in an efficient and effective manner.

2. **Step II - Management Levels of National Literacy**

a) **Step IIA - Establishment and networking of training institutions.** In each country, a national literacy training network should be established. A national institute needs to be identified as the focal point for planning a variety of literacy training programmes and for serving as the link with the APPEAL training network at the regional level. This institute could identify training institutions within the education and other sectors and link them in the network. Such networking would promote mutual sharing of physical, human and technical resources for training literacy personnel; would co-ordinate training activities; and could promote research and innovation in the country's literacy training programme. In some countries, setting up new literacy training institutes at various levels where they do not exist now may be required. This networking should also facilitate the consolidation of resources for all literacy training programmes.

A training network for APPEAL has been established at the regional level to promote the sharing of experiences and materials among training institutes in the member countries. The networking of training institutions at the national level should be linked with the regional network.

b) **Step IIB - Mobilization of resources.** The resources required for a functioning national literacy training system are of three types:

- i) Technical and management support resources;
- ii) Financial resources;
- iii) Resources to support follow-up activities.

The mobilization of academic and technical resources is required to:

- i) Promote the development and production of training manuals and materials;
- ii) Field trial these manuals and materials;
- iii) Provide training for literacy functionaries at different levels on a regular basis;
- iv) Ensure technical backstopping during the implementation phase;
- v) Conduct research and evaluation studies during various phases of the literacy training programmes.

Financial resources should match the actual requirements of the literacy training programme. Adequate financial investment in the production of training manuals should be given due consideration, because the manuals can promote systematic, shortened, more efficient literacy training at all levels. At this stage, it is advisable to consider a cost-sharing situation among the agencies involved in the literacy training programmes. This is also one of the advantages of having a well-developed national network of literacy training institutions. The network facilitates the channelling of resources for literacy and other programmes from national and international development agencies.

The popularity of a literacy training programme will remain low if it is not supplemented by follow-up, income-generating activities. Thus, some resources should be allocated at the outset for post-literacy and continuing education activities, leading to the generation of income and actual changes in the life conditions of participants.

c) Step IIC - Training system

i) Levels of Literacy Personnel. Literacy personnel at different management levels need to work harmoniously to enhance the quality and effects of the literacy programme. Three levels of literacy personnel have been identified based on their distinct management roles and training needs (Figure 4.3)

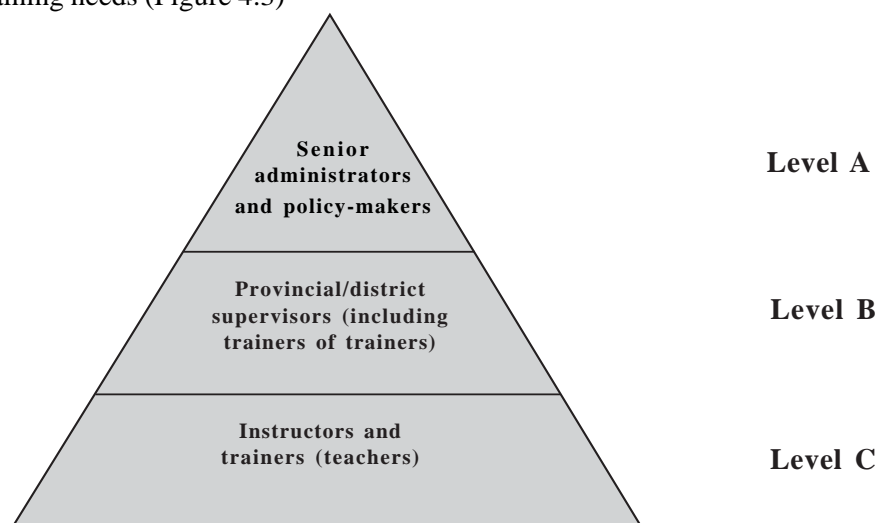
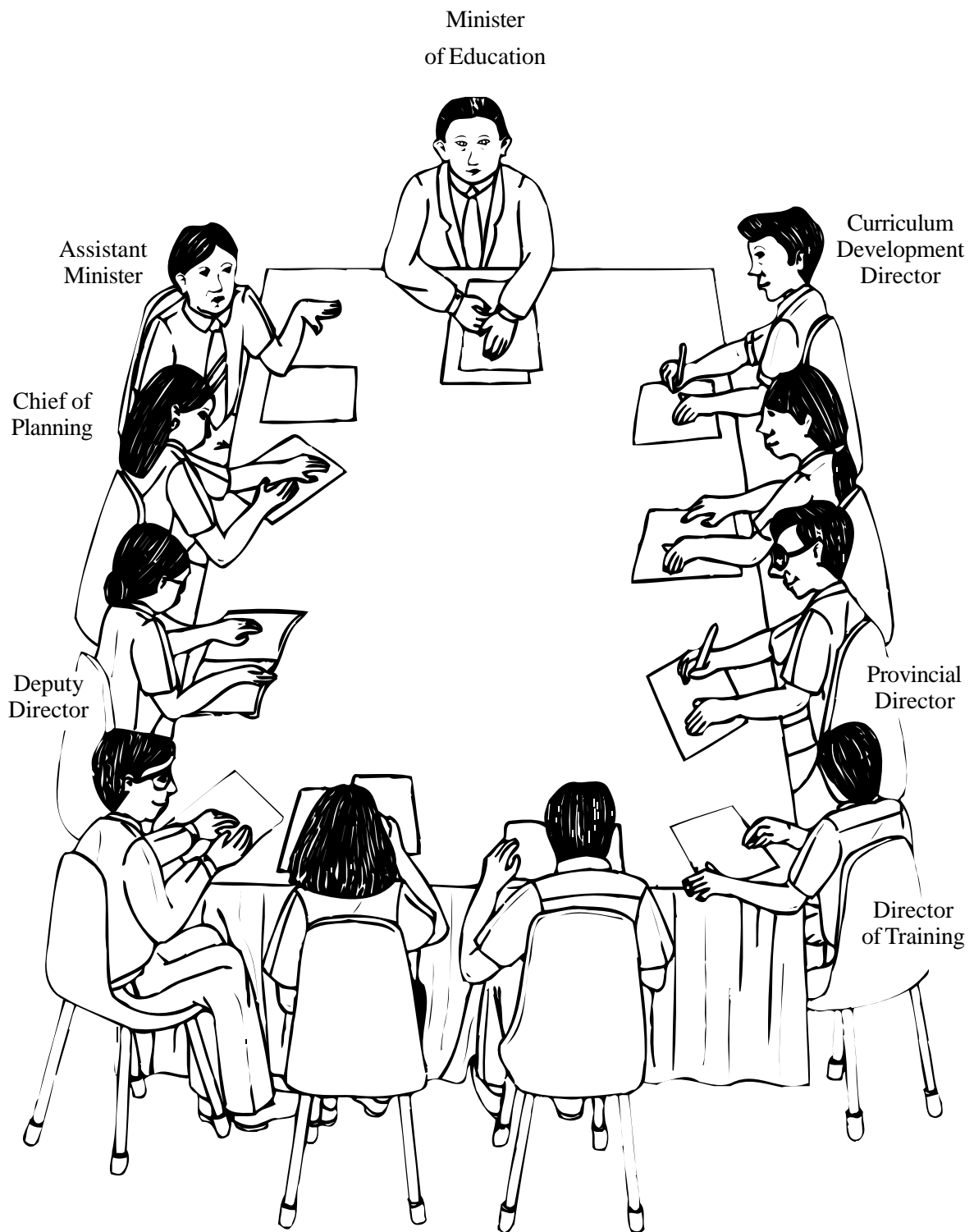


Figure 43. Three Levels of National Literacy Personnel

The operational definitions of the three levels of personnel based on this functional hierarchy are indicated below:

- Level A: Those who make policy and plan and implement the training system (Figure 4.4, Table 4.1);
- Level B: Those who train trainers, supervisors and instructors (Figure 4.5, Table 4.2);
- Level C: Those who teach learners directly (Figure 4.6, Table 4.3).

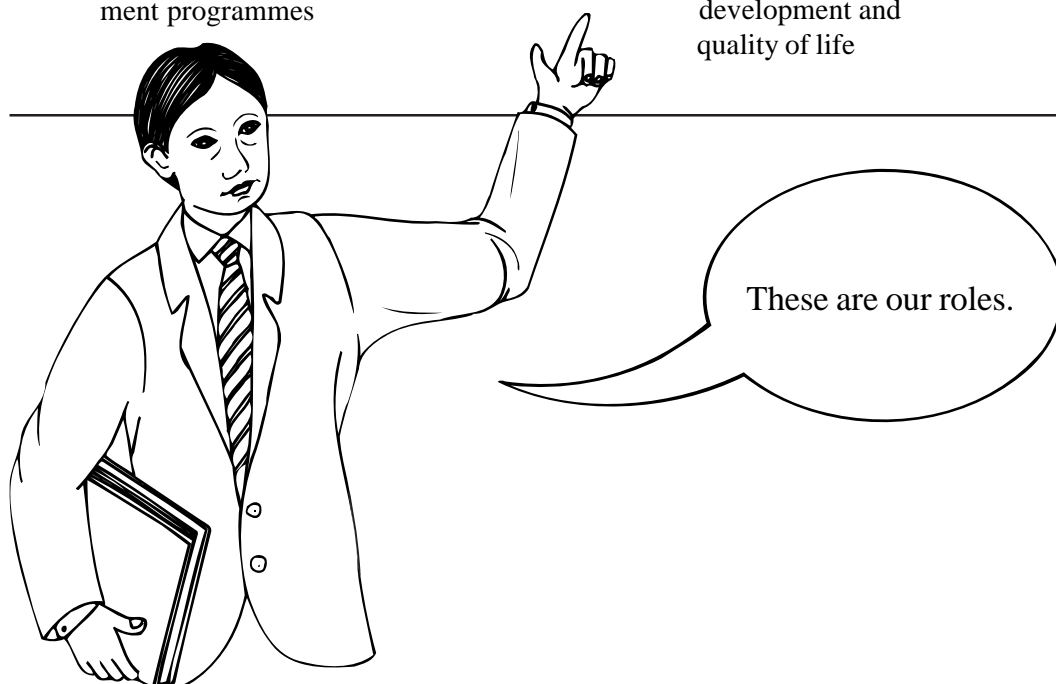


Level A are Senior management personnel who make policy and plan and implement the training system.

Figure 4.4. Who are Level A Personnel?

Table 4.1. The Roles of Level A Personnel

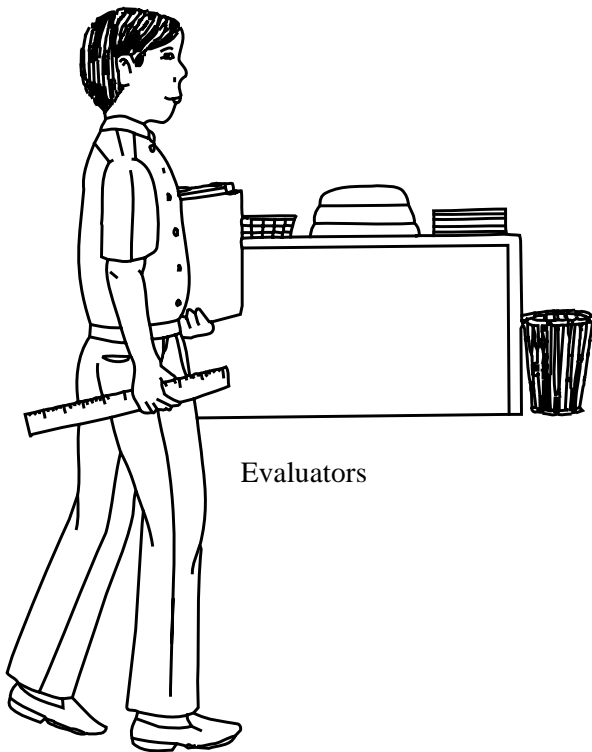
-
- Decide and review policy on literacy training
 - Influence government policy
 - Plan the overall national training system
 - Identify problems and needs concerning training
 - Provide guidelines for designing a national training programme
 - Initiate the development of a national literacy training curriculum
 - Create an infrastructure and resources for training
 - Establish a training network system
 - Provide staff development programmes
 - Approve training manuals
 - Approve the training budget
 - Develop, monitor and evaluate the training system
 - Make the whole system work at all levels
 - Establish linkages with development agencies
 - Promote training through non-government agencies
 - Develop links with CED and UPE
 - Foster national and international links
 - Promote research and development activities
 - Initiate impact studies on national development and quality of life



Trainers of Trainers



Curriculum Developers



Evaluators



Supervisors

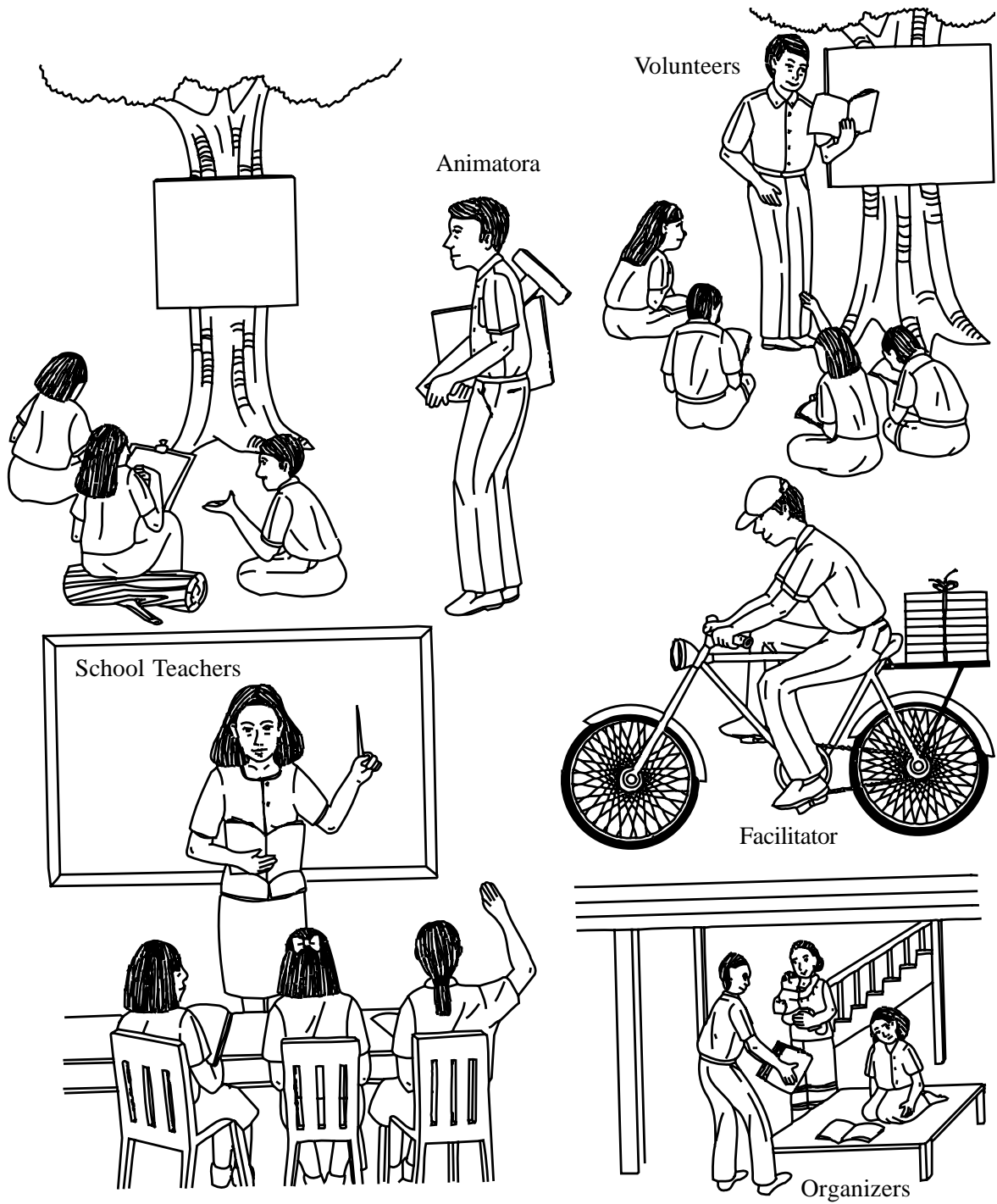
Level B are the supervisors and trainers of trainers, i.e., those who train trainers, lower-level supervisors and instructors.

Figure 4.5. Who Are Level B Personnel?

Table 4.2. The Roles of Level B Personnel

-
- | | |
|---|---|
| <ul style="list-style-type: none"> - Provide feedback for review of policy on training - Provide input for designing a national training programme - Identify the training needs of supervisors, trainers and instructors - Develop a training scheme for Level C - Design training programme for Levels B and C - Develop training curricula for different groups - Develop training materials - Develop training manuals for Level B - Provide staff development for Levels B and C - Motivate literacy personnel for training - Identify participants for training - Motivate learners community leaders, etc - Implement the training programme - Decide on methods of training - Select equipment and audio-visual aids | <ul style="list-style-type: none"> - Train Level C personnel - Encourage use of local resources - Supervise Level C personnel - Provide technical assistance for Level C - Evaluate work of Level C - Undertake research on the programme - Introduce innovations - Experiment and innovate with training methods, materials - Monitor and evaluate training programme - Foster links with non-governmental agencies - Conduct impact studies on quality of life |
|---|---|





Level C are those who teach learners directly.

Figure 4.6. Who Are level C Personnel?

Table 4.3. The Roles of Level C Personnel

-
- | | |
|---|---|
| <ul style="list-style-type: none">- Understand and apply the national literacy training curriculum and its materials- Help to establish a local committee for efficient management of centres- Participate in staff development (training programmes)- Identify and prepare lesson materials for learners- Motivate learners and local leaders to join the programme- Motivate drop-outs to rejoin the programme | <ul style="list-style-type: none">- Organize classes and teach illiterates and neo-literates- Manage the learning activities- Create a positive learning environment- Help learners apply what they have learned to their daily lives- Mobilize and utilize local resources- Evaluate the progress of learners- Encourage learners to retain and improve their learning- Co-ordinate with primary schools and other local agencies- Arrange for vocational skill training- Seek and generate maximum participation- Report progress and problems to Level B |
|---|---|
-



These are our roles.

ATLP is based on awareness of the roles for Levels A, B and C personnel. It provides for the training of all personnel who are involved at the three levels and uses a systematic approach to the management of the whole training system.

ii) Preparation of Literacy Personnel. A literacy programme is what its participants and facilitators make of it, and adequate preparation of literacy personnel is the key to successful LTC implementation. Thus, the training of Levels B and C literacy personnel is an essential part of the national literacy training system.

It is possible to train a large number of trainers and instructors in a short time using self-contained, structured training manuals of the type proposed by ATLP. These manuals provide step-by-step procedural guidelines for the instructors (teachers) to conduct literacy classes. Studying the training manuals and their use in literacy classes serves as training experience for the instructors. Both the content and the method are presented in an integrated manner, greatly reducing the time needed for formal instructor training.

For the training to be consistent with the management roles of the different levels of literacy personnel, the nature, focus and scope of the training programmes have to be determined. For example, this volume, the third in the series of 12 ATLP publications, is intended for use by policy-makers and senior administrators in the management of the national literacy training programmes, that is, Level A personnel.

Considering the variety of personnel, such as supervisors, trainers, teacher educators, and other specialists who are included in the category of Level B, the duration and substantive focus of the training have to be adjusted to the particular needs and base-line competency levels of these personnel. A general framework of the content and methods for training Level B personnel is illustrated in Table 4.4.

Table 4.4. Training of Level B Personnel

Content of training in relation to roles	Some methods of teaching
National Policy on Literacy Training Programme	Self-study of ATLP materials and locally produced training manuals
APPEAL: approach and materials	Simulation and role- playing
National literacy cur- riculum and adaptation to local situation	Case studies
Literacy training manuals and materials	Problem-solving Field work
Planning and designing training programmes	Sharing success stories
Training techniques	Lectures and discussion on critical issues and concerns

Table 4.4. Training of Level B Personnel (cont'd.)

Content of training in relation to roles	Some methods of teaching
Supervision, monitoring and evaluation	Group work on the development of management plans
Co-ordination with local development agencies	Group work on the development of management plans
Mobilization and utilization of resources	Case studies
Quality and impact of the literacy programme	Case studies

Level C personnel include a wide range of people who teach literacy classes, such as local project officers, instructors, facilitators, local leaders and volunteers. For these people, the training needs to be of shorter duration and should focus primarily on using the literacy training manuals. A training scheme is illustrated in Table 4.5.

Table 4.5. Training of Level C Personnel

Content of training	Some methods of training
National literacy training curriculum	Self-study of training manuals
Literacy training manuals and other materials	Teaching with the literacy training manuals
Techniques of training (participatory approach)	Group study and discussion
Motivational techniques	Simulation and role playing
Co-ordination with local development programmes	Case studies
Mobilization of resources including people's participation	Preparation of operational plans
	Interaction with local agencies and people in the management of literacy centres

It is very important to stress, however, that the ATLP teaching/learning materials build in an element of training that reduces the need for conventional training workshops. Of course, such workshops would help consolidate and extend the basic built-in training and should be provided if possible.

Having prepared Level B and C personnel, attention needs to be given to strengthening the overall national literacy infrastructure. A central approach is to establish a network of training institutions and related agencies.

3. **Step III - Implementation and Training**

a) **Step IIIA - Levels B and C.** The main responsibility of Level A personnel is to ensure effective implementation of the LTC at the programming and field operation levels. The senior officer responsible for the national literacy training programme should consider preparing Level B personnel in the following areas:

- i) Clarify the roles and responsibilities of Level B personnel with respect to the literacy training programme;
- ii) Provide clear guidelines for Level B personnel for developing the LTC and training manuals;
- iii) Provide appropriate training for Level B personnel so that, in turn, they can train Level C personnel;
- iv) Delegate authority to Level B personnel to eliminate administrative bottlenecks;
- v) Arrange the necessary funds and technical support for Level B personnel;
- vi) Clearly state the standard of performance expected of Level B personnel in the training and supervision of Level C personnel.

Preparing Level C personnel for the LTC implementation will be the responsibility of Level B personnel. However, the following things need to be undertaken by top management:

- i) Clarify the roles and responsibilities of Level C personnel;
- ii) Specify standards in relation to the organization and management of literacy training programmes at the local level;
- iii) Support Level B personnel in providing training for Level C personnel;
- iv) Specify the terms and conditions for organizing literacy training programmes by voluntary organizations;
- v) Specify the provision of funds and technical support for Level C personnel while implementing the literacy training programme at the grass-roots level;
- vi) State clearly the standards of performance expected of Level C personnel.

b) **Step IIIB - Research and innovation.** Research studies on literacy programmes and their impact on the quality of life are few and far between. A lack of continuity in adopting innovative approaches to literacy training programmes is generally felt. Policy-related studies are urgently needed, which are in many cases aimed toward revitalizing literacy training programmes in the context of emerging national needs and aspirations. The senior person responsible for the improvement of the LTC should, duly consider the following courses of action:

- i) Identify and list research areas according to priority needs, giving special consideration to areas such as adoption of the APPEAL literacy training curriculum and ATLP materials, definition of threshold literacy levels, and the impact of the LTC on life conditions of participants;
- ii) Organize resources and technical support for research studies;
- iii) Support innovative efforts in developing training manuals and undertaking action research projects;
- iv) Create a demand for an objective database and management information system;
- v) Utilize the results of research and innovations in determining literacy policies and programmes.

c) **Step IIIC - Overall Co-ordination and Linkages.** The National Co-ordination Committee for APPEAL should be the overall co-ordinating mechanism for the literacy programme and its related activities. Obviously, this Committee should include representatives from other ministries engaged in development activities and NGOs involved in literacy programmes. An important role for such a committee would be to make a firm commitment to the goal of universal literacy at the national level. Clear directions should then be given for personnel development at the lower levels and with respect to resource sharing and participation in the literacy programme. A possible co-ordinating mechanism is illustrated in Figure 4.7.

It is important that co-operative efforts among facilitators as well as other development workers be maximized at the field level. It is equally important that strong links be established between literacy programmes and other development programmes.

4. **Step IV - Supervision, Monitoring and Evaluation**

a) **Step IVA - Supervision.** In the case of literacy programmes, supervision should be concerned with the following areas:

- i) Fostering two-way communication between literacy instructors, programme planners and materials developers;
- ii) Providing technical support for literacy instructors to effectively conduct training activities;

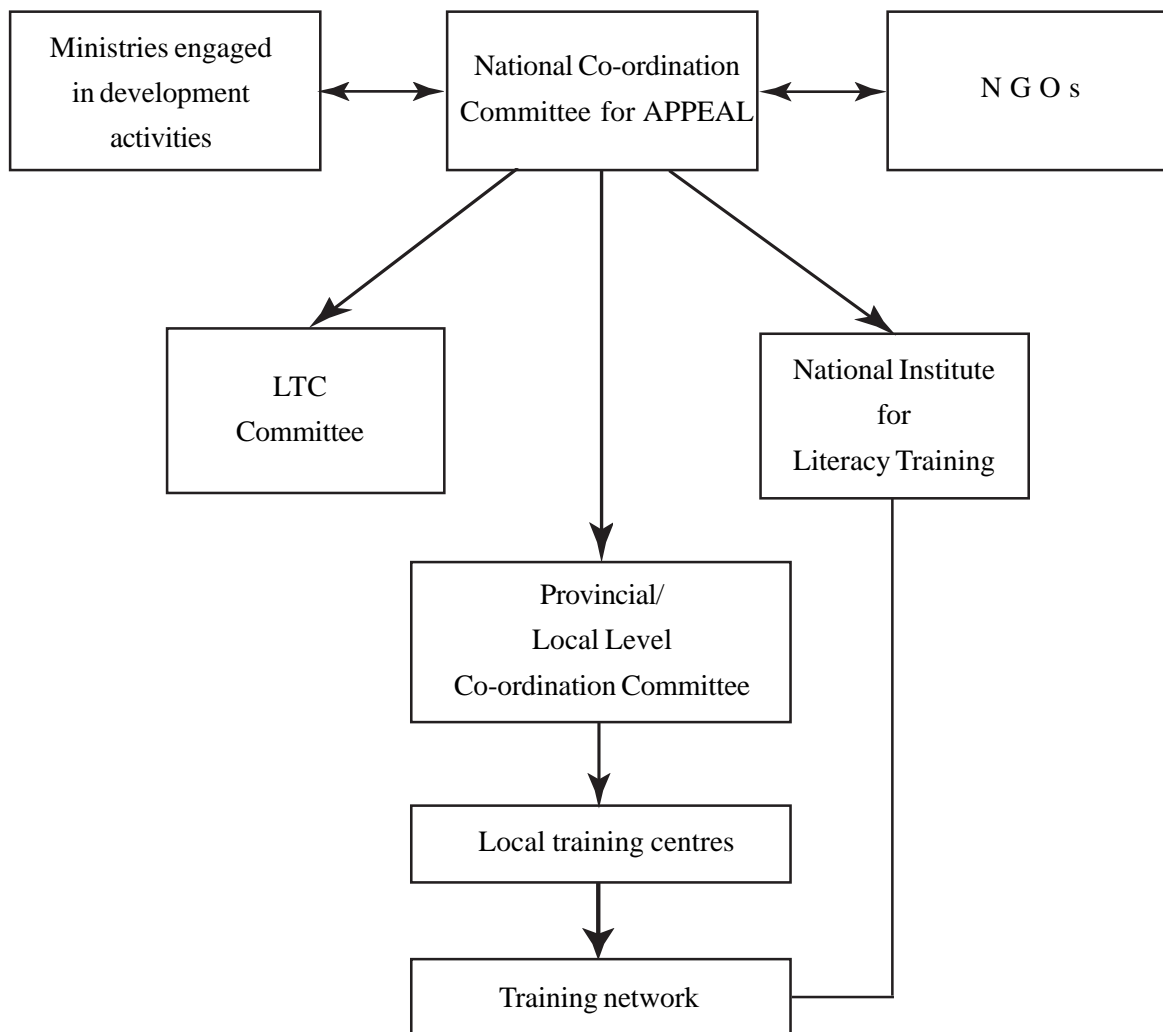


Figure 4.7. Co-ordination Mechanism for a Literacy Training System

iii) Assisting in the creation of a positive learning environment and supportive community atmosphere.

b) **Step IVB - Monitoring.** This involves periodic data collection on important aspects of literacy programme operation such as:

- i) Participants' achievement levels in literacy and functional skills;
- ii) Appropriate use of physical and instructional resources;
- iii) Administrative bottlenecks;
- iv) Regularity and quality of literacy instruction;
- v) Participants' interest in and reactions toward the literacy programme;

- vi) Perceptions and reactions of the community toward the literacy programmes;
- vii) Problems faced and solutions found by literacy instructors.

The collected information should be processed quickly and stored in a management information system so that appropriate remedial measures may be taken.

c) **Step IVC - Evaluation.** This area is concerned with facilitating the optimal implementation of the literacy programme (formative evaluation) and with assessing its immediate and long-term effects on the quality of life (summative evaluation). Formative evaluation focuses on factors that help or hinder effective implementation. The information collected through monitoring and the reports of supervision are useful in preparing formative evaluations.

The summative evaluation of the literacy training programmes should focus on:

- i) Identifying the differential effects of physical and instructional inputs, technical support and supervisory inputs on the achievement and impact of the literacy programmes;
- ii) Inferring generalizations from success stories;
- iii) Identifying the process of change in the lifestyles of the participants as a result of their participation in literacy programmes;
- iv) Comparing the achievements and outlook of the neo-literates with illiterates in similar situations;
- v) Studying the relationship and impact of literacy programmes on other development activities.

5. **Step V - Planning for the Future**

The development and subsequent improvement of a literacy training system is an on-going process. It is important that the mechanism and procedures adopted by the literacy training system be responsive to changing needs and circumstances. As literacy programmes become more efficient and effective and as the literacy level of a country rises, literacy becomes more synonymous with CED. These trends are shown in Figures 4.8 and 4.9.

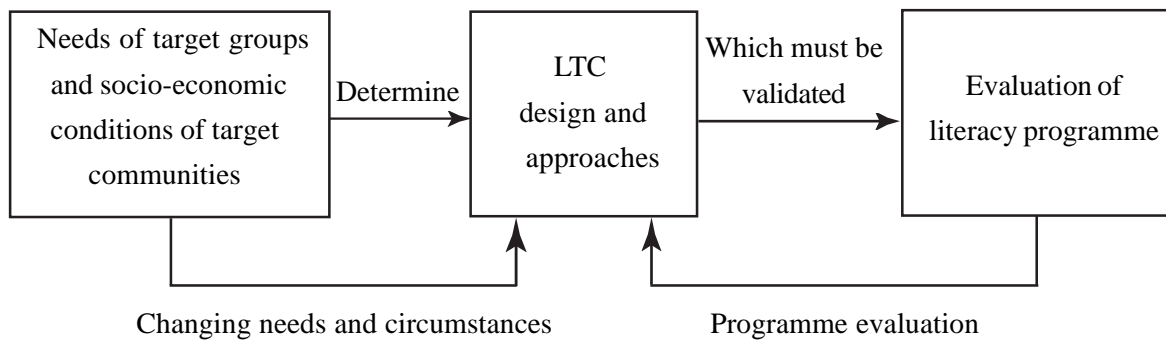


Figure 4.8. A Literacy Training System Responsive to Changing Needs and Circumstances

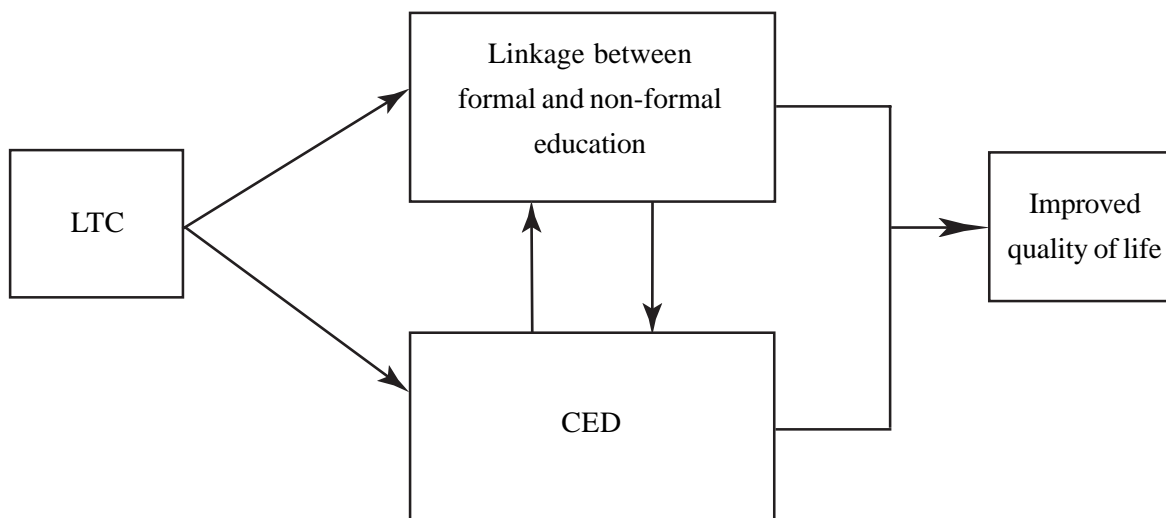
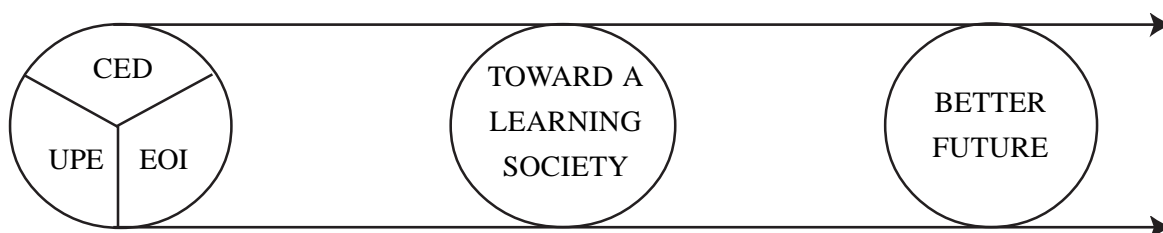


Figure 4.9. Extending the LTC to Continuing Education

The changing needs and new aspirations of the community lead to revision and refinement of the LTC design and approach. Similarly, evaluation of the literacy programme should indicate the efficiency and effectiveness of the programme and lead to improvement of the LTC. These are basic tenets in planning literacy training for the future. A responsive literacy training system will raise a country’s literacy level. There will be more emphasis on CED. Suitably balanced progress in EOI, UPE and CED will lead the country toward the establishment of a genuine learning society with improved quality of life for all citizens.



B. Summary

The steps in developing and improving a literacy training system are summarized in Figure 4.10.

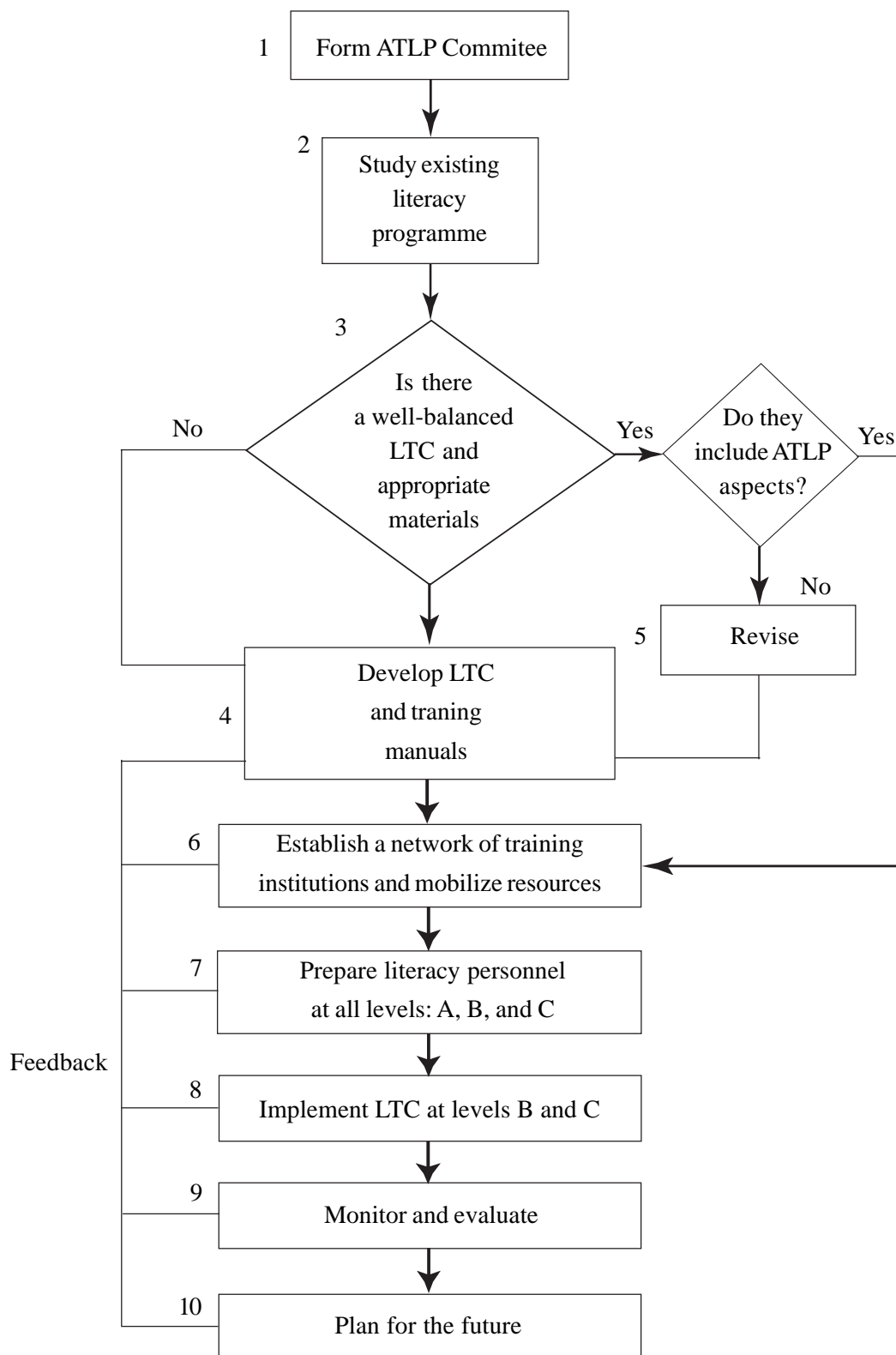


Figure 4.10. Developing and Improving a Literacy Training System Step-by-Step

Chapter Five

AN EXEMPLAR ACTIVITY: A SEMINAR FOR LEVEL A PERSONNEL

A. Introduction

The following programme for a one-day seminar is included here to assist senior administrators (Level A personnel) in orienting their colleagues about the principles of ATLP. The main objective of the seminar is to consider whether or not the ATLP approach is appropriate for the country and to review procedures for its possible implementation.

It is suggested that the chapter illustrations from this volume and other selected artwork be used to prepare a set of overhead transparencies to illustrate the introductory talk and stimulate discussion.

It is strongly recommended that key members of Level B literacy training personnel also be invited to participate.

B. Objectives

At the end of seminar, participants will be able to:

1. Recognize the value of literacy programmes in support of national development;
2. Identify ways and means of initiating the process of change;
3. Accept ATLP as a potential means of improving the literacy programme.

C. Suggested Schedule for a One-day Seminar

Morning	Awareness-building
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Identifying areas for improvement

09.00 hrs.	Informal greeting
09.15 hrs.	Awareness-building: An introductory talk (Presentation of case studies on the value of literacy Discussion on the value of literacy programmes in support of development)
10.30 hrs.	Coffee break
10.45 hrs.	Identifying areas for improvement (Discussion of different approaches to improvement)

Sharing ideas on the strengths of different approaches and ways to
bring about broader participation)

12.00 hrs. Lunch

Afternoon An introduction to ATLP

Designing a literacy training system

13.00 hrs. Introduction to ATLP
(Exhibition of APPEAL diagram,
charts, materials, etc.
Talk on ATLP under APPEAL
Demonstration of the utilization of ATLP materials
Discussion on the relevance of ATLP to goals and needs of the
country).

14.45 hrs. Coffee break

15.00 hrs. Designing a literacy training system
(Discussion/reconsideration of an existing literacy training
programme for the country in relation to ATLP.

Brainstorming and discussion about appropriate steps and
approaches for designing a national literacy training system.

Consolidation of literacy training activities)

16.15 hrs. Closing.

D. Materials Exhibit

The materials available for the seminar and to participants include:

1. ATLP materials (12 volumes);
2. Literacy materials developed at the regional level;
3. ACCU materials;
4. National literacy materials;
5. Some exemplar materials from the Member States.
6. Publications on the relationship between literacy and development;

E. Suggested Activities

1. A critical assessment of the current status of the national literacy programme: strengths, problems and potential;
2. Identification of priority areas and ways to bring about improvement in these areas;

3. Review of the ATLP principles, approaches and materials;
4. Discussion on strengthening the national literacy training system through:
 - a) National Literacy Co-ordination Committee;
 - b) National literacy curriculum framework;
 - c) Literacy training materials;
 - d) Literacy personnel training network;
 - e) Research, supervision, and evaluation.

(Visual and video presentations should be utilized as extensively as possible).



Principles of Curriculum Design for Literacy Training

Principles of Resource Design for Literacy Training

Manual for Senior Administrators of Literacy Training Programmes

Manual for Supervisors - Resource Development and Training Procedures

Exemplar Training Manual I Extra Money for the Family

Exemplar Training Manual II Our Forests

Exemplar Training Manual III Village Co-operatives

Exemplar Training Manual IV Health Services

Specifications for Additional Exemplar Training Manuals

Post-Literacy Activities and Continuing Education

Evaluating a Literacy Training Programme

Implementing a Literacy Training Programme