APPEAL
Training
Materials
for
Continuing
Education
Personnel
(ATLP-CE)

Volume II

POST-LITERACY
PROGRAMMES

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APPEAL
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Volume II

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Asia-Pacific Programme of Education for All (APPEAL) was launched in 1987 by UNESCO with the aims of promoting literacy and basic learning skills through three programmes, i.e. 1) Eradication of Illiteracy (EOI), 2) Universalization of Primary Education (UPE) and 3) Continuing Education for Development (CED). The concept of basic education programme was reinforced and expanded by the World Declaration on Education for All adopted by the Jomtien Conference held in 1990. This expanded vision of education will help the people firstly to acquire survival life skills through pre-school education, primary education and functional literacy programmes. Secondly to acquire knowledge and skills to improve their quality of life, and attitude and habit of lifelong learning through continuing education programmes.

The world is going through a process of change which is unprecedented in its magnitude and implication. This phenomenon is specially noticeable in the Asia-Pacific Region where the progress is much faster and implications are far more profound. APPEAL has made a survey of continuing education programmes in various countries. The survey revealed that the countries were organising continuing education programmes under different names such as post-literacy, adult education, non-formal education, etc. The Second Meeting for Regional Co-ordination of APPEAL (Bangkok, 1990) decided to classify continuing education into six categories, they are (1) Post-Literacy Programmes (PLP), (2) Equivalency Programme (EP), (3) Quality of Life Improvement Programme (QLIP), (4) Income-Generating Programme (IGP), (5) Individual Interest Promotion Programme (IIP), and (6) Future Oriented Programme (FOP). Following the decision UNESCO/PROAP developed following manuals under the general title of APPEAL Training Materials for Continuing Education Personnel (ATLP-CE)

ATLP-CE Volume I : Continuing Education: New Policies and Directions
ATLP-CE Volume II : Post-Literacy Programmes (PLP)
ATLP-CE Volume III : Equivalency Programmes (EP)
ATLP-CE Volume IV : Quality of Life Improvement Programmes (QLIP)
ATLP-CE Volume V : Income-Generating Programmes (IGP)
ATLP-CE Volume VI : Individual Interest Promotion Programmes (IIP)
ATLP-CE Volume VII : Future-Oriented Programmes (FOP)
ATLP-CE Volume VIII : Learning Centre Development Programmes

These volumes have been conceived, developed and written by the experts on continuing education in the countries in the region. Therefore, they have combined theory and practice into
suitable manuals and made them flexible so that each country can adopt and adapt them according to the situation and needs. These volumes are designed to act as source material for launching continuing education programmes. UNESCO/PROAP hope that each country will develop its own system of continuing education. A number of Regional and Sub-Regional Workshops are planned to train key personnel who would be working for continuing education in their countries. ATLP-CE will provide basic materials for such workshops. I hope the countries will also use them in their national workshops.

In the end I would like to express UNESCO’s grateful thanks to all the experts who have contributed to conceptualise, develop and write ATLP-CE. I would like to request all the experts of continuing education to make suggestion to improve the series continuously. I firmly believe that in this ever changing panorama practitioners of education should not be silent spectators but the main actors to induce the change in the right direction.

Hedayat Ahmed

Directors UNESCO/PROAP
INTRODUCTION

Asia-Pacific Programme of Education for All (APPEAL) has the following Action Areas:

1. Universalization of Primary Education (UPE)
2. Eradication of Illiteracy (EOI)
3. Continuing Education for Development (CED)

UNESCO Principal Regional Office for Asia and the Pacific (PROAP) has been working very closely with the Member States to expand and improve Primary Education and Literacy Programmes. Specifically APPEAL Training Materials for Literacy Personnel (ATLP) has helped improve the quality of curriculum, learning materials and training for literacy programmes in Asia and the Pacific. Based on the experiences of ATLP, UNESCO/PROAP is developing APPEAL Training Materials for Continuing Education Personnel (ATLP-CE). It organized a Planning Meeting on 16-20 April 1990 in Hua Hin, Thailand, and developed the First Volume of ATLP-CE entitled: «Continuing Education: New Policies and Directions.» The Planning Meeting prepared guidelines for the preparation of training manuals for the following six types of Continuing Education Programmes:

1. Post-Literacy Programmes
2. Equivalency Programmes
3. Quality of Life Improvement Programmes
4. Income-Generating Programmes
5. Individual Interest Promotion Programmes
6. Future-Oriented Programmes

UNESCO/PROAP has convened a series of Technical Working Group Meetings of Experts and developed eight volumes of ATLP-CE. This book is the second volume in the series and it deals with post-literacy CE programmes. The first volume, Continuing Education, New Policies and Guidelines establishes basic principles and should be read in association with this present volume.

Post-literacy programmes aim to maintain and enhance basic literacy, numeracy and problem-solving skills giving individuals sufficient general basic work skills enabling them to function effectively in their societies. This volume describes a curriculum framework which involves the phased development of post-literacy competencies. Three levels of competency are described and standards are given for each level. An important feature is a focus on the development of mental skills needed for advanced reading. The importance of including job or work-related skills in post-literacy programmes is also discussed.
Guidelines are provided for the production of learning materials, for establishing an infrastructure for implementation and delivery, for training of post-literacy programmes and for monitoring and evaluating post-literacy programmes. The roles of post-literacy programmes in preventing regression to illiteracy among neo-literate adults and in promoting learning autonomy are discussed. The significance of these roles in fostering life-long learning and the emergence of a learning society is reviewed.

An account is given of how the approaches advocated in the volume were validated during the UNESCO/PROAP Sixth Sub-Regional Workshop for Training of Literacy and Continuing Education Personnel. This workshop, which was held in Pyongyang, Democratic People's Republic of Korea, 28 August - 12 September 1991, utilized the exemplar curriculum framework as a planner for designing post-literacy programmes suitable for countries of North-East Asia.

T.M. SAKYA

Co-ordinator "APPEAL "

iv
A. BASIC DEFINITION

This volume deals with post-literacy programmes within the context of continuing education. Continuing Education *per se* is defined under ATLP-CE as «a broad concept which includes all of the learning opportunities all people want as need outside of basic literacy education and primary education» (ATLP-CE Volume I Chapter 1). Post-literacy programmes are defined as «programmes which aim to maintain and enhance basic literacy, numeracy and problem-solving skills, giving individuals sufficient general basic work skills enabling them to function effectively in their societies» (ATLP-CE Volume I Chapter 1).

The term «post-literacy» has come to have different meanings in various educational systems. In some Member States the term is used very loosely to include all forms of education which follow on after the achievement of basic literacy. This is a perfectly logical use of the term since it is consistent with the strict meaning of the prefix «post-». In practice, however, it is not very useful as it is too all embracing to enable educators to find a place for post-literacy in an educational hierarchy or structure. In other Member States post-literacy is defined very narrowly to simply consolidate basic literacy skills to a level equivalent to that which would be achieved by the end of primary schooling in the formal system. It is intended, as so defined, as a «bridge» between primary schooling or its equivalent and further study (mainly secondary schooling or its equivalent). In this case, it is frequently a little different in objectives and scope from BASIC Literacy ATLP level 3. (See ATLP Volume I).

The definition given under ATLP-CE lies somewhere between the two extremes. As a part of continuing education, post-literacy programmes attempt to give any interested learner an opportunity to harness and develop his or her learning potential after having at one time, successfully completed a course in basic literacy but who may have regressed, or is in danger of regressing, to only partial literacy, and who thus may be only semi-literate in a functional sense.

The aim of post-literacy programmes is to consolidate the basic literacy skills of speaking, reading, writing, numeracy and problem-solving while at the same time overtly or covertly transforming the learner into an educated «whole person» who is a productive socio-economic asset to the community — able to participate actively and productively in a nations’ processes of development.

Because of the range of definitions which have emerged, and because post-literacy is closely related to other aspects of education such as basic literacy, functional literacy, semiliteracy and so on, this chapter briefly reviews some of these related definitions. Most have been reviewed in other volumes — notably ATLP Volume 10 (Chapter I) and ATLP-CE Volume I
This present review is provided again here for two reasons. The first is to clarify the nature of «post-literate» and the second is to ensure that readers have a common ground as they study the subsequent volumes in the ATLP-CE series.

B. EDUCATIONAL CONCEPTS, PROCESSES AND PROGRAMMES RELEVANT TO POST-LITERACY

In education many terms are used and many, such as the term «post-literate», have acquired a range of meanings. Some of these terms refer to «concepts», some to «systems» some to «processes» and some to «programmes.» By «concept» is meant a general ideas or notion; and by «process» is meant a method of operation or a state of carrying on a procedure. By «programme» is meant a structured series of learning events designed to develop concepts to foster the development of process skills and to achieve specified outcomes. Programmes may be available through the formal, non-formal or informal education channels.

a) Related Educational Concepts and their Expression in Programmes

Relevant concepts to be considered in relation to the term «post-literacy» include the following:

i) Literacy. This is generally to mean the ability to read, write and apply numeracy skills. Vagueness in the definition relates to some disagreement about what level or skill should be acquired before an individual can be said to be literate. Modern definitions tend to focus on competency and a literate person is perceived to be one who has sufficient reading, writing and numeracy skills to be able to continue to learn alone without the continuing guidance of a teacher.

Post-literacy programmes ensure that participants who have at one time reached such a level of competence, but have not adequately accepted the challenge to continue to learn, or even worse, may be in danger of regressing to partial literacy, in fact consolidate their literacy skills and advance to higher levels of competence.

ii) Functional literacy. There is a general consensus about the meaning of this term. Programmes concerned only with reading, writing and calculating for their own sake have little meaning. Functional literacy includes the development of these traditional literacy abilities, but it ensures that such development occurs in areas reflecting the socioeconomic and cultural needs of the learners. The emphasis is on directly usable knowledge. Reading, writing and numeracy skills develop with these goals sharply in focus.

Basic literacy programmes should build both technical literacy skills and functional knowledge. What people learn to read, write and calculate becomes equally as important as technical literacy skill, and the development of one aspect adds to the development of the other. All continuing education seen through this definition is functional. It is functional because all programmes involve functional knowledge. Seen in this light functional literacy is not a programme. It is a
concept signifying a technique of delivering knowledge so as to make learning relevant to living and working. Just as functional literacy is a key concept in any basic literacy programme, so it is a key concept in post-literate programmes. In fact in post-literacy it is the functional aspect which is the main point of entry. Post-literacy programmes which are specifically vocationally oriented, for example, are likely to be more successful than those with a more generalized educational approach.

iii) Level on grades of literacy. The traditional way to define “level” of literacy has been in terms of functional measures and grade equivalents, using the formal educational system as a standard. There is little international agreement, however, about what should constitute the levels or stages of achievement in developing literacy skills and functional knowledge from illiteracy to the achievement of basic literacy. This is partly understandable because of the contrasted problems posed by different languages and cultures. For example, the Chinese language cannot be taught in terms of an alphabet whereas Thai can, and the functional knowledge required by Chinese and Thai people may be very different. There is general agreement that developmental stages exist in the growth of both technical literacy skill and functional knowledge. These stages proceed slowly at first and then more quickly. But how to define each stage must be left to the linguists of each language and the educators who understand cultural parameters of a given society. (See ATLP Volume 1).

Levels or grades may be also considered within programmes of post-literacy, if this is seen to be desirable, but the situation is more complex for post-literacy than for basic literacy. This is discussed in Chapter 2 which presents a curriculum framework for post-literacy.

iv) Semi-literacy. This can be defined as a stage in literacy development, which may meet the technical requirements of the final grade of a literacy training programme but beyond which progress is inhibited. The failure to proceed further may be motivational, an absence of willingness to continue to learn without the guidance of a teacher; it may be because of some inherent ability problem or because of some gap or block in achievement. Semi-literacy is a major problem in many societies, including those of developed countries such as Australia, U.K. and U.S.A. Semi-literates are usually functionally illiterate. That is while being basically literate in a technical sense, they cannot apply their literacy skills in everyday life. Many adults, for example, cannot effectively use the classified section of a telephone directory, or use a map to find their way around a city.

Many cannot read a newspaper article and explain its content. Many cannot write a simple letter to a business firm or fill out a government form.

Semi-literates are in fact key targets for any programmes of post-literacy, the aim is not only to make such people more capable and efficient members of society, but also to give them the motivation and skill to continue with self-motivated learning.
v) **Neo-literacy.** This term is well-known and fairly non-controversial. A neo-literate is an individual who has completed a basic literacy training programme and has demonstrated the ability and willingness to continue to learn on his or her own using the skills and knowledge attained without the direct guidance of a literacy teacher. It is important to stress that technical achievement is not sufficient for an individual to be classed as a neo-literate. He or she needs to have the ability and willingness to continue as an independent learner. Post-literacy programmes are not only for semi-literates, but also for neo-literates who do not proceed beyond formal primary schooling or its equivalent.

vi) **Adequate functional literacy.** This is clearly a relative term, which is very difficult to define using precise criteria. By ‘adequate’ we could perhaps consider levels of competence and functional knowledge that facilitate an individual’s personal development and his or her development as a member of society, and which help to maximize his or her contribution to the positive development of society. In other words, adequate functional literacy represents a «taking off» point from which an individual can grow and increasingly contributes to an improved quality of life.

A key aim of programmes of post-literacy is to ensure that participants become adequately functional literates. Adequate functional literacy is a pre-requisite for autonomous learning and the development of a learning society (see concepts (vii) and (viii) below).

vii) **Autonomous learning.** The idea of autonomous learning is a much more sophisticated concept than the idea of simply being and willing to «learn on your own», which is the concept used to define a neo-literate. The concept implies not just an autonomous learner but an autonomous person. At an autonomous stage of personal development, education is seen as leading to creativity, self-fulfillment and deeper values; it is seen as an on-going process. It is characterised by a learning style that probes for increasing complexity, complex patterns, toleration for ambiguity and development of broad views of the world and reflects a respect for objectivity. The difference between the levels of adequate functional literacy and autonomous learning is considerable: the former deals with the day-to-day basic skills of functioning in society, whereas the latter is concerned with a view that education is valuable in itself and involves the mental, physical and spiritual development of the entire person. An autonomous person perceives education as rewarding only if it helps in seeing things in a variety of ways and with true feeling and respect of the views of others.

The ultimate aim of programmes of post-literacy is to, as far as possible, help participants become true autonomous leaners in the broadest and best sense of that term to imply the development of an autonomous person. Only if most members of society are autonomous persons can true democracy emerge and society can achieve the goal of being a learning-society (Concept viii). This is the real challenge for programmes of post-literacy.
Learning society. This concept as defined by UNESCO involves the idea that ultimately, the educational process is the function of society as a whole, not just part of society such as literacy agencies, schools, colleges and so on. All groups, associations, institutions and agencies have a role to play. To quote UNESCO’s volume, *Learning to be*, this implies that «every citizen should have the means of learning, training and cultivating himself freely available to him, under all circumstances, so that he will be in a fundamentally different position in relation to his own education. Responsibility will replace obligation.»

This concept clearly implies that if a learning society is to be effective, the opportunities provided by it must be accepted and utilized by its citizens. Only autonomous learners can take maximum advantage of such opportunities, so that evaluation of a learning society depends on the development of autonomous learning. This is a major challenge for continuing education, and especially for programmes of post-literacy with their aim of achieving not only learning autonomy, but the development of an autonomous person.

b) Three Relevant Educational Processes

Education can be also reviewed as a process or a method of achieving educational goals. Three well-known terms of particular relevance to post-literacy are as follows:

i) **Life-long learning.** In 1976, the General Conference of UNESCO adopted the following definition of life-long learning. The term ‘life-long education and learning’ denotes an overall scheme aimed at restructuring the existing educational system and at developing the entire educational potential outside the education system; in such a scheme men and women are the agents of their own education.» This definition contains three basic ideas:

   i) The entire formal educational sub-system should be restructured to develop life-long learners;

   ii) The non-formal and informal education sub-sectors should be developed and utilized to the fullest extent;

   iii) The importance of autonomous learning is stressed.

According to this view, life-long learning is a process that involves purposive, directed learning not merely incidental learning. Research surveys in developed countries have shown that where sufficient opportunities are provided through the formal and non-formal educational sub-systems, almost all adults will undertake regular ‘learning projects’ throughout life. A learning project is defined by Tough as a «series of related episodes, adding up to at least seven hours. In each episode, more than half of a person’s total motivation is to gain and retain certain fairly clear knowledge and skill, or to produce some other lasting change in himself.» A learning project is usually self-planned and self-directed but may be planned and perhaps presented by others. In societies where opportunities are provided to do so, a typical adult spends about 100 hours on each learning project and conducts
five projects per year. Life-long learning in this view involves a chain of learning projects occurring for as long as adults are intellectually capable of engaging in such projects.

Post-literacy programmes are enabling forces to give participants the motivation, knowledge, skills and values required for them to undertake self-motivated lifelong learning.

ii) Adult education. Adult education programmes should be seen as a sub-set of life long learning. Adult education has been defined as engaging «in courses and other educational activities organized by a teacher or sponsoring agency, and taken by persons beyond compulsory school age. «Excluded is full-time attendance in a programme leading toward a high school diploma or an academic degree.» Examples include courses such as diet control, football, ballroom dancing and car maintenance.

Adult education as a process, however, also refers to methodologies of teaching appropriate for adults - the idea of andragogy as distinct from pedagogy.

Post-literacy programmes can benefit from a close association with adult education programmes as defined here, but certainly all effective post-literacy involves adult methodologies as a process.

iii) Continuing education. The UNESCO Sub-Regional Seminar on Continuing Education held in Canberra, Australia in November 1987 defined continuing education under APPEAL as a «broad concept which includes all of the learning opportunities all people want or need outside of basic literacy education and primary education». This definition implies the following:

i) Continuing education is for adults;

ii) It is responsive to needs and wants;

iii) It can include experiences provided by the formal, non-formal and informal educational channels or sub-systems.

Because basic literacy education is excluded, there is a suggestion in the definition that people should be literate before they can engage in continuing education. It is also important to note that the definition is expressed in terms of ‘opportunity’. Clearly, continuing education as defined here is a generic term that subsumes lifelong learning and adult education as well as educational opportunities provided through formal and non-formal and informal education channels. The extent to which continuing educational opportunities are available to all adult citizens of a given society is a direct measure of the status of that society as a learning society.

Post literacy programmes are one type of continuing education. They are important in bridging between the attainments of basic literacy and the development of true learning autonomy.
c) Post-literacy Programes

Post-literacy is a process of continuing education. Its programme and activities are designed to prevent neo-literates and semi-literates from regressing into complete illiteracy. The programmes aim to consolidate the literacy acquired during primary schooling or after the successful completion of the ATLP basic literacy programme (ATLP Volumes 1 to 12). To clarify this idea the following comments are provided on post-literacy as a process, and on the idea of literacy regression.

Post-literacy processes. This idea generally refers to processes and activities especially developed for neo-literates, which are designed to help them become fully functionally literate and to be autonomous learners. The essential aims are to prevent regression to semi-literacy or worse and to develop those higher-level literacy skills which are essential for autonomy in learning. Such skills include context vocabulary building, increased general knowledge and its application, and the development of skills in integrating concepts into cognitive systems (schema). It is especially important to develop higher skills of critical reading and to foster skills in independent problem-solving.

Post-literacy programmes are designed for adults who want to strengthen their literacy skills. They may be immigrants, slum-dwellers or elderly rural poor. In all activities the objective is to sustain interest in learning and prevent regression. Literacy regression is common in any society and it is described as follows:

Literacy regression. This term refers to the situation where learners, having reached a certain level or grade equivalent within a literacy programme, fail to proceed beyond that grade, lose skills and knowledge and revert to a lower grade of skill and functional knowledge. Individuals who are semi-literate may revert to almost or complete illiteracy. Individuals who are almost at the neo-literate stage may revert to semi-literacy and so on. Among school pupils, it is well-documented that children who drop-out of formal education before reaching school grade V are likely to regress to almost complete or total illiteracy. Among adults, the boundary is less well-defined but premature withdrawal from adult literacy programmes inevitably leads to regression. The main problem among such people is motivation, which underlines the importance of including functional knowledge of direct and immediate relevance to the learners. Motivational aspects and the problem of regression have considerable implications for continuing education.

Post-literacy programme provide the point of «take-off» in a continuing education system. Without it, continuing education has little meaning to neo-literates or semi-literates.
Chapter Two

POST-LITERACY AS PART OF CONTINUING EDUCATION

A. POST-LITERACY WITHIN THE FRAMEWORK OF CONTINUING EDUCATION

Post-literacy is a part of the continuing education process. Post-literacy programmes are designed to strengthen the literacy skills so that the learner can follow meaningfully other opportunities offered by other continuing education programmes. The diagram below clearly shows the role of post-literacy in the education process (Figure 2.1).

INDIVIDUAL LIFELINE

<table>
<thead>
<tr>
<th>EDUCATION &quot;SYSTEM&quot;</th>
<th>LIFELONG PROJECTS</th>
<th>EDUCATIONAL PROGRAMMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NONFORMAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFORMAL (Self Learning)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

![Diagram of Individual Lifeline](image)

ATLP-CE Programmes
1 ! Post-Literacy
2 ! Equivalency
3 ! Income-Generation
4 ! Quality of Life Improvement
5 ! Individual Interest
6 ! Future-Oriented

! Other programmes can also be developed. The type and scope of any one will be determined by the needs of the learner guided by the creative imagination of the continuing education educator.

Figure 2.1 A schematic representation of Continuing Education
The central column of the diagram (Figure 2.1) shows how educational programmes can be planned and sequenced by an individual throughout life. The programme can be formal, or non-formal in nature. Any educational activity after childhood is considered as continuing education. The target group may be semi-literates, neo-literates or autonomous learners.

ATLP for continuing education offers six programmes. Post-literacy therefore is one of the integrated continuing education programmes. Other types include Income-Generating Programmes, Quality of Life Improvement Programmes, Equivalency Programmes, Individual Interest programmes (see ATLP-CE volume I). All six programmes are functional. All involve functional knowledge. The functional knowledge is used as a delivery technique with the objective of making learning relevant to living and working. However there is a major difference between post-literacy and other programmes. The basic difference is that in the case of post-literacy programmes, the advocator must stress rehabilitation activities. This is because it is possible for neo-literates and semi-literates to regress to even complete illiteracy. This is less possible in other programmes, especially among equivalency learners.

This difference in «holding power» is mainly due to the more structured nature of an equivalency programme. Equivalency programmes assume a consolidated effective primary school background (or its equivalent) and in fact provide for most an alternative form of secondary education, either in general or vocational education (see ATLP-CE Volume 3). Students proceed through a step-by-step progression with carefully defined standards to achieve specified grades which are equivalent to those in the formal system.

In post-literacy programmes the situation is less well-defined as there is no «equivalent» standard against which progress can be compared. The structure of the programme is very flexible and its goals are less well defined.

The following table (table 2.1) summarises some of the key differences between post-literacy and equivalency programmes.

B. TARGET GROUPS FOR POST-LITERACY

A post-literacy programme should be open to everybody who takes reading and learning as a way to enrich life. However post-literacy programmes should be specifically designed to serve certain groups of individuals. Broadly, this clientele can be classified as follows:

a) Semi-literates

A semi-literate is a person at a stage of literacy development where he or she is able to meet the technical requirements of the final grade of a literacy training but beyond which progress is inhibited. The failure to proceed further may be motivational or it may be because of some inherent ability problem. Semi-literacy are almost always functionally illiterate. That is their literacy levels are inadequate for them to function adequately in the day-to-day life of our modern communication-based society.
Table 2.1: DIFFERENCES BETWEEN POST-LITERACY AND EQUIVALENCY

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>POST-LITERACY</th>
<th>EQUIVALENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time-frame</td>
<td>Longer</td>
<td>Shorter</td>
</tr>
<tr>
<td></td>
<td>May be open-ended</td>
<td>Usually limited to 2 to 3 years</td>
</tr>
<tr>
<td>Objective</td>
<td>Not Academic</td>
<td>Some elements</td>
</tr>
<tr>
<td></td>
<td>Not for Certificate</td>
<td>academic with the view of obtaining a recognized certificate</td>
</tr>
<tr>
<td>Structure</td>
<td>Flexible</td>
<td>Structured but varied</td>
</tr>
<tr>
<td>Foundation</td>
<td>Weak/Fluid. Regression to completed illiteracy</td>
<td>Strong and Solid.</td>
</tr>
<tr>
<td></td>
<td>possible.</td>
<td>Learning habit consolidated</td>
</tr>
<tr>
<td>Delivery</td>
<td>Mainly Self-Directed</td>
<td>Institutionally</td>
</tr>
<tr>
<td></td>
<td>Decentralized</td>
<td>Directed Centralized</td>
</tr>
</tbody>
</table>

This group is present in every society. They are found in both developed and developing countries. Even a country as rich and developed as the United States has its share of semi-literate adults. In 1985, a survey was made in America, and it was found that among adults between 21 and 25 years of age many were only semi-literate in functional terms. For example, four percent could not write a simple description of the type of job they would like to have; 28 percent were unable to write a letter to explain an error that had been made in a billing charge; 63 percent failed to synthesize the main argument from a newspaper column; 43 percent could not follow directions using a street map to travel from one location to another; and 62 percent were unable to look at a menu, work out the cost of a specified meal and calculate the correct change from a specific amount. Such people, while meeting the formal definition of literacy as defined by the United States Census Bureau were in fact semi-literate. Most could read, write and calculate at technical levels equivalent to U.S. school grade VI, but they had not continued to learn beyond that level. They were functionally illiterate.

The key to helping semi-literate proceed further is to give them skills needed for advanced reading so they have the confidence and the skill to continue to study. These skills involve the following:

- Vocabulary development
- Development of general knowledge
- Skill in establishing mental schemes to integrate concepts
- Critical reasoning
- Problem solving
The learning habits of this group can be addressed by making them accessible to well-designed advanced reading materials. To motivate them and encourage them requires reading materials which are interesting and inspiring, and relevant to work and daily life. Availability of enlightened facilitators and change agents can hasten the process towards inculcating the learning habit.

b) School Drop-outs

Not everybody in the formal schooling system can excel and graduate no matter how strongly the diploma disease may engulf a society. In almost every society a large number drop out of the system. Some drop out much earlier than others. The group that is rejected by the formal schools at early stages must be given immediate attention. Since their learning skill is still weak, it requires special care. Failure to attend to the needs of this group will cause a serious problem for society.

Drop-outs may need further work in basic literacy, may be qualified to enter equivalency programmes or may be best served by taking post-literacy programmes.

c) Special Target Groups

The following communities may be considered as special target groups. They are as follows:

i) Hard core poor in urban and rural areas;

ii) Slum-dwellers;

iii) Women, especially rural women;

iv) Aborigines;

v) Immigrants;

vi) Geographically isolated communities.

These groups are found everywhere in Asia-Pacific. Post-literacy programmes should be localized. They should be sensitive to local value systems and local needs. This principle should be adhered to under all circumstances whenever we plan, implement and evaluate postliteracy programmes for these specific communities. These communities have peculiar value systems and peculiar social practices. Their particular world view is only understood among them. Yet to survive, they must also understand the world view of the wider community.
C. FUNCTIONS OF POST-LITERACY

Some major functions of post-literacy programmes include the following:

a) To Consolidate Basic Literacy Skills

A literate who has just completed a basic literacy course is not guaranteed retention of that skill. As for any other skill it could become diffuse and fade out in time unless it is systematically strengthened. A well-designed post-literacy programme may be able to save the situation. With material designed to suit the interests of the target group, post-literacy skill should be able to reinforce and consolidate basic literacy skills both cognitively and affectively.

b) To Make Life-Long Learning Possible

Post-literacy is a bridge towards autonomous learning. To reach the stage of autonomous learning means to be within the grasp of being a life-long learner.

Every country plans to become a learning society. Post-literacy programmes develop reading habits while at the same time enhance writing and numeracy skill. Without post-literacy programmes, or their equivalent, a learning society cannot materialize since the neo and semi-literate will not be motivated to go beyond basic literacy skills. Post-literacy programmes provide a second opportunity for the disadvantaged to become life-long learners.

A keen student within a post-literacy programme has wide options from which to choose further education. Such a student can either enrol in an equivalency programme and so have the chance to enter the formal system again, or he or she can go to other types of continuing education such as vocationally-oriented income-generating programmes or others. In this sense, post-literacy programmes are liberating forces which provide the opportunity for participants to continue to learn throughout life.

c) To Enhance Understanding of Society and Community

Effective communication fosters understanding and promotes ties in the community.

No person is an island. Humankind is gregarious by nature. Being gregarious we must have the skill to communicate to others and to listen effectively. Effective communication, including listening, requires certain skills. These skills can be acquired through training. Communication training programmes can be designed and made available to every interested individual.
Communication skills, therefore, should be a central part of any post-literacy programme. They should be carefully developed to enhance understanding of society and of the community. (See Chapter 3).

d) To Diffuse Technology and Increase Vocational Skill

Appropriate technology transforms the development of any country. Post-literacy programmes can be an effective instrument to transfer required technologies to disadvantaged groups and to change a listless «observer» into a productive energetic member of the labour force. Reading and numeracy materials appropriately designed and properly worded may be able to diffuse the required technology even into the remotest part of the country. Instruction and developmental materials can also be modified to suit the peculiarities of any community and this can be done at relatively low administrative cost.

The most successful post-literacy programmes are associated with the work force. In many Member States, post-literacy activities are presented «on-job» in factories, on farms, in retail stores, commercial institutions and so on. The advanced skills of reading, writing and numerically required for autonomous learning are developed in association with the functional knowledge needed by participants to be maximally efficient as employees.

The significance of such an approach for the overall upgrading of technology and for improvement in individual and commercial efficiency is self-evident. This type of approach makes a major contribution to the economic well-being of individuals and of the nation as a whole.

e) To Motivates Inspire and Instil Hope Towards Improving the Quality of Life

Drop-outs, disadvantaged groups and low-income earners have a feeling of hopelessness. For them the future is bleak. Their children are unlikely to have a meaningful place in society. Survival is by chance. Motivation to improve and the will to excel in life is marginal if not zero. For this «unproductive» and negative group, interesting and creative post-literacy materials can act as a stimulant. Creatively designed materials can instill a fighting pioneering spirit. Feelings of helplessness and the sense of alienation can be overcome. Making such people realize that each and everyone has the same unharvested potential and that everybody is capable of attaining the best in life, will motivate them to excel in whatever field they decide to undertake. This is possible because a post-literacy programme is an educational activity. Being educational it is an effective tool to affect changes in attitudes and behaviour towards life. Post-literacy cultivates, develops, strengthens and stimulates the power of the target group.
f) To Foster Happy Family Life Through Education

The ultimate goal of ‘development’ is to improve the quality of life of every citizen in the country. To attain this goal requires co-operative effort by government and citizen. Every individual should be active in the development process. The fruit of development will only be harnessed by active participants. Bystanders will be swept aside by the tide of change.

Beside economic opportunity, development also provides other social benefits that will improve family life. Post-literacy programmes on consumerism, environment, health and ways of leisure can contribute towards happy living. Participating in postliteracy programmes sharpens the mind and makes participants alert for all openings and opportunities. Citizens become responsive and sensitive to the changing environment.

To be alert, adaptable and able to think positively makes possible the attainment of a fuller life in a demanding society. With higher income and a healthy mind and body the post-literacy learner is able to improve the quality of life. The world becomes a happy place and there is a bright start towards greater happiness for the family as well as for the individual.

D. FUNCTIONAL KNOWLEDGE IN POST-LITERACY PROGRAMMES

As for programmes of basic literacy, post-literacy programmes should focus on the development of functional knowledge as well as the growth of technical on literacy skills. Which areas of functional knowledge to include, however, is a more difficult issue with post-literacy than for basic literacy. This is because the interests of participants are more varied and their backgrounds are usually diverse. Peoples’ reading interests are highly varied and this has to be taken into consideration.

One of the greatest problems with post-literacy programmes per se is the need to motivate participants. Motivation is a problem because the goals and outcomes are less well-defined than for basic literacy or for alternative forms of continuing education. Equivalency Continuing Education Programmes, for example, have little problem in motivating participants because the outcome of obtaining a «certificate» at a defined standard, and the potential of re-entry to the formal system is a clear goal.

To motivate participation in post-literacy programmes functional knowledge must be carefully selected to interest participants and to meet their needs. As mentioned above the most effective post-literacy programmes are those in which functional knowledge relates to the work environment. Apart from that obvious category what other areas could be included? There are several obvious possibilities such as civics and societal values, principles of economic growth, development theory and cultural aspects including religion. But whatever areas are chosen, it is important to give participants some choice and not to make all elements compulsory as in basic literacy programmes. This issue is addressed further in the next chapter.
Also not all areas of a functional literacy programme need to focus on functionality - some of the programme should simply be recreational and cater for personal interests. There is a strong argument therefore, for the inclusion of fiction and biography among the options, and to provide sufficient variety in the materials for individuals to follow their own interests.
A. CHARACTERISTICS OF AN EFFECTIVE PROGRAMME

While many countries of the Region have developed or are developing post-literacy materials for adults, informal surveys conducted by UNESCO suggest that in many cases they have been produced without systematic planning or design. Entry levels are not always clear, target groups are not always specified and the materials do not seem to be part of a coherent and systematically structured curriculum.

Another problem is that there has been a strong dependence on reading materials alone. Post-literacy aspects of numeracy and the development of writing skills are rarely included in post-literacy programmes. While a concern to foster the reading habit must remain the core of post-literacy, the related skills of writing and numeracy should also be developed if adults are to be adequately prepared to accept the responsibility for their own continued learning throughout life.

Another difficulty has been that many of the materials themselves are poorly structured. The readings provided do not necessarily lead to action on the part of the readers. Materials for post-literacy should challenge readers to reflect on, analyze, discuss and review the inputs provided. This is a type of mental process which consolidates the reading. Readers should also be encouraged to actively respond by taking some action such as writing a letter, developing an action plan, writing a summary, preparing a report or undertaking some definite practical task. This is the output phase of the learning cycle. This implies that while post-literacy programmes should be less tightly designed than those for basic literacy, they should be based on the INPUTPROCESS-OUTPUT or IPO model advocated in the UNESCO ATLP series which has proven to be so effective in a renewed attack on the residual problems of illiteracy which remain in the Region.

With these points in mind it is suggested that an effective post-literacy programme should have the following characteristics.

1. A post-literacy programme should be systematic and based on a structured curriculum framework. The systems model which stresses inputs, processes and outputs could be the basis of the overall curriculum design.

2. The curriculum should be structured in steps with increasing levels of achievement. Each level should have defined standards so that learners can measure progress towards defined goals.
3. The previous point implies that a post-literacy programme should have a developmental orientation. Participants should be aware of their individual growth and personal development as they proceed through a sequence of learning experiences. In addition there should be a focus on individuals being empowered through the programme, to contribute not only to their personal well-being but to the well-being of the community and of the nation as a whole.

4. It follows from the previous points that any post-literacy programme should be consistent with and contribute to implementing national and regional level socio-economic policies. Programmes should also help people understand and respond to market trends. There should be an awareness that post-literacy programmes contribute to human resource development in the broadest sense of the meaning of that term.

5. In regard to specific materials within the programme attention should be given to writing and numeracy skills as well as to reading. There should be an emphasis on interaction between the learner and the materials and so the programme should be «action» oriented. That is participants should be encouraged to apply what they have learnt in their everyday lives.

6. The programme, therefore, should be highly motivational and all aspects should be interesting and informative. It should be flexible enough to cater for local as well as national needs and concerns. Not all «content» areas should be compulsory. Options should be available to cater for different interests.

7. A post-literacy programme should be designed for use by individuals and by groups. The programme should be suitable for self-learning and also for use by reading groups located in homes, libraries, reading centres, learning centres and elsewhere. There should be open and free access to the programme for all types of groups and categories of clientele.

8. Many agencies should be involved in both developing and implementing a post-literacy programme. Such agencies could include government instrumentalities and non-government organisations. An important aim would be to produce and use materials relevant to all sectors of national development and 1O most aspects of personal need.

9. While a post-literacy programme should be open to all neo-literate others who may feel the need to enter the programme at particular levels, specific target groups should also be identified and catered for within the programme. These would include disadvantaged groups such as school drop-outs, unemployed youth, women in rural communities and so on.

10. It follows that the programme should provide a wide range of materials within any level. There should be numerous titles catering for the needs and interests of a wide variety of potential clientele. Recreational aspects should be included as well as work-related areas and areas of general societal concern such as economic growth, development theory and so on. Consideration should be given to producing materials in a variety of media - wall newspapers, video programmes, comic strips and so on as well as the main core of book materials.
11. Cost factors should be kept in mind. Inexpensive materials should be produced and cost effective procedures implemented. Many aspects of the programme should be developed using low cost local resources.

B. CURRICULUM FRAMEWORK

In order to satisfy the criteria for an effective post-literacy programme outlined above the following approach to curriculum design is suggested.

a) System Approach. A systems approach is advocated with defined inputs, processes and outputs.

i) Input. In terms of initial INPUT it is assumed that adults will enter the programme after attaining basic literacy standards of the UNESCO ATLP literacy curriculum level III - the self-learning level, or its equivalent. (See ATLP Volume I)

ii) Process: In terms of PROCESS, the exemplar curriculum consists of a series of activities covering related areas of content. These are the vehicles for developing a series of post-literacy competencies developed in three levels. Each activity in the curriculum would also be designed on the systems model with its own input-process-output sequence.

iii) Output: The overall OUTPUT of the curriculum is the development of a whole person who should have become an autonomous learner, and ideally should have developed as an autonomous person. An autonomous adult is characterized by having:

- respect for objectivity
- ability to interpret complex patterns
- tolerance for ambiguity
- broad views
- willingness to seek complexity
- socio-economic awareness
- a sense of responsibility and interdependency

b) Curriculum Grid. This approach can be shown in a diagram which relates content categories to levels of post-literacy achievement. Such a diagram is given in figure 3.1. This is presented as an exemplar only and not as a prescription followed by Member States. It is essentially meant as a planning tool.
Figure 3.1: An exemplar curriculum framework for a post-literacy programme.

i) Levels of Competency. The learning processes are organized in three levels of competency.

- Competency Level a
- Competency Level b
- Competency Level c

These levels of competency should not be confused with grade levels as in formal education or within a structured programme of adult literacy such as ATL Plevels 1, 2 and 3. A post-literacy programme can be thought of as an extension of the ATLP basic literacy curriculum or of following on from primary school or its equivalent and while it would not be so formally defined could be designated as ATLP Level 4.

The «levels» (shown as a, b and c) within a post-literacy curriculum represent steps in achieving those competencies necessary to lead to autonomy of learning and a willingness to continue life-long learning. They may be thought of as «indicators» of capacity to move on to the next step. They are technical in terms of reading, writing and numeracy but also involve development of more general mental competencies necessary for advanced learning. Subject matter can also be graded in terms of increased complexity.
The overall purpose of the graded steps however, is to facilitate smoothly phased development of general educational competencies.

The standards of competency are described below in Section C.

ii) The Content Categories

In the exemplar five categories of content are suggested. There are:

i) Recreational Topics/Fiction

ii) Social and Developmental Issues

iii) Civics and Values

iv) Culture

v) Work Related Knowledge and Skill

These content categories, however, are by no means prescriptive. Provided they are selected to be relevant to the needs of the target groups any relevant content area could be chosen. It is recommended, however, that at a minimum some recreational element be included, perhaps under the title of fiction, and that at least one «line» be given to work related topics. Each Member State would select content areas appropriate for its clientele.

A proportion of the content should be in terms of functional knowledge such as work related skills, economic aspects of development and so on.

Each area of content can be graded in three steps of difficulty in relation to the three levels of competency.

The content areas given in this exemplar (figure 3.1) are described below in Section D.

C. POST-LITERACY COMPETENCY STANDARDS

The following table summarises standards of achievement to be attained by the end of competency levels a, b and c of the exemplar post-literacy curriculum. Four categories of standards are provided. These are:

1. Reading skills;

2. Writing skills;

3. Numeracy skills;

4. General mental skills.

Following the table general comments are provided on each category.
### Table 3.1 STANDARDS FOR POST-LITERACY LEVELS

<table>
<thead>
<tr>
<th>Competency</th>
<th>Competency</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL a</strong></td>
<td><strong>LEVEL b</strong></td>
<td><strong>LEVEL c</strong></td>
</tr>
<tr>
<td><strong>READING SKILLS</strong></td>
<td><strong>READING SKILLS</strong></td>
<td><strong>READING SKILLS</strong></td>
</tr>
<tr>
<td>Words</td>
<td>Small number of known words</td>
<td>6 – 10 % new words</td>
</tr>
<tr>
<td>Maximum sentence length</td>
<td>8 words</td>
<td>8 – 12 words</td>
</tr>
<tr>
<td>Paragraph length</td>
<td>80 words</td>
<td>100 words</td>
</tr>
<tr>
<td>Total words</td>
<td>500 – 1,000</td>
<td>1,000 – 4,000</td>
</tr>
<tr>
<td>Number of pages</td>
<td>16 – 20</td>
<td>20 – 30</td>
</tr>
<tr>
<td><strong>WRITING SKILLS</strong></td>
<td><strong>WRITING SKILLS</strong></td>
<td><strong>WRITING SKILLS</strong></td>
</tr>
<tr>
<td>Format</td>
<td>Personal or business letter</td>
<td>Short essay</td>
</tr>
<tr>
<td></td>
<td>Simple story</td>
<td>Short story</td>
</tr>
<tr>
<td></td>
<td>Personal biography</td>
<td>Biography of a friend</td>
</tr>
<tr>
<td></td>
<td>Letter to newspaper</td>
<td>Short article for newspaper</td>
</tr>
<tr>
<td></td>
<td>Notes for a short talk</td>
<td>Notes for speech</td>
</tr>
<tr>
<td>Structure</td>
<td>Three paragraphs</td>
<td>Five paragraph</td>
</tr>
<tr>
<td></td>
<td>Simple language</td>
<td>More complex language</td>
</tr>
<tr>
<td></td>
<td>Simple tables and graphic presentations</td>
<td>More complex tables and graphic presentations</td>
</tr>
<tr>
<td>Function</td>
<td>Basic communication of simple ideas</td>
<td>Communication of more advanced ideas</td>
</tr>
<tr>
<td></td>
<td>Simple expression of original ideas</td>
<td>Expression of more complex original ideas</td>
</tr>
<tr>
<td><strong>NUMERACY SKILLS</strong></td>
<td><strong>NUMERACY SKILLS</strong></td>
<td><strong>NUMERACY SKILLS</strong></td>
</tr>
<tr>
<td>Arithmetical skills</td>
<td>Consolidation of Level 3 of ATLP Basic Literacy Programme</td>
<td>Use of calculators and mathematical tables for larger numerals</td>
</tr>
<tr>
<td>Graphs, tables and geometric figures</td>
<td>Drawing and interpreting simple examples</td>
<td>Comparing and analyzing more complex examples</td>
</tr>
</tbody>
</table>
Table 3.1 STANDARDS FOR POST-LITERACY LEVELS (continued)

<table>
<thead>
<tr>
<th>Competency</th>
<th>Competency</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL a</td>
<td>LEVEL b</td>
<td>LEVEL c</td>
</tr>
</tbody>
</table>

**GENERAL MENTAL SKILLS**

1. Vocabulary Building
   - Good knowledge and use of vocabulary in newspapers and popular magazines
   - Effective use of dictionary and other word lists
   - Adequate use of a specific technical vocabulary

2. Building general knowledge
   - Read and intelligently discuss a range of items in daily newspapers
   - Carry-out group discussions of current affairs and social issues
   - Make effective use of libraries to research a topic of personal interest

3. Establishing mental schemes
   - Look back at past experiences and use them to build new ideas about the present
   - Plan a scheme to implement solutions to a problem
   - Build a view in the mind of a new area involving several concepts

4. Critical Reasoning
   - Identify critical points of an issue
   - Distinguish between fact and opinion
   - Critically respond to a set of facts and opinions

5. Problem-solving
   - Identify and solve simple problems relating to personal and community life
   - Use available resources to solve personal/social problems
   - Evaluate alternative solutions to complex problems

IMPORTANT NOTE: In interpreting Table 3.1 reading skills given in the first lines of the table should be regarded as preconditions for the standards specified in the other sections of the table. That is the competency levels required in writing, numeracy and general mental skill will depend upon the defined reading standards for each competency level.
The following additional points should be stressed in relation to the standards.

- They are indicators only. In post-literacy it is more difficult to define standards in terms of clearly stated competencies. Scanning vertically down the individual columns of the complete table, gives an adequate indication of what should be achieved at each level.

- They are not prescriptive; each Member State or educational system would wish to determine its own reading, writing and numeracy standards according to circumstances and needs, and based to an extent on the characteristics of its national and local languages.

- Mental skills are critical aspects. The categories of general mental skill are those which post-literacy experts such as R.L. Venesky, C.F. Kaestle, and A.M. Sum of the Educational Testing Service in the United States believe to be essential if literacy skills are to be consolidated and individuals are to develop to be true autonomous learners willing to accept responsibility for their own continued lifelong learning. Individual Member States and educational systems, are therefore encouraged to retain these general categories of mental skill as listed in the first column of table 3. They may wish of course, to define the standards NO be achieved within each area of mental skill according to their own needs.

D. THE CONTENT CATEGORIES

Five categories of content are proposed for the exemplar curriculum. It is stressed that content areas would be selected by each Member State according to its needs and circumstances. The categories shown in figure 3 are as follows:

I. Recreational Topics/Fiction. This means imaginative stories and comics about dramatic episodes, romance, crime, adventure mysteries, science fiction and so on which people like to read for pure entertainment and pleasure. In a post-literacy programme, however, such fictional stories may also convey educational messages. Experienced post-literacy workers report that stories about real life, family romance and adventure are very popular. They can therefore be useful vehicles for conveying socially relevant messages and lead to writing and other activities.

II. Social and Developmental Issues. This means raising and discussing, social and developmental issues such as the role of women in development, the need to involve people’s participation in decision making at various levels of Government, the need to overcome various forms of discriminations and oppressions, and emphasizing consciousness building of the people.

III. Civics and Values. By this category is mainly meant the agreed codes of behaviour on which societal well-being is based. It also includes a treatment of important political, economic and other social issues. This area provides many
opportunities in the areas of writing and numeracy and in social action.

IV. Culture. Religion, literature, music, drama, art, history and language are expressions of a nation’s ethos and overall identity. They should have a major place in any programme of post-literacy since they help to develop a sense of national pride and so focus attention on the needs of society as a whole.

V. Work-Related Knowledge and Skill. As has been stressed elsewhere (Chapter 2) experience has shown that the most successful programmes of post-literacy are linked to the world of work. Best of all, programmes can be offered actually in the work-place sponsored and partially presented by the employer. This content area in fact becomes the backbone of functional knowledge for the curriculum as a whole and all other content areas can relate to it.

In each category it is assumed that there would be some materials which are mainly readers, some concerned mainly with numeracy while others would focus in developing writing skills. All would be concerned with developing the general mental skills necessary for success in post-literacy learning such as vocabulary building, critical thinking and problem-solving.

E. THE CONTENTS OF EACH CELL

Each cell of the post-literacy curriculum framework should include materials developed at the levels defined in a standards table of the type shown in Table 3.1. An example is given below. This illustrates what perhaps could be included in Cell IIIa.
The curriculum framework therefore provides broad specifications for the development of materials for each «point» or «cell» of the programme. Obviously all these types of educational outcomes cannot be achieved through the production of JUST ONE BOOK for each cell. THIS IS ANOTHER KEY DIFFERENCE BETWEEN A POST-LITERACY AND A BASIC LITERACY CURRICULUM.

In POST-LITERACY each cell should contain many titles and formats of resource materials. Participants would choose from them according to need.

The materials for each cell should be varied in several ways. In the first place they should cater for local, regional and national needs. Perhaps 20 % should be for national needs 60 % for regional need and 20 % for local needs. Also a range of media could be produced for each cell. While the core of the materials would be in the form of books or booklets (perhaps 80 %)
there could be other formats such as video programmes, wall newspapers, posters, audio-taped programmes, educational games and so on.

More detailed comments on the production of materials are given in Chapter 4.

F. LEARNING SEQUENCE

The learning sequence in a post-literacy curriculum of the type proposed in figure 3.1 is more flexible than for the more carefully structured steps required for a basic literacy programme see UNESCO’s ATLP series Volume I. Participants may begin in any category: fiction, development issues, civics and values, work-related knowledge and skill or culture. There is no predetermined vertical sequence. Participants may not need to cover all the materials in any cell, in fact it is highly unlikely that they would need to cover more than a small percentage of the materials available. They would choose according to their needs and interests.

Each participant, however, should include all five categories of learning in his or her programme, but should be free to move from category to category according to personal preference. Each should check that the standards of reading, writing, numeracy and general mental skill defined for each competency level are being achieved. Work on level b materials should not begin until the participant is fully confident that the standards of level a have been attained, and he or she should not move on to level c until the standards of level b have been attained.

The curriculum is designed to be used by individuals for self-study, to be used by learning groups or to be part of a structured and time-tabled post-literacy programme led by a trained post-literacy facilitator or presenter. If given as part of a time-tabled programme then the number of contact hours required to achieve the standards of each level may need to be defined. These could be:

<table>
<thead>
<tr>
<th>Hours</th>
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<tbody>
<tr>
<td>Competency Level a : 50</td>
</tr>
<tr>
<td>Competency Level b : 100</td>
</tr>
<tr>
<td>Competency Level c : 250</td>
</tr>
</tbody>
</table>

Since the competencies at post-literacy level A are mainly a consolidation of the competencies of ATLP level 3 (ATLP, Volume I) the number of contact hours needed for their achievement may be less for the other levels of competency. This assumption is based on the idea that the time-tabled meetings would be to provide orientation, give guidelines for individual work and check on individual progress. Each participant, however, should work more or less at his or her own pace. An important role of the facilitator would be to determine whether or not a learner is ready to proceed to the next level of the programme.
G. EXEMPLAR PLANNER ONLY

It is important to stress that the curriculum framework proposed in table 3.1 is not intended as a model to be copied by Member States. It is an exemplar only and is designed as a planning framework. The numbers of levels, the standards for each level and the number and scope of the content categories can be varied according to circumstances and need.

H. PURPOSE AND GENERAL OUT COMES

In developing a curriculum for a post-literacy programme the main purpose of the programme should be kept in mind. This purpose is highlighted below:

**POST-LITERACY PROGRAMMES FOR ADULTS AS COMPONENTS OF CONTINUING EDUCATION ARE INTENDED TO CONSOLIDATE BASIC LITERACY SKILLS AND PREPARE FOR**

The curriculum should contain those elements which will achieve this purpose. These include technical competencies of reading, writing and calculation which give individuals full control over their learning and enable them to proceed at more advanced levels in any area of their interest or need. More basically, however the curriculum should promote those general mental skills needed for enriched teaming. These include a wide vocabulary, a build-up of general knowledge, the ability to construct conceptual schemes in the mind, the ability to reason critically and the ability to solve problems, especially those problems which touch on work and other aspects of daily living. These types of outcomes can be built-in to the curriculum and should be specifically expressed in the learning materials.

There is however, another class of outcomes. An effective post-literacy curriculum should be more than just the sum of its parts. It should aim to develop a whole person who is an autonomous individual in control of his or her own life and who perceives and responds to the need for life-long learning.

Reference to figure 3.1 shows that the ultimate goal of post-literacy programmes is to develop a person who has the following learning styles.

- **Respect for objectivity.** A willingness to suspend judgment until evidence is available and an avoidance of bias, prejudice or special pleading.

- **Ability to interpret convex patterns.** Skill in observing, analyzing, synthesizing and evaluating the many factors involved in complex personal social and professional situations and to act rationally on the data available.

- **Tolerance for ambiguity.** A willingness to be tolerant of differences between individuals and groups, between apparently conflicting value systems and between
contrasted views of the world.

- **Broadened view.** A willingness and ability to see issues in broad rather than narrow contexts. To be able to judge situations not only from a narrow provincial or local perspective but to see them in a broader community context involving a wide variety of situations needs and concerns. In particular to be sensitive and responsive to the needs and views of others.

- **Willingness to seek complexity.** For truly effective learning individuals should be challenged by and indeed fascinated by complexity and seek it out for study and investigation. Without this challenge individuals may seek and adopt over simplified views of the world and of their personal identity.

- **Awareness of socio-economic issues.** In developing countries where post-literacy programmes are in the context of rapid socio-economic change, it is important for individuals to relate their learning to the socio-economic situations of their local, regional, national and international environment. They should see learning as a tool for human resource development in the best sense of that term.

- **A sense of interdependency.** Responsible citizens have a concern for others and a sense of community interdependence. There should be a willingness to help others and to contribute to community well-being.

In designing and implementing a curriculum for post-literacy, therefore, these aspects of personal development should be kept in mind. There should be a general emphasis on these elements throughout the materials at all competency levels and in all categories of subject matter which are intended to foster these characteristics. This is probably the central challenge for those designing programmes in this new area.
Chapter Four

DESIGN AND DEVELOPMENT OF MATERIALS

A. INTRODUCTION - FITTING THE CURRICULUM

The design of materials for a structured curriculum with defined standards of competency as described in the exemplar presented in Chapter Three must follow the parameters set by such a curriculum. To be effective therefore, learning materials for post-literacy must have the following features:

a) They must focus on the intended outcomes of the curriculum. In the case of the exemplar curriculum given in Chapter 3 they must reflect the skills of autonomous learning and contribute to the development of an autonomous person.

b) They must cover the content areas of the curriculum.

c) They must be carefully graded to correspond to the competency levels at the standards defined by the curriculum. That is there should be, in the case of the exemplar, a set of materials for each of competency levels (a), (b) and (c) and each product should be written to that agreed standard.

B. OTHER CHARACTERISTICS OF EFFECTIVE MATERIALS

As well as closely fitting the parameters of the post-literacy curriculum, learning materials must be educationally sound, interesting, attractive, comprehensive and useful for the learners.

a) Educationally Sound. The materials should be activity oriented and be soundly based in theories of adult learning. The systems model for materials design has been shown to be effective involving teaming steps presented as cycles of INPUT-PROCESS-OUTPUT (See ATLP Volumes 1 and 2), but whether or not such an approach is used, the materials should draw on what is known about promoting the most optimal conditions for teaming.

b) AttractivelyProduced. Post-literacy programmes are frequently criticised as being uninteresting, unattractive and hence ineffective. Packaging is important. The materials should look and feel welcoming and encouraging. Poorly printed or packaged materials suggest to learners that there is something «second rate» about the programme.

c) Varied ill Format At present, attractive mass media affect every aspect of people’s life. Radio, T.V., cinema are everywhere. We can also fold attractive and
interesting varieties of folk media. Therefore, it is necessary to combine effectively reading materials and audio-visual materials. In contrast to such all pervasive audio-visual media, if we promote post-literacy education through only traditional methods such as «chalk and talk», the programme could well fail. The exemplar curriculum framework outline in Chapter 3 assumes that each «cell» of the curriculum grid will contain not only a wide range of titles, each developed to the content and competency standards specified by that cell, but also a wide range of formats. Some may be just books for reading, but other could be presented as audio programmes, videos, movie films, educational games, posters, wall newspapers and so on.

d) Oriented to the Genuine Needs of Learners. In designing any post-literacy curriculum the needs of the learners should be paramount. Disadvantaged groups should be especially well catered for. Groups needing special attention include women in rural areas, slum dwellers and ethnic and cultural minorities. In designing materials for women, for example, the following procedures should be followed:

i) collect information and data on needs and problems from women, so as to gain insight into women’s perspectives;

ii) study and identify how women figure within the context of the entire community;

iii) utilize a variety of survey methods based on the psychology of women who face many difficulties. These methods could include

- observation
- discussion
- interviews, field visits and document analysis.

In the above context, we should encourage women’s involvement and participation in the material design from National Level to Local Level. Otherwise most of the materials for post-literacy will be mainly designed from the point of view of men’s psychological biases and values. Similarly we should involve other disadvantaged groups such as street children and slum dwellers. Based on the most urgent needs and problems raised by their participation and involvement, we should develop carefully targeted learning materials.

C. PRODUCTION STEPS

The following diagram (figure 4.1) sets out the general steps to be followed in the production of materials for educational programmes, including post-literacy programmes.
At all stages in development the broad areas of content and the competency standards as specified in the curriculum framework must be carefully adhered to. Separate blocks of materials should be developed for each «cell» of the curriculum grid. Wherever possible, many titles should be produced for each cell and while there should always be a core of purely reading materials other formats should be included if at all possible.

D. **FIELD SURVEY OF NEEDS**

The overall framework for any educational programme should be based on an analysis of the genuine needs of the clientele. This is particularly the case in the area of post-literacy where
motivation is a central problem. The overall aims, objectives and outcomes should be determined by the needs, as should the broad areas of subject matter and the standards to be achieved at each level of competency.

This principle should also filter down to the development of the specific learning materials for each «cell» of the curriculum. Each learning resource should be developed with the needs of the learners in mind and these needs should be satisfied wherever possible. No matter how expensive the learner resources may be, and no matter how superficially attractive the packaging and the format, they remain relatively useless if they are not directly relevant to the needs of the people in the target community.

Surveys of needs, therefore, are vitally important for both broad curriculum design and for the production of effective learning resources. Needs surveys may be either formal or informal and some comment on each is provided below.

a) Formal Needs Survey.

This can be done through general observation and interview. In making the observation the planner or designer will have to visit the target community to observe community profiles and living condition. These include, for example, day-to-day living and occupation, women’s roles, children’s problems, and so on. Collecting data may involve taking notes, taking photographs and making video recordings.

Interviews, may be conducted by questioning the people who are the direct targets or those who are indirectly involved with the target group. The target people should be given the opportunity to offer appropriate answers to open-ended questions prepared by the interviewer.

A simple questionnaire for use in such a survey is given below:

<table>
<thead>
<tr>
<th>Example of questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What kind of information do you need to improve your everyday life?</td>
</tr>
<tr>
<td>2. What is the most attractive, interesting and effective learning for mat or media for you?</td>
</tr>
<tr>
<td>3. Which of the following formats interest you?</td>
</tr>
<tr>
<td>a) Booklets</td>
</tr>
<tr>
<td>b) Audio-visual</td>
</tr>
<tr>
<td>c) Any other?</td>
</tr>
<tr>
<td>4. After finishing post-literacy classes what is your future plan for life? Have you any suggestions or ideas?</td>
</tr>
<tr>
<td>5. Would you like to say anything else about how an education or training programme could help you?</td>
</tr>
</tbody>
</table>
b) Informal Needs Survey

Needs survey can be done informally through ordinary conversation during which the target people may not know that they are being interviewed. The same basic questions as in the formal questionnaire can be used. This kind of informal survey may be done through group meetings and discussion. Besides, the planners or designers may spend time living in the community in order to collect the needed data.

In conducting field surveys of needs, either formally or informally, renewal methods should be used in order to test the reliability of the data obtained. Also it is necessary to do two further things (i) to prioritize needs in order of their significance and (ii) to determine which of the needs can be met through a programme of post-literacy.

One useful procedure, the New Participation (NP) Method, is outlined below.

E. A SUGGESTED METHOD FOR A SURVEY OF NEEDS

The following procedure has been found to be useful in determining the needs of target groups under both the ATLP and ATLP-CE programmes. It is termed the New Participation (NP) Method because it focuses on active participation by the target clientele. The steps of the procedure are set out in the following table (Table 4.1):
**Introduction**

This is an effective method for the analysis and identification of needs for materials production in post-literacy. Through this method, we can easily, quickly and practically analyse the needs with active participation of participants.

For the success of this method we should include a variety of participants from different agencies as much as possible.

**Procedure**

The procedure is briefly explained as follows:

1. Participants are divided into groups of about 10 people in each group.

2. All participants in the group discuss the needs for a post-literacy programme covering any relevant topics freely for about 30 minutes. All participants thus gain some idea of the issues to be considered and the order of importance of the issues.

3. After the discussion, each member in the group writes most crucial needs on small pieces of paper. Each person writes down about ten different items, one item on one piece of paper. About 30 minutes is given for writing. Each item should be written carefully according to the following guidelines:
   - simple language and short sentences should be used;
   - the content should be clear and practical;
   - the content should be easily understood by everybody.

4. After all participants in their group have finished their writing, the pieces of paper are collected and sorted by grouping them according to their content similarity. These pieces of paper are then pasted on a big sheet of paper h content clusters.

5. Headings for each category of need are written down to summarize the points in each cluster. Based on this data map summarized by all participants, we can then arrange the clusters in order of priority.

6. After the identification of needs, the participants could be asked to do a similar exercise to suggest solutions (about 10 items by each person). Through this method it is possible to identify needs and solutions easily and practically and to relate them to actuality.
The NP method is a useful way of assembling, consolidating and evaluating data obtained from a needs survey. Its effectiveness, however, depends very much on the quality of the input, that is, on the scope, reliability and validity of the field data. There is no substitute for solid painstaking research when it comes to the investigation of the genuine needs of a community or a particular social group.

Needs analysis, as has been mentioned before, is especially important in the design of effective post-literacy programmes. Since post-literacy training is not only work-related but also contains, or should contain, both recreational and general educational elements, motivation is a key issue. Unless participants perceive that the training meets their needs they will drop-out.

Learning resources produced for post-literacy programmes, therefore, must be developed in such a way that participants see clearly that they are gaining something to help them in their day-to-day living. Even recreational elements such as fiction can perhaps be slanted towards meeting overt needs.

Less overt needs such as building vocabulary, developing critical thinking, enhancing the skills of problem-solving, must also be addressed, but should be developed in association with meeting the needs of daily life.

F. RANGE AND SELECTION OF FORMATS FOR POST-LITERACY MATERIALS

There is a wide range of print and non-print media available in education. The following table lists the most frequently used of these in post-literacy programmes in Asia and the Pacific (Table 4.2).

The format (medium) chosen for post-literacy should be that which is most appropriate and effective for the content and for the type of learner. The following general criteria should be considered when selecting the most suitable format:

a) Needs and literacy levels of clientele

As neo-literates seldom have enough time to study in a school or special literacy class, it is necessary when selecting a format to be aware of what type of format the target learners would like to use, even in a limited time frame. When producing posters and audio-visual materials to be presented to a group of people, it is particularly important that the literacy level of the overall group as well as that of individual members be known in order to employ an effective format for group use.

Since literacy levels within a post-literacy programme are defined in terms of competencies, the materials must be carefully designed at the appropriate level of competency in terms of reading, writing, numeracy and general mental skill.
### Table 4.2: Frequently Used Media for Post-Literacy Programmes in Asia and the Pacific

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FORMAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Printed Book</td>
<td>Book</td>
</tr>
<tr>
<td></td>
<td>Booklet</td>
</tr>
<tr>
<td></td>
<td>Photovisualita</td>
</tr>
<tr>
<td></td>
<td>Comic</td>
</tr>
<tr>
<td>2. Printed non-book</td>
<td>Poster</td>
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<tr>
<td></td>
<td>Leaflet (flyer)</td>
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<tr>
<td></td>
<td>Wall newspaper</td>
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<tr>
<td></td>
<td>News periodical and journal</td>
</tr>
<tr>
<td></td>
<td>Flipchart</td>
</tr>
<tr>
<td></td>
<td>Picture story-telling hardboard set</td>
</tr>
<tr>
<td></td>
<td>Card set (flash cards, picture cards)</td>
</tr>
<tr>
<td>3. Audio-visual media</td>
<td>Puppet play, picture-story telling.</td>
</tr>
<tr>
<td></td>
<td>Move, video, slide set, audio tape, radio programme and T.V. programme</td>
</tr>
<tr>
<td>4. Games and others</td>
<td>1. Ordinary conventional game, card game, jigsaw puzzle, &quot;future&quot; game, game of finance (e.g. &quot;Real Estate&quot;), board games such as sugoroku (&quot;Parcheesi&quot;) snakes and ladders, etc.</td>
</tr>
<tr>
<td></td>
<td>2. Simulation game</td>
</tr>
<tr>
<td></td>
<td>3. Others</td>
</tr>
<tr>
<td></td>
<td>(puppet show, shadow play, folk dance, songs)</td>
</tr>
</tbody>
</table>

b) **Location and conditions where the materials are to be used**

It is necessary to know the type of setting (environmental conditions) where the materials are to be used, and in what manner they are to be applied. Materials such as posters should be displayed prominently, preferably on a large wall, over a long period of time, in locations where people assemble. Audio-visual materials normally require facilities and equipment such as electricity and slide projectors. The producers of such materials should be well aware of the locally available resources and the background of the target learners in terms of their culture, customs and preferences.

c) **How the materials are to be used?**

In producing materials for post-literacy such as games and comparatively thick books, care should be taken that they do not require excessively detailed guidelines for their application by instructors. The format must be carefully considered so that the materials can be easily accepted and understood by the instructors from the outset. A format which involves complications or problems in application or does not clearly and simply convey the intended message should be avoided.
Materials for post-literacy should be «activity»-oriented, stimulating learners to participate in educational games, simulations, creative production, active drill and other forms of interaction. Media should be chosen to ensure that learners and not presenters take the responsibility for the learning.

d) Means of production and their cost

Cost of materials production varies greatly, depending on the format. It is therefore important to select the best possible medium within the limits of the budget. It is sometimes possible to find cheaper alternatives without too great a sacrifice of educational standards. For example, a well-produced set of picture cards may be cheaper to produce and use than a set of colour slides.

Another aspect of materials production for post-literacy concerns the quality of illustrations. Good quality illustrations should be used in almost all educational formats. For example key words and sentences to be introduced at each level of competency should be appropriately illustrated with drawings, diagrams, photographs and other types of graphics. Illustrations are evaluated strictly through vision and should therefore always be of a high quality. It is important that illustrators are fully knowledgeable about the subject matter and the educational approach. In addition the following points should be kept in mind when preparing illustrations for post-literacy materials.

• Illustrations should be attractive, interesting and enjoyable.

• Accuracy is important. Use simple, clear and accurate representations of the subject to be illustrated.

• All sketches, photographs, abstractions and cartoons should be recognisable by target readers.

• Features such as, human figures, clothing, scenery, structures, tools and so on should be shown conforming to the situation found in the community of the clientele concerned.

• Illustrations of cultural aspects, leisure activities, medical practice, work practice, scientific activity and so on should be appropriate for the field or discipline involved.

G. CHARACTERISTICS OF VARIOUS FORMATS AND MEDIA FOR POST LITERACY MATERIALS

Each of the various types of media and formats for post-literacy materials has its specific characteristics. These characteristics need to be understood if there is to be an effective match between the needs of the clientele, the subject matter, the educational approach and the content.
a) **Printed Book**

Booklets and books for post-literacy should contain the number of pages determined by the standards set for each level of competency. In the case of the exemplar curriculum described in Chapter 3 they are, as follows:

- Competency level (a) = 16-20 pages
- Competency level (b) = 20-30 pages
- Competency level (c) = 30 pages and above

There is no upper limit, of course, because as participants reach the stage of autonomous learning they may go on to pursue further studies at quite advanced levels.

Within a post-literacy programme, a book or booklet is, basically, something to be kept by the individual and read at leisure whenever desired. Themes suitable for booklets should (a) consist of well-ordered, easily understood series of explanation, or (b) have an easily understood story-like progression.

b) **Printed Non-book**

While there are several formats possible here, the most common printed non-book is a poster. The basic function of a poster is to clearly present visually and directly a message to many people at once. While the poster is an effective means of conveying a lasting impression in a short time, communicating detailed information is not feasible by this medium.

Posters can be categorised as either (a) campaign-types designed to strongly project a single message; or (ii) instruction-oriented, illustrating and explaining through a single scene or series of scenes (which may be somewhat complicated) some relevant information.

Posters can be applied in a variety of ways, especially as instructional aids for various levels of post-literacy. Usually they are associated with some other resource such as a learners work-book, a text or audio-visual material.

c) **Audio-visual Media**

While there is an extensive range of these media the most commonly used within post-literacy programmes include the following:

(i) **Slide Kits.** A slide kit is one of the simplest forms of audio-visual media. Such a kit consists of a sequenced set of illustrations which may be viewed
with a hand-held viewer or projected electronically. Slide sets may be accompanied by printed notes or by cassette recording which provide explanations, background music and sound effects. Slide-tape sets of the latter type are especially effective because of the simultaneous inputs through eye and ear.

Topics can be effectively presented to large or small groups by the use of slide-tape kits and the medium is highly motivational as it is interesting and entertaining. If used with follow-up supplementary materials and discussion, maximum instructional capability can be realised.

As slide-tape kits require use of electricity, a slide projector and a cassette tape layer, and because they require a darkened room, places and situations where they can be used may be limited. However, hand-held viewers and printed notes can be used effectively in the simplest learning environment, even out-of-doors.

(ii) **Educational Games.** Games can be divided into two categories, there are (i) ordinary conventional games, and (ii) simulation games. Ordinary conventional games, include numerous traditional games of each country together with many new variations designed for children with necessary modification to suit adult neo-literates. Simulation games present an issue or problem and suggest its solution through role play. This provides an effective means of involving the learners directly in an activity that requires little or no preparation of materials, and is relatively risk free.

(iii) **Folk Media.** Folk media are perhaps the most interesting and attractive audio-visual devices to use in the absence of electricity. This, however, is not always fully recognised by the clientele or by materials developers. Direct two-way communication can occur between learners and presenter and so the medium is highly personal. The medium is especially rich culturally and reflects the traditions and values of each community. The challenge for the materials designer in post-literacy programmes is to devise and create new and appropriate folk media as alternative resources withal each cell of the curriculum grill.

(iv) **Radio Programme.** Radio broadcasting has much to offer within post literacy programmes and is clearly not a poor second to the more immediately attractive television. Some rural communities are so isolated that transportation and communication are difficult. They are isolated not only physically, but culturally, which can be far more damaging to person’s state of self-being, than mere physical isolation. Geographically remote places, however, may be within range of radio broadcasts. As a means of reaching the vast majority of rural people, radio is therefore a most suitable medium.

Small transistorised radio receivers are now readily available at low cost. Many people can be contacted by this medium with the added
advantage that listeners need not be always in the one location — they can move freely from place to place and still receive the messages. With the small transistorised radio more people can be reached, and listeners need not be fixed in one place in order to receive the information. It is not uncommon in both rural and urban areas to see men and women walking along, listening to a portable radio carried in a shirt pocket, or to see people working with a transistor radio close by.

v) **Photonovella.** This effective format for neo-literate materials tells a story through a series of photographs arranged in sequence as in a booklet. The photonovella is well-suited for visually and realistically conveying content in an impressive manner. It can be employed easily in presenting desired scenes in cases where an artist is not available to produce drawings.

vi) **Video Programmes.** The video medium, either broadcast or packaged as video cassette tape, is a powerful learning medium. It can have the following characteristics.

- Now universally recognized and effective for everybody
- Fosters concrete understanding of ideas, concepts, principles and procedures
- Highly motivational
- Usable in a wide variety of situations
- Can be readily combined with other media

Low cost production is now possible because of the ready availability of inexpensive video cameras. Steps in the production of a video programme are summarised below (see box).
### Steps in the Production of a Video Programme

| i) Research | • Deciding on what problem or what field to take up. |
| ii) Deciding on the theme | • Deciding on the contents, the title, and the sites proposed for the location. |
| iii) Searching for the place of location | • Confirming whether or not there are materials suitable for the purpose of the production.  
  • Checking on the possibility of unforeseen problems.  
  • Researching about the people and places.  
  • Requesting cooperation in taking pictures. |
| iv) Framing the construction of the programme | • Recognizing problems.  
  • Determining the story.  
  • Determining the type of problem and how it should be presented.  
  • Finalizing the location schedule. |
| v) Location | • Filming  
  • Recording the sound effects  
  • Gathering materials for the narration. |
| vi) Editing the sound effects | • Framing the chart of contents  
  • Primary editing. |
| vii) Narration Effects | • Final editing  
  • Finalizing the content of the narration.  
  • Finalizing the sound effects and music.  
  • Finalizing the written materials in the video. |

Television programmes can be used in a variety of teaching-learning situations. The following procedures should be followed, however, in almost all situations.

- Before watching the programme: Draw the audience’s attention to the screen.
- During the programme: Check on the audience reaction.
- After the programme: Set up a discussion period if necessary, also drawing on related printed materials for follow-up.

In concluding Section G of this Chapter on the characteristics of educational media, it is important to again stress that post-literacy materials should involve as wide a variety of media as possible. Each cell of the curriculum grid should include a range of materials in a variety of formats.
H. COORDINATION OF LEARNING RESOURCES FOR POST-LITERACY

Since post-literacy programmes are a key element within continuing education to develop the skills of autonomous learning, they are critically important in the emergence of a learning society. It is important therefore, that as many agencies as possible, both government and non-government, be involved in their development and presentation. In particular the wide variety of materials needed for post-literacy should be produced cooperatively by numerous instrumentalities.

A particularly important aspect of the most effective post-literacy programmes are that they should be closely linked to the work-place and have a strong work-related focus. Materials produced in association with employers are therefore very significant.

Resource materials derived from a number of sources, however, need to be carefully screened and modified to match the competency standards defined by the curriculum. In addition, motivation elements, appropriate instructional methods and interesting and innovative approaches should be included in all resources.

An important consideration is the optimal combination of resources within any one cell of the curriculum grid to fully complement and strengthen the overall content to be covered. Instructional posters and booklets could be developed as a single integrated resource as could games and booklets and audio-visual materials and printed work-books. Because of the special characteristics and advantages of various formats appropriate combinations strengthen and enhance learning.

Also in post-literacy programmes, as in the case of basic literacy, existing resources can be adopted or adapted to suit the parameters of the curriculum and to meet local needs. The well-known AJP materials developed by the Asian Cultural Centre for UNESCO (ACCU) in Tokyo, Japan, are excellent examples of materials which could be used in this way. These materials were prepared with the cooperation of UNESCO PROAP during a series of national and regional workshops organized to prepare appropriate materials for neo-literates.

Thirty-four prototype ACCU packages in English have been produced on subjects closely related to daily life in rural areas. New guidebooks for the development and production of literacy materials have also been developed. The format of these materials and their titles are as follows: (Table 4.3).
<table>
<thead>
<tr>
<th>Category</th>
<th>Format</th>
<th>Booklet</th>
<th>Poster</th>
<th>Game</th>
<th>Audio-visual</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Health-1</td>
<td></td>
<td></td>
<td>- Sanitation</td>
<td></td>
<td>- Pit Latrines for a clean village (picture story-telling)</td>
<td>6</td>
</tr>
<tr>
<td>Sanitation</td>
<td></td>
<td></td>
<td>- Everyone's Water</td>
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<td></td>
<td></td>
<td></td>
<td>- Charcoal Water Filter</td>
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<td></td>
<td></td>
<td></td>
<td>- Let's Wipe out Worms</td>
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<td></td>
<td></td>
<td></td>
<td>- Let's Make the Home Clean</td>
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<tr>
<td>2. Health-2</td>
<td></td>
<td></td>
<td>- Baby's Food</td>
<td>- A balanced diet (rotating piegraph)</td>
<td>- Nutrition (card game)</td>
<td>4</td>
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<tr>
<td>Nutrition</td>
<td></td>
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<td>- Mari &amp; the Festival</td>
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<td></td>
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<td></td>
<td>- Let's Eat Vegetable</td>
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<tr>
<td>3. Primary Production</td>
<td></td>
<td></td>
<td>- Grow Mushroom</td>
<td>- Home Gardening</td>
<td>- Let's Plant Trees (step by step game)</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Raising Chickens</td>
<td>- Tree Planting</td>
<td>- Poultry for Additional Income (slide kit)</td>
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<td></td>
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<td></td>
<td>- Bamboo Handicraft</td>
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<td></td>
<td>- More Income</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>by Tree Planting</td>
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<tr>
<td>4. Science</td>
<td></td>
<td></td>
<td>- Use of Gas from daily wastes</td>
<td>- Do you know Numbers?</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Fish Need a lot of oxygen</td>
<td>- Let's Safely Use Electricity</td>
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<td></td>
<td></td>
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<td></td>
<td>- How to improve the Well System</td>
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<tr>
<td>Category</td>
<td>Format</td>
<td>Booklet</td>
<td>Poster</td>
<td>Game</td>
<td>Audio-visual</td>
<td>Total</td>
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<tr>
<td>5. Culture</td>
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<td>3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Around Asia and the Pacific (Sugoroku)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- Animal Sugoroku</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- Proverb Card Game</td>
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<tr>
<td>6. Social and General</td>
<td>- The Life of Water</td>
<td></td>
<td></td>
<td></td>
<td>- Water in everyday life (slide kit)</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>- Cooperative for better live</td>
<td></td>
<td></td>
<td></td>
<td>- Let's Form a cooperative (cassette drama/radio programme)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Useful &amp; simple knowledge for everyday living</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Why literacy for women</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Let's Read</td>
<td></td>
<td></td>
<td>- Building up a Happy Community (Sugoroku game)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The River and Us</td>
<td></td>
<td></td>
<td>- Let's repair our village road (endless strip)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Public Pollution inside bus</td>
<td></td>
<td></td>
<td>- Good use of water (jigsaw)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>13</td>
<td>- Women literacy (box puzzle)</td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. SELECTING EXISTING MATERIALS FOR POST-LITERACY

In the countries in Asia and the Pacific, organizers and teachers of post-literacy programmes should design, write and produce specifically targeted post-literacy materials on the basis of surveys of target needs and their previous language background.

Frequently, however, post-literacy organizers and teachers have to use and adapt materials for neo-literates already produced by various government and non-government agencies. This is more difficult for post-literacy than for basic literacy since the indicators for the various literacy standards are more complex involving not only standards for advanced levels or reading, writing and numeracy, but also for the development of a range of relevant mental skills. Nevertheless some guidelines can be given to assist programme organisers and teachers he the selection of appropriate materials. In most cases, however, some adaptation would be needed to ensure an «exact» fit with the parameters of the curriculum. The following steps are suggested as broad guidelines.

Step 1: Establish the objective for which you want to find materials.

Step 2: Study the content areas for which you need materials (e.g. to teach about health, agriculture, etc.)

Step 3: Be specific about what type of materials you are looking for, such as:
   a) printed book-materials
   b) printed non-book materials
   c) games and plays
   d) other media materials.

Step 4: Decide whether you want to use the materials for:
   a) motivating the learners.
   b) instructing them on certain content areas.
   c) using as follow-up materials (to be used by the learners as self-study materials etc.).
   d) group use (the plays and games are group materials).
   e) using through electronic media, the radio, T.V., etc.

Step 5: Choose appropriate formats for the materials

Step 6: Check, that the resource is at the appropriate standard or competency level and that it satisfies the indicators of that standard. If necessary modify the materials to make a more precise match.
Chapter Five

VALIDATION - - A CASE STUDY OF POST-LITERACY CURRICULUM DEVELOPMENT

A. INTRODUCTION - A UNIQUE OPPORTUNITY FOR TRY-OUT

As described in the introduction, a preliminary draft of this volume was prepared by a Technical Working Group, meeting in Jomtien, Thailand, 14-24 August 1991. The draft was printed as a limited edition for try-out and possible revision.

As a result of appropriate planning by UNESCO PROAP an opportunity became available almost immediately for a rigorous testing of the approach advocated in the first draft. The UNESCO PROAP Sixth Sub-Regional Workshop for Training of Literacy and Continuing Education Personnel was scheduled for 28 August to 12 September 1991 in Pyongyang, Democratic People’s Republic of Korea and the preliminary draft of this volume could thus be made available to that workshop as a resource and for possible try-out.

The special significance of the workshop for such a try-out was that it catered for three Member States which have attained high level adult literacy, namely DPR Korea, DPR Mongolia and Russia. These three countries were therefore especially interested in the strengthening of their post-literacy programmes. The fourth Member State involved in the workshop, namely People’s Republic of China, is rapidly improving its levels of basic literacy, in part as a result of following the ATLP approach, and is now also concerned to foster post-literacy programmes.

In particular DPR Korea has well-developed post-literacy programmes which, the main, are directly linked to the world of work. These programmes are frequently provided by employing agencies such as factories and cooperative farms and involve the development of both work skills and general education. Since, in DPR Korea, there are ten years of compulsory schooling for all, post-literacy programmes in that country assume an initial educational standard equivalent to that attained after successful completion of school year ten.

The Sixth Sub-Regional Workshop, therefore provided, a unique situation to test whether or not the curriculum approach suggested in the Jomtien draft was practicable and appropriate for Member States already making significant contributions in the area of post-literacy as a type of continuing education. If such Member States could apply the approaches advocated, and if they considered that the approaches could assist in strengthening their present activities in post-literacy, then the basic ideas of the draft proposals would be validated.

This situation was explained to the participants of the Sixth Sub-Regional Workshop who were invited to design a curriculum and some learning resources based on the Jomtien approach. The invitation was accepted by the participants who perceived that they could not only
become aware of a new initiative by UNESCO PROAP under APPEAL, but that they could also contribute to the development of a new way of designing and presenting post-literacy programmes.

B. ISSUES TO BE TESTED IN THE TRY-OUT

The following aspects of the approach advocated were tested.

a) whether or not the overall systems approach which had proved effective for ATLP Basic Literacy was also effective for post-literacy.

b) whether or not the New Participatory (NP) Method for Needs Analysis is appropriate for Post-Literacy Programmes.

c) whether or not a curriculum framework, and especially a curriculum grid, of the type suggested in Chapter Three of this volume, was suitable as an exemplar planner for post-literacy programmes.

d) whether or not competency levels could be adequately defined for post-literacy.

e) If competency levels could be defined, would it be appropriate to provide standards in terms of advanced reading, writing numeracy and general mental skill?

f) If the categories of standards are found to be suitable, are the types of general mental skill proposed appropriate for post-literacy, especially post-literacy following on from ten years of compulsory schooling? The general mental skills are:

- Vocabulary building
- Building general knowledge and establishing mental schemes
- Critical reasoning
- Problem-solving

g) Should post-literacy programmes have a strong work orientation as well as developing general education?

h) Is the idea of post-literacy as a programme aiming to develop autonomy in learning a valid concept? Are the characteristics of an autonomous learner as proposed, appropriate? And is the idea of aiming for the development of an autonomous personality valid and appropriate?

i) Can the systems model, expressed in INPUT-PROCESS-OUTPUT learning steps be successfully applied in the development of post-literacy materials?
j) And finally, are the approaches to the design of activity-oriented materials as advocated for basic literacy under ATLP also appropriate for post-literacy materials?

C. PROCEDURE

Two groups of participants were formed, each representative of the participating Member States. Each group was invited to design a post-literacy curriculum and to design and develop sample learning materials for the curriculum. The product was to be a semi-simulation but was to be based on the actual experience of participants. The idea was to cater for an hypothetical situation but one which closely coorelated with actual practice in one or more countries represented by the group.

Each group then undertook the following tasks.

a) Definition of the target group.

b) Description of the characteristics of the target group.

c) Identification of likely general socio-economic and educational problem faced by the target group.

d) Preparation of a short open-ended questionnaire to use during visits to institutions near Pyongyang offering post-literacy activities as programmes.

e) Application of a simulated version of the New Participatory (NP) method of needs analysis aiming to produce a clear statement of the educational needs of the target group.

f) Identification of the method of delivery of the proposed curriculum for post-literacy.

g) Formulation of aims and general objectives for the curriculum.

h) Identification of the broad categories of content for the curriculum.

i) Identification of levels of competency in advanced reading, writing, numeracy, practical technical skill and general mental skills.

j) Layout of a curriculum grid showing content headings on one axis and competency levels on the other. This also involved the identification of topic areas to be covered in each cell of the grid.

k) Identification of the topic the format and the competency emphasis of the materials required for selected cells. (In fact because of time constraints only two cells were chosen for this).
l) The development of specifications for the teacher’s guide and learners resource for one item only for one cell. In actual fact a workbook format following the I-P-O model was chosen as appropriate for post-literacy.

m) The development of one unit of work for the selected resource.

Part of the work of one group is reproduced below (Section D). It shows the products which emerged for steps (a) to (k) but in the interests of space does not include steps (1) and (m).

D. PRODUCT OF THE TRY-OUT

The products of the workshop were very satisfactory. The participants had no problem understanding the guidelines provided in the preliminary draft of this volume or in related materials such as the ATLP volumes and the first volume in the ATLP-CE series. There were, however, as was to be expected, several modifications to the exemplar approach to meet the needs of the group. This was very encouraging as it showed that the exemplar could function, as was intended, as a flexible planner.

THE PRODUCT OF ONE GROUP OF PARTICIPANTS
SIXTH SUB-REGIONAL WORKSHOP FOR TRAINING OF LITERACY AND CONTINUING EDUCATION PERSONNEL
Pyongyang, Democratic People’s Republic of Korea
28 August to 12 September 1991

The letters (a) to (k) for each step correspond to the letters (a) to (K) in the list of procedures in section C above.

I. Target Group (a)

Rural Women in a small town or village who are functionally illiterate (i.e. who have no useful work skills and have problems in day-to-day living e.g. shopping, family matters, etc.).

II. General Characteristics of Target Group (b)

- Age: 20-50
- Married with 3 children on average, but some single parents
- Work on co-operative farms
- Live in a small house.
- Have adequate food and balanced diet
- Average education: 10 years schooling
• Will have pension after 20 years of work
• Get money from state when ill
• Belong to Trade Union

III. General Problems (c)

1. Inadequate time away from work after child birth.
2. Lack of time to look after family.
5. Lack of cultural opportunities (e.g. entertainment).
6. Problem of damage to natural environment.
7. Lack of motivation to continue to learn.

IV. Questions for Field-Visit, Friday, 30 August 1991 (d)

How could the institution we are visiting help these people?

1. Do you have materials which would help women workers on cooperative farms by:
   
   i) Increasing use of simple machines to help work?
   
   ii) Can you give them advice on reducing damage to the environment?
   
   iii) Can you help them on child care?
   
   iv) How can they help reduce rate of illness?

2. Do you have programmes for these types of people? Describe.
3. Can you send materials to these people?
V. Application of NP(New Participatory) Method (e)

a) Specific Problems Identified in Order of Priority

<table>
<thead>
<tr>
<th>Problem</th>
<th>Numbers of Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Family problems</td>
<td>23</td>
</tr>
<tr>
<td>2. Educational problems</td>
<td>13</td>
</tr>
<tr>
<td>3. Difficult working conditions</td>
<td>11</td>
</tr>
<tr>
<td>4. Lack of information</td>
<td>9</td>
</tr>
<tr>
<td>5. Housing problems</td>
<td>9</td>
</tr>
<tr>
<td>6. Ecological problems</td>
<td>7</td>
</tr>
<tr>
<td>7. Lack of transport</td>
<td>6</td>
</tr>
<tr>
<td>8. Health problems</td>
<td>6</td>
</tr>
<tr>
<td>9. Cultural problems</td>
<td>5</td>
</tr>
<tr>
<td>10. Poor nutrition</td>
<td>4</td>
</tr>
<tr>
<td>11. Lack of State support</td>
<td>4</td>
</tr>
<tr>
<td>12. Shopping difficulties</td>
<td>3</td>
</tr>
<tr>
<td>13. Lack of facilities and motivation for self-learning</td>
<td>3</td>
</tr>
</tbody>
</table>

b) Needs Arising from the Problems

Note: Not all the identified needs can be met by a continuing education curriculum — e.g. structural problems such as establishment of learning centres and libraries. Only those needs which could be satisfied through an educational programme have been highlighted.

*Family Issues*

Need for:

- programmes on family planning:
- programmes on being an effective single parent;
- programmes on child care.
Educational Provision

Need for:

- helping adults accept responsibility for continuing education and life-long learning.

Working Conditions

Need for:

- education on the use of farming machinery;
- safety education;
- education about human and civic rights, and rights and responsibilities within Trade Unions.

Lack of Information Sources

Need for:

- helping adults make effective use of video-cassette, materials and broadcast T.V. and radio;
- showing people how to mobilize local resources for community interaction;
- involving adults in an effective correspondence education system using postal and telephone services.

Housing Issues

Need for:

- helping adults in communicating with authorities with the aim of improving housing standards;
- educational programmes on self-help approaches to improving the standards and appearance of their homes.

Ecological Problems

Need for:

- environmental education (about degradation of the natural environment, deforestation, pollution, etc. etc.).
Transport Issues

Need for:

- programmes to show people how to make optimal use of available transport;
- driver education (car, cycle, motor cycle, etc.).

Health Problems

Need for:

- education on hygiene and sanitation;
- education on the effective use of clinics and hospitals, especially in areas such as nutrition, child care and use of clean water.

Cultural Issues

Need for:

- educational programmes about music, fine art, national history, literature, and cultural traditions.

Nutritional Problems

Need for:

- nutrition education.

Strengthening State Support

Need for:

- education on the socio-political system, and social activity and responsibility (civics education).

Shopping problems

Need for:

- education on family budgeting;
- consumer education.

The Issue of Self-Learning

Need for:

- programmes to increase awareness of the importance of education and self-learning;
•  programmes on «how to team”.

VI.  The methods of delivery (f)
- correspondence and self-learning methods together with residential workshops.

VII.  Aims and Objectives of the Programme (g)

A. Aims
The aims of this programme are to develop:
- knowledge of hygiene, health, and nutrition;
- adequate level of scientific and technical working skills;
- skills of day-to-day life, including family planning;
- Knowledge of ecological issues;
- Understanding of significance of state support;
- Positive attitude to self-learning.

B. Objectives
After the conclusion of this programme the learners will be able to:

1. launch local programmes on the basics of hygiene, health, and nutrition;
2. increase productivity by using modern farming machinery and methods;
3. live harmoniously and effectively within the local community;
4. plan and implement a programme for protection of the local environment:
5. use their rights to communicate effectively with government authorities for state support to meet local needs.
6. voluntarily participate in continuing education.

VIII.  Contents of Programme (h)
Contents of programme are:

1. Health and Nutrition
2. Work-skills
3. Living skills
4. Ecology
5. Civic rights and responsibility
6. Self-learning methods

IX. Level of Competency (i)

Two levels are defined based on completion of 10 years of schooling. The first level stresses family issues and the second level focuses on community concerns.

<table>
<thead>
<tr>
<th></th>
<th>Level I</th>
<th>Level II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Well-illustrated texts up to pp. 50 with simple expression and language and clear structure</td>
<td>• Practically-oriented texts of more than 50 pages with specialized terminology</td>
</tr>
<tr>
<td>Writing</td>
<td>• Personal/official letters</td>
<td>• Plan of action</td>
</tr>
<tr>
<td></td>
<td>• Summaries/reviews</td>
<td>• Notes for speech and verbal report</td>
</tr>
<tr>
<td></td>
<td>• Diary</td>
<td>• Detailed written report</td>
</tr>
<tr>
<td></td>
<td>• Short report</td>
<td>• Essay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(with complex ideas and special language)</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Use of calculators and mathematical tables</td>
<td>• Extended use of calculators and basics of computers</td>
</tr>
<tr>
<td></td>
<td>• Interpretation of farm statistics</td>
<td>• Quantitative aspects of farm management</td>
</tr>
<tr>
<td>Practical/technical skills</td>
<td>• Use of simple farming and household machines</td>
<td>• Use and maintenance of household and farm machines</td>
</tr>
<tr>
<td>General Mental skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Vocabulary Building</td>
<td>• Good knowledge and use of day-to-day basics, in newspapers, state directories and popular magazines.</td>
<td>• Adequate use of specific technical vocabulary relating to farming</td>
</tr>
<tr>
<td>2. Building General knowledge</td>
<td>• Willingness to read a wide range of literature on various issues</td>
<td>• Read and research topics of personal interest</td>
</tr>
<tr>
<td>3. Establishing mental schemes</td>
<td>• Use of past experiences to plan appropriate acts on day-to-day matters (family farming, etc.)</td>
<td>• Systematic approach to analysis and synthesis of available specific farming knowledge</td>
</tr>
<tr>
<td>4. Critical reasoning</td>
<td>• Distinguish between facts and opinions.</td>
<td>• Critical approach to a set of facts and opinions.</td>
</tr>
<tr>
<td>5. Problem solving</td>
<td>• Use of available resources to solve personal community/social problems.</td>
<td>• Evaluation of alternative solutions to technical problems of farming and other complex problems</td>
</tr>
</tbody>
</table>
X. Curriculum Grid (j)

<table>
<thead>
<tr>
<th>Category</th>
<th>Level I</th>
<th>Level II</th>
</tr>
</thead>
<tbody>
<tr>
<td>A HEALTH AND NUTRITION</td>
<td>1a Health and nutrition in family</td>
<td>2a Health and nutrition in community</td>
</tr>
<tr>
<td>B WORK-SKILLS</td>
<td>1b Semi-skilled working operations, using low-level of mechanization</td>
<td>2b Fully-skilled working operations, using high level of mechanization</td>
</tr>
<tr>
<td>C LIVING SKILLS</td>
<td>1c Family issues</td>
<td>2c Community issues</td>
</tr>
<tr>
<td>D ECOLOGY</td>
<td>1d Ecological issues in farming, (also livestock breeding)</td>
<td>2d Ecological issues in general; preservation of nature</td>
</tr>
<tr>
<td>E CIVIC RIGHTS RESPONSIBILITIES</td>
<td>1e Family issues</td>
<td>2e Community issues</td>
</tr>
<tr>
<td>F SELF-LEARNING METHODS</td>
<td>1f Using home-resources</td>
<td>2f Using community resources</td>
</tr>
</tbody>
</table>

XI. The Materials for each Cell (k)

The teaching sequence is more flexible than for a basic literacy programme. The cells of any one level of competency can be studied in any order. But learners should not proceed to the next level until all the competencies defined for given level have been attained.

Within each cell a variety of materials should be provided to cater for different interests and needs. These should also have a variety of emphasis in terms of reading, writing, numeracy, practical skill and general mental skills. They should include a variety of media suitable for the chosen method of delivery. The should also cater for nation-wide, regional and local concerns.

The specifications for materials for three representative cells are given below.
<table>
<thead>
<tr>
<th>Title and No. of cell</th>
<th>Title/Topic of materials resources</th>
<th>Medium</th>
<th>Competency emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>lb</td>
<td>1) Weeding</td>
<td>- Training manual describing practical activities.</td>
<td>- Read and analyze about weeding techniques - Evaluate and assess the weeding needs on the farm and work out a plan to eradicate weeds</td>
</tr>
<tr>
<td>Semi-skilled working operations, using low level of mechanization</td>
<td>2) Ploughing</td>
<td>- Training manual</td>
<td>- Read and understand about ploughing techniques.</td>
</tr>
<tr>
<td></td>
<td>Demonstration during residential workshop</td>
<td></td>
<td>- Analyze soil quality.</td>
</tr>
<tr>
<td></td>
<td>3) Manufacture of manure</td>
<td>- Training manual</td>
<td>- Read and understand instructions and know-how</td>
</tr>
<tr>
<td></td>
<td>- Television broadcasting</td>
<td></td>
<td>- Compare and analyze tables - Use machines.</td>
</tr>
<tr>
<td>2b</td>
<td>Wool-cutting (shearing)</td>
<td>- Special training manuals</td>
<td>- Read and analyze special literature on technology. - Evaluate quality of wool - Write report on evaluation study including quantitative aspects</td>
</tr>
<tr>
<td>Fully skilled working operations, using high level of mechanization</td>
<td></td>
<td></td>
<td>- Read and understand manuals with special technical terminology - Write reports on effective use of tractors - Practical skills to maintain and repair tractors.</td>
</tr>
<tr>
<td></td>
<td>Tractor-driving</td>
<td>- Specialized training manual illustrated with cartoons.</td>
<td></td>
</tr>
<tr>
<td>1c</td>
<td>Vaccination in livestock breeding</td>
<td>- Demonstration lectures</td>
<td>- Read special literatures on livestock breeding. - Practical skills for rational use of pasture - Problem-solving of first-aid for domestic animals.</td>
</tr>
<tr>
<td>Ecological issues in farming</td>
<td></td>
<td>- Television and radio broadcasting</td>
<td></td>
</tr>
</tbody>
</table>
E. RESULTS OF THE TRYOUT

The evaluation of the workshop by the participants was very positive. There was full acceptance of the approach advocated and in particular the guidelines provided for curriculum design and materials development were validated.

Outcomes in response to each of the issues raised in Section B of this Chapter are summarized in the following table 5.1.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Effectiveness of overall systems approach</td>
<td>a. This was enthusiastically accepted by participants who appreciated the need to have a systematic framework for post-literacy programmes which in the past have been somewhat ad hoc.</td>
</tr>
<tr>
<td>b. Appropriateness of the NP method of needs analysis</td>
<td>b. While this was undertaken by a simulated approach the outcome was very thorough and demonstrated the usefulness of the method in assembling and assessing field data.</td>
</tr>
<tr>
<td>c. The idea of a curriculum grid showing broad content on one axis and competency levels on the other.</td>
<td>c. This was very much appreciated by all participants who saw its value as an exemplar planner. It was considered that this approach was particularly appropriate for post-literacy because developing content at specified level of competency has not usually been a feature of design.</td>
</tr>
<tr>
<td>d. Definition of competency levels</td>
<td>d. It was found that it was possible to determine the numbers of levels and their broad characteristics provided the target group was known and the objectives of the post-literacy curriculum under consideration. The group determined the need for two levels of competency.</td>
</tr>
<tr>
<td>e. Determination of standards for the levels of competency</td>
<td>e. Once the general parameters of the curriculum grid had been clearly established participants found little difficulty in determining standards or in finding indicators for the standards.</td>
</tr>
<tr>
<td>f. Suitability of categories of mental skills</td>
<td>f. This aspect of the approach was especially welcomed and all participants agreed that this element has not been adequately addressed by previous post-literacy programmes but should be a key factor. It was agreed that the categories of mental skill were directly on target for post-literacy.</td>
</tr>
</tbody>
</table>
Table 5.1: Outcomes of the Try-out *(continued)*

<table>
<thead>
<tr>
<th>Issue</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>g. Validity of work orientation</td>
<td>g. It was fully recognized that the most successful post-literacy programmes focus on work experience and the improvement of work skills. All participants accepted, however, that a work-related emphasis was not sufficient and should be supported by recreational and/or general educational elements. Visits to farms and factories near Pyongyang with their own post-literacy programmes demonstrated this idea in practice.</td>
</tr>
<tr>
<td>h. Are the ideas of autonomous learning and autonomous personality relevant for post-literacy?</td>
<td>h. Because these are longer-term outcomes they could not be validated in practice during the Pyongyang workshop but participants strongly endorsed the concept of a learning society and considered that autonomous learning was a necessary pre-condition for that. The idea of an autonomous personality was seen to be more complex but it was generally agreed that the development of such a personality should be a long-term goal for programmes of post-literacy.</td>
</tr>
<tr>
<td>i. Relevance of the I-P-O approach for post-literacy materials</td>
<td>i. Participants recognized that in post-literacy work there should be a wide range of materials in different formats for each cell of the curriculum. It was agreed to test the IPO approach for the development of an activity-oriented workbook within the context of job-related skill. The participants had no difficulty in applying the IPO idea in mapping out the structure of the workbook and the accompanying teachers' guide or in developing learning activities. It was agreed however that the IPO approach may not be appropriate for all types of post-literacy materials especially recreational materials such as fiction.</td>
</tr>
<tr>
<td>J. Relevance of an activity orientation</td>
<td>J. This was strongly endorsed by participants, they recognized that since post-literacy programmes are mainly concerned with development of advanced level skills in reading, writing, numeracy, mental tasks and work-related procedures, they would have to be activity-based in order that participants could practice the relevant skills.</td>
</tr>
</tbody>
</table>

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F. CONCLUSION

Since the concepts and procedures proposed in the first draft of this volume were relatively new and untried in the area of post-literacy it was especially important to undertake some preliminary validation as early as possible. The scheduling of the Pyongyang Workshop to immediately follow the Jomtien Meeting was thus very significant. The validation could not have been undertaken however without the willing cooperation of the workshop hosts of the UNESCO National Commission for DRP Korea and of the workshop participants. UNESCO PROAP is most grateful for that cooperation.

The outcomes of the try-out gave a strong indication that the theories and approaches advocated were appropriate and practicable. As in the case of ATLP, the exemplars presented were seen to be planning devices providing a general overall framework but allowing Member States to develop details of their post-literacy programmes in ways seen to be appropriate for their needs and circumstances. They were strongly endorsed by all participants.
Chapter six

AN INFRASTRUCTURE FOR POST-LITERACY

A. General Framework

The first volume of the ATLP-CE series proposed a general infrastructure for continuing education. An administrative structure for the post-literacy component of continuing education should be considered in that context.

The overall framework for continuing education as proposed in ATLP-CE Volume I is given in figure 6.1 below.

The special points to note about this framework in regard to post-literacy programmes are as follows:

a) Level A management should perceive post-literacy as a specific form of continuing education which has a key role in human resource development. In many countries millions of dollars, in some cases billions of dollars, have been spent on basic adult literacy with varying degrees of success. It is becoming apparent that these programmes will not make a lasting impact unless bridging activities are provided to consolidate literacy skills and prepare adults to accept responsibility for life-long learning. Therefore level A personnel need to formulate clear national policies in regard to post-literacy and to give high priority to funding in this area.

This leadership role is important for two reasons. The first is to ensure that the vast expenditure already made in basic literacy is not wasted because of regression to semi-literacy or illiteracy. The second is to develop the human potential of the nation as an engine for socio-economic development and improvement in the well-being of all. Budgets for post-literacy should reflect these key points.

Level A personnel should also appreciate that the most successful post-literacy programmes are related to the work environment. While they also make important contributions to general education they also should aim to improve work-related skills. Policy making authorities therefore, should establish close liaison with all types of employers.

b) Level B personnel are required for post-literacy as for any other form of continuing education. Level B personnel should develop and supervise programmes and train trainers in post-literacy. It is not intended however that there be separate especially designated staff for post-literacy. Since post-literacy
Figure 6.1: The essential framework for ATLP-CE

EOI = Eradication of Illiteracy
UPE = Universal Primary Education
programmes are only one type of continuing education they should be administered and facilitated by generally qualified level B continuing education personnel. However, such personnel should have a clear understanding of the special qualities of post-literacy programmes which distinguish them from other forms of continuing education. These are as follows:

i) They are not totally open-ended like Income-Generating Programmes (IGPs), Quality of Life Improvement Programmes (QLIPs), Individual Interest Programmes (IIPs) or Future- Oriented Programmes (FOs). Rather like Equivalency Programmes (Volume 3 of ATLP-CE) they have a bridging role. They provide a link between basic literacy and autonomous learning.

ii) Like all forms of continuing education they have a developmental role but specifically this role is to develop technical literacy and numeracy skills and the general mental skills needed for advanced learning. They should promote those learning styles characteristic of truly autonomous life-long learning.

iii) Like basic literacy, post-literacy programmes need to be based on a nationally accepted curriculum framework. That is not to say that all details of content should be centrally specified, but levels of achievement, standards for each level and broad areas of content need to be agreed for the population as a whole. This is important for the production of appropriate materials and for the training of personnel.

iv) Since the most successful post-literacy programmes are linked to the working environment they are frequently sponsored and even at times presented by employing authorities. Level B personnel, therefore, should work closely with industrial, commercial, and other employing agencies in designing programmes and in developing appropriate materials.

v) Unlike for basic literacy, post-literacy programmes can have many alternative forms of delivery - self-learning, distance learning, group study or classroom interaction in an adult learning or resource centre. They may be presented in the work place — on farms, in factories and commercial institutions. Basic literacy requires a careful step-by-step presentation under controlled conditions of teaching and learning. Post-literacy programmes are more flexible in that regard and are largely self instructional under the guidance of a facilitator.

vi) Presenters of post-literacy programmes, therefore, function more as advisers and facilitators rather than as the direct instructors required for most other forms of continuing education. They should help learners select appropriate materials, check on progress and advise on remedial action. A group meeting for post-literacy is mainly to review work completed and to advise on new work.
vii) Rather than just having one book for each level, as in the case of basic literacy, there should be many books and other types of resources for each cell of the curriculum grid. This means that level B personnel should help many individuals and organisations develop materials to «fit» the curriculum in terms of scope, objectives, levels and standards. Many of these materials should be produced locally.

c) At level C learning centres should be provided as for any other form of continuing education. Clearly, however, it is not intended to have all learning centres providing only post-literacy programmes. Some teaming centres may specialised in post-literacy, especially those located in places of employment. Most learning centres, however, should cater for all forms of continuing education. In regard to specific aspects of post-literacy, however, learning centres should be designed to:

i) provide venues for informal or structured meetings for post-literacy groups;

ii) provide a library of materials for the post-literacy curriculum;

iii) provide video systems and other forms of media for non-print materials;

iv) compile a detailed catalogue of all local agencies and individuals providing services in post-literacy;

v) promote the development of local materials for post-literacy.

vi) Cater for both vocational training and general education with the framework of post-literacy development.

B. An Overall Infrastructure

In terms of general management ATLP-CE Volume I proposes an overall infrastructure for continuing education based on the general framework shown in figure 6.1. This infrastructure is given in figure 6.2:
Figure 6.2: An infrastructure for continuing education
The special points to note about post-literacy in regard to this infrastructure are as follows:

a) Qualities and Inputs at Level A

The National Coordinating Committee for Continuing Education (NCCCE) and its Executive should include members who are especially interested and qualified in the area of post-literacy. In particular they should include representatives of industry and commerce to present an employers perspective. Since post-literacy programmes have unique qualities and characteristics which distinguish them from other forms of continuing education they need carefully formulated national policies including the development of a nationally accepted curriculum framework.

Inputs to the NCCCE should include a strong leadership from cabinet indicating government concern for continuing education in general and for the special role of postliteracy. Strong political will and financial commitment are essential if post-literacy programmes are to be successfully implemented.

The type of post-literacy programmes advocated in this volume are new and have not yet been implemented in Asia or the Pacific. They therefore need to be thoroughly researched and to be based on sound educational and psychological principles. Their roles should be seen to be consistent with national plans for socio-economic development. This implies that the NCCCE and its Executive Committee should have available to them the latest relevant research findings and all details of government plans for future development.

Level A personnel should initiate and supervise the development of a national post-literacy curriculum framework and should establish and generally monitor a national system. They should draw on level B personnel and other qualified continuing educators to design the overall post-literacy curriculum and develop an infrastructure.

b) Level B Administration

The Provincial or Regional Coordinating Committees for Continuing Education (the PCCCEs) and their Executive Committees should include as part of their responsibilities the establishment, monitoring and supervision of post-literacy programmes, the training of post-literacy supervisors, and the direct and indirect development of post-literacy materials.

A key role for level B personnel would be to develop a regional post-literacy curriculum based on the nationally agreed framework. This curriculum should reflect regional concerns and be sufficiently flexible to meet local needs.

Since the range and numbers of learning materials required for post-literacy programmes are much greater than for basic literacy, it is slot anticipated that all such
materials would be produced by level B officers of the Continuing Education system. What is needed would be the production of suitable prototypes, perhaps one or two for each «cell» of the curriculum; the production of guidelines for authors and producers and the commissioning and supervision of production by numerous agencies nationally, provincially and locally.

Special training programmes should also be developed for those level C personnel who will be specialising in post-literacy. These programmes should be specialised components of more generalized training in continuing education - see Chapter 8.

The other responsibilities of Level B personnel in regard to post-literacy would be to monitor and facilitate the post-literacy activities of the learning centres in their local areas, including those located in factories and other places of employment.

c. Level C Administration

Since post-literacy programmes can have a variety of delivery modes - self learning, distance learning, informal group meetings or structured face-to-face programmes - the main concern of an infrastructure at level C is to ensure easy access and the provision of the full range of learning materials for the post-literacy curriculum.

Learning centres are essential in this regard and play a key role. In the first place they should function as post-literacy libraries, secondly as meeting places for both informal and structured post-literacy groups and thirdly as linkage points for the many providing agencies and individual learners. In particular there should be personnel available in the learning centres who can present structured programmes and who can advise individual learners on all aspects of their work. These local facilitators should also work with local providers to help them initiate and implement post-literacy programmes.

C. Conclusion

Post-literacy programmes are less structured than basic literacy programmes but are more structured than some other forms of continuing education. Since they depend for success on the development and implementation of a national curriculum framework and the production and use of carefully graded materials they must be implemented through a nation-wide administrative infrastructure staffed by well-trained and responsive personnel.

In the past, many Member States have relied entirely on informal approaches and have depended heavily on non-government organizations without providing the necessary guidelines including a curriculum structure, carefully defined steps with agreed standards and an agreed approach to materials design. It is not surprising, therefore, that post-literacy programmes have been, in the main, «hit or miss» affairs with doubtful impact. Their implementation through a carefully planned infrastructure therefore is seen to be essential.
Chapter Seven

IMPLEMENTATION AND DELIVERY

A. INTRODUCTION

The previous chapter (Chapter Six) described a general infrastructure for continuing education as the contextual background for administering and effectively organising programmes in post-literacy. An essential framework was proposed at three levels namely: (i) level A national; (ii) level B provincial or regional and (iii) level C local. The main points of delivery in this framework was a series of locally organized learning centres (Figure 6.1).

Chapter Six also proposed a management infrastructure for continuing education including policy making bodies, administrative and development instrumentalities and a system of providing agencies (Figure 6.2). The general roles of the agencies, committees and other instrumentalities were briefly reviewed in relation to post-literacy programmes within the general framework of continuing education. This present chapter describes in greater detail strategies for each «level» of the proposed infrastructure for effectively implementing post-literacy activities. The chapter also summarizes a step-by-step procedure for designing and implementing post-literacy programmes and comments briefly on possible methods of delivery. Firstly though, some problems and challenges associated with implementing post-literacy programmes are identified and discussed.

B. SPECIAL PROBLEMS AND CHALLENGES

In plating and implementing post-literacy programmes, there are a number of problems and challenges. The table below lists some of them (Table 7.1).

<table>
<thead>
<tr>
<th>Problems</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Poor motivation to learn</td>
<td>To inspire and infuse hope among the target groups and to make programmes relevant.</td>
</tr>
<tr>
<td>2. Stigma of adult literacy programmes</td>
<td>To build a new image by designing dynamic relevant programmes.</td>
</tr>
<tr>
<td>3. Budgeting</td>
<td>To strengthen awareness programmes and integrate post-literacy into national socio economic planning.</td>
</tr>
<tr>
<td>4. Shortage of suitable post-literacy materials</td>
<td>To design and develop cheap, interesting post-literacy materials. (Co-operatively with book and audio-visual publishers.)</td>
</tr>
<tr>
<td>5. Scarcity of enlightened post-literacy advocates.</td>
<td>To have special training strategies.</td>
</tr>
<tr>
<td>6. Weak national commitment and poor programme co-ordination.</td>
<td>To affect national policy through strong secretariat at national, provincial or regional and local levels.</td>
</tr>
<tr>
<td>7. Difficulty in defining basic functionality in terms of content or subject matter.</td>
<td>To emphasize processes and general skills such as problem solving, critical thinking and willingness to learn rather than a mere body of knowledge.</td>
</tr>
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Each of these aspects is discussed below.

(a) **Motivational Problems**

Post-literacy programme, as presently constituted have been less successful than basic literacy programmes or other forms of continuing education such as equivalency programmes, at least in some Member States. The key source of the problem is lack of motivation and the cause is either economic or psychological.

The economic aspect is that an adult with a Emily may consider it better to spend time gaining a recognized certificate or diploma (through an equivalency programme) or to spend time in income generating continuing education programmes. He or she may see the general educational goals of post-literacy to be too vague and the materials to be irrelevant and dull. No immediate rewards appear to emerge. The fight for economic survival becomes stronger than the need for intellectual pursuit and the learner either fails to enrol or drops-out. This idea is illustrated in figure 7.1 below.

The diagram (Figure 7.1) shows the unstable nature of neo-literacy. Whether or not an adult learner proceeds beyond that stage will depend very much on the quality of educational input at that time, together with a strong motivation to continue to learn.

![Figure 7.1: The literacy regression circuit](image-url)
The challenge posed to the post-literacy educator is to design an attractive relevant programme to persuade learners to participate. There is need to infuse and inspire a sense of hope.

As has been discussed elsewhere in this volume the most successful post-literacy programmes (in Australia, DPR Korea and Thailand for example) have been presented in association with onjob training. These programmes have linked together job-related skills and general educational and recreational elements. This is the reason why job-skills should be an important subject line in a curriculum framework for post-literacy (see Chapter 3).

(b) Stigma of Adult Literacy

There are many instances where adult literacy programmes implemented in good faith and with the best intentions sometimes become unsuccessful and unpopular. This is because literacy was presented for its own sake without any economic goals. People gave priority to other programmes which contributed quantitatively to economic growth. Literacy and post-literacy activities were seen by some less well-informed politicians, planners and developers as politically wasteful, trivial and irrelevant. Such programmes were considered to be outside of the socio-economic development paradigm of the day.

Subsequently, however, a crisis emerged caused by what became known as the "diploma disease" where people become academically qualified but unemployable. This caused intellectuals, policy makers and politicians to review their attitude and find alternative approaches to education, especially through continuing education, and in particulars through post-literacy programmes.

While this re-valuing is important, post-literacy workers must be able to demonstrate that their programmes are effective and will promote economic growth. Programmes need to demonstrably contribute to economic growth and social equity as desired and proclaimed by legislators.

(c) Budgeting

Allocation of funds to continuing education in general and to post-literacy in particular in most national budgets is marginal. Without a steady flow of funds planning and progress always will be ad hoc and sporadic and programmes become symbolic rather than substantive.

The challenge to all post-literacy advocates is to face the problem of funding and budgeting and to take seriously the need to support this critical area of development. The socio-economic benefits of post-literacy programmes need to be emphasised so that governments can be convinced of a genuine return for investment.
Most importantly policy makers should become aware that post-literacy programmes are needed in all societies, irrespective of their degree of development. This will establish a climate of acceptance which will not only foster committed leadership, but also promote interest amongst neo-literates and semi-literates.

As an absence of information leads to lack of understanding and so builds barriers between target groups and advocators, «reaching out» programmes are needed. Postliteracy educators must break out of the narrow confines of their day-to-day concerns and promote the key role that post-literacy plays in personal and socio-economic growth. They must convince legislators that increased financial allocations for post-literacy means increased social and national prosperity.

(d) Shortage of Post-Literacy Materials

On the whole post-literacy programmes lack public support. This in turn limits the amount of money provided for post-literacy. In turn this affects the supply of high quality learning materials for post-literacy.

At present the private sector is not strongly motivated to produce materials for post-literacy since they perceive the market to be too small. This produces a vicious cycle leading to poor learning environments. This in turn is one reason for the weak motivation among many neo-literates and semi-literates. Much of the material presently available is not only expensive but boring.

The challenge faced by a dynamic post-literacy advocator is to design learning materials, and especially reading materials, which are not only interesting and instructive, but are also cheap. Materials should be readily available to all and they must be relevant to local needs and to individual aspirations. There must be a wide range of materials for each «cell» of the curriculum grid.

There is no doubt that this is a considerable challenge. It requires strong imagination and a high level of creativity to produce good quality materials for neoliterates and semi-literates. The approach must be original and interesting. All resources must be exploited. Book publishers should be closely involved and their help and support encouraged and recognized. (See Chapter 4).

(e) Scarcity of Enlightened Post-literacy Advocates

In a world where economic principles prevail over moral and social values, enlightened post-literacy advocates may be out of fashion and subordinate. And it is true that at present post-literacy advocates who work tirelessly to improve the plight of the poor and the illiterate and semi-literate masses without seeking material rewards in return are all too scarce.
This problem is compounded if the public sector is the only sector involved in post-literacy. A failure by bureaucracy to respond adequately to the need could transfer to all other systems and destroy the will to help. What is needed is an improved quality in teacher trainers for work in this area. By appropriate application of action, training, research, and of group dynamics post-literacy programmes can be improved and the ability of presenters enhanced without too great a financial outlay (see chapter 8).

f) Weak National Commitment and Poor Coordination

In many cases commitment to post-literacy is purely symbolic and lack of interest is frequently demonstrated by the absence of clear national policy. Without a national policy post-literacy programmes do not catch the interest of policy makers and programme implementors and programmes become marginal. Programme implementation then becomes problematical and in the absence of clear guidelines and coordination between relevant agencies it has a low priority. In the absence of central policy or clear guidelines duplication of function and wastage of scarce resources are bound to occur.

The challenge here for post-literacy advocates is to design and implement a national policy that leads to systematic programme planning and implementation (see Chapters Three, Six and Seven). A well organized planning, implementation and evaluation infrastructure at each administrative level (national, provincial/regional and local) is essential to coordinate the educational efforts of the many ministries and agencies likely to be involved. This is especially important since success requires a concerted effort from almost every sector including government agencies, NGOs and the private sector.

g) Difficulty in Defining Basic Functionality

One reason why post-literacy programmes are not given higher priority by government is that some governments may have unrealistic expectations about their roles and functions in society. One of these expectations relates to the issue of basic societal functionality and how to promote this.

The reason for the problem is that frequently the issue is approached from the point of view of what basic knowledge a citizen should have to function adequately in our complex societies. Does the knowledge involve communication methods (letter writing, map reading, computing and so on)? Does it include financial knowledge (budgeting, banking skills, knowledge of investments etc.)? Does it involve knowledge of civic rights and responsibilities (the laws of the land, politics, civic roles and duties)? Does the knowledge relate to family (family planning, family life, duties and roles and so on)? The list is endless.

This approach is counterproductive. It is indeed virtually impossible to define basic functionality in terms of what a citizen should know. What «should» be known is
defined differently by different planners and individuals according to their own special needs and concerns. Further such «knowledge» is culturally determined and may be very different from one group to another and indeed from one individual to another.

The challenge to the post-literacy advocator is to convince politicians and other top-level planners that to reach for basic functional knowledge in these terms and to expect post-literacy programmes to provide such knowledge is a chimera. What is needed instead is to provide for basic functionality through the development of process skills. This approach focuses mainly on the ability and motivation to continue to learn. It involves the development of technical skills of advanced reading and numeracy. Above all it involves the development of general mental skills such as problem solving, the ability to assemble «schemes» in the mind, to think critically, to build general knowledge and to develop a rich and expanding vocabulary. This indeed is what post-literacy can and should do best. It should not chase the chimera of some undefinable body of knowledge but should develop the ability to obtain and process knowledge as that knowledge is needed.

C. IMPLEMENTATION STRATEGIES AT LEVELS A, B AND C

The following identifies key strategies for implementing post-literacy programmes within the general context of continuing education.

a) Strategies at National/Central Level (Level A)

Strategy 1: Integrating post-literacy programmes with other development initiatives by strengthening linkages between agencies/organizations, both government and non-government involved in social services and development programmes.

Other development initiatives refer to national long-term or mid-term plans for socio-economic development, with which the post-literacy programmes should be developed in line. Linkages, interactions and cooperation should be between governmental and non-governmental agencies and organisations such as ministries of education, culture, agriculture, universities and schools, and women’s organizations, youth federations, writer associations as well as religious organizations.

Strategy 2: Reinforcement of pre-literacy, literacy and post-literacy programmes as an expansion of the ATLP approach by providing varied modes and opportunities through multi-sectoral linkages.

It is necessary to integrate pre-literacy, literacy and post-literacy programmes in a planned and orderly way, and make them into one sustaining programme which could enable participants to reach a higher stage of autonomous learning. In the meantime, various delivery systems characterized
by flexibility, relevancy and eligibility, e.g. face-to-face teaching, self-instruction and distance learning, ought to provide wider opportunities for those who want to enter the programme at different levels at any place and time.

**Strategy 3:** *Improving the internal efficiency of post-literacy programmes by instituting policy measures and development programmes geared towards the effective delivery of post-literacy promotion programmes at all levels.*

Any policy measures aiming at improving the internal efficiency of post-literate programmes are to be encouraged, i.e. low interest loans, grants, awards, necessary equipment and teaching facilities.

**Strategy 4:** *Giving increased emphasis to the needs of special groups of learners, such as women, cultural sub-communities and the disabled, by providing post-literacy programmes suited to their needs.*

Disadvantaged populations and groups like women, minorities, the rural poor and disabled are a central concern of the post-literacy programmes. Specific post-literacy programmes should be prepared and developed to meet the needs of such special groups of learners.

**Strategy 5:** *Focusing on minimum essential learning needs for the meaningful and productive life of adults in terms of content (knowledge and skill) and psychological processes (adult learning).*

Post-literacy promotion programmes are to provide further learning opportunities for adult learners to consolidate their technical skills such as reading, writing, numeracy as well as mental skills of problem-solving. They are also transition programmes to help learners obtain relative high competencies for autonomous learning and to help them improve work and living skills.

**Strategy 6:** *Developing a training plan for post-literacy teachers and supervisors.*

It is important that an overall training plan, model curriculum, prototype materials and training manual for post-literacy teachers and supervisors at national level be produced quickly. In other words, well qualified post-literacy personnel are one of the important determinants for the efficiency and quality of post-literacy programmes.
Strategy 7: Monitoring and evaluating post-literacy programmes at national level especially the promotion of input studies in relation to national development policies.

Monitoring and evaluation should be undertaken regularly to examine and assess the ongoing post-literacy curriculum, materials, modalities of instruction, achievement levels, and so on. This would greatly improve efficiency and reduce waste of resources.

Strategy 8: Implementing post-literacy programmes at all levels with necessary financial assistance.

To ensure the smooth and effective delivery of post-literacy programmes, funds should be allocated in a planned way.

Strategy 9: Promoting public awareness, especially employers and people in specified target groups to have a better understanding of the importance of the post-literacy programmes.

This can be done through the mass media, such as T.V., radio, newspapers and so on.

b) Strategies at Provincial/Regional Level (Level B)

Strategy 10: Reflecting and implementing all aspects of national policy at provincial and local levels.

Following all aspects of national policy does not mean neglect of specific needs when developing provincial/regional post-literacy programmes.

Strategy 11: Training post-literacy teachers and supervisors including extension workers from various sectoral agencies to complement the work of school teachers and others from the formal educational sector.

Training post-literacy personnel is a most arduous task for provincial level agencies, because large number of post-literacy teachers and supervisors as well as extension workers not only from the educational sector but also from other sectors (e.g. industry) need to be trained or retrained in order for them to have knowledge of post-literacy promotion programmes.
Strategy 12: Strengthening supportive programmes like mobile libraries and provision of rural newspapers, books and other development materials.

Support programmes such as mobile libraries or resource centres should be encouraged, and the provision of rural newspapers, books and other materials relevant to the post-literacy programmes should be given full support and be made available to most learners of the post-literacy programme.

Strategy 13: Enhancing/improving post-literacy programmes and activities by developing a variety of materials, appropriate methods of teaching, non-traditional delivery modes, and integrated learning approaches.

Post-Literacy teaching-learning materials should be functional, interesting and motivational and methodologies employed should be flexible. The adoption of non-traditional delivery modes, such as work-place training and distance learning, have many advantages.

Strategy 14: Strengthening linkages between involved agencies at the provincial level.

The close linkage and cooperation between the education sector and other sectors, i.e. agriculture, science, industry and technology, schools and local communities are extremely important. Involving these governmental and non-governmental agencies in the process of organisation, implementation, monitoring and evaluation of the post-literacy programmes will greatly facilitate the efficiency of the post-literacy programmes.

Strategy 15: Mobilising all possible resources to the post-literacy programmes.

These resources refer to human, financial, societal material, and other physical infrastructure resources. National allocation of funds for post-literacy programmes is generally inadequate, so funds should be obtained from many sources.

c) Strategies at Local/Grassroots Level (Level C)

Strategy 16: Ensuring the involvement of local people in planning, implementation and evaluation of post-literacy programmes.

In planning, implementing and evaluating post-literacy programmes, it is important that not only, educators and teachers be involved but also learners themselves.
**Strategy 17:** Utilizing local people as instructors or teachers in post-literacy programmes.

Local people as instructors or teachers of post-literacy programmes will no doubt promote the implementation of the programmes. The main reason is that they are familiar with local settings and also have a better understanding of local needs. At the same time, literate family members are the best facilitators in teaching activities. This is especially important if programmes are offered at the work place such as in factories or on farms.

**Strategy 18:** Assessing local resources.

These resources refer to human, financial and material resources which can be utilized in post-literacy programmes, e.g. local school facilities, libraries, bookstores, agricultural extension stations, and museums.

**Strategy 19:** Organizing post-literacy programmes at all appropriate/local venues.

A variety of courses and classes for post-literacy can be organized according to the practical conditions of the location, i.e. socio-economic and cultural environments as well as geographical, climatic factors.

**Strategy 20:** Encouraging volunteerism at local level.

Any kind of post-literacy programmes launched by social groups, such as community centres, religious institutions and neighbourhood communities should be encouraged and supported.

**Strategy 21:** Selecting key administrators, teachers and supervisors at local level to participate in provincial training programmes in a regular way, or utilising correspondence education, self-instruction and T.V. and radio programmes for training purposes.

The success of post-literacy programmes largely relies on the availability of qualified personnel at grassroots level, and on providing them with regular good quality training programmes.
C. STEPS IN IMPLEMENTATION

Once implementation strategies and actions have been determined, the development of precise procedures for post-literacy programmes becomes a very important stage of implementation. Bearing in mind the purpose of post-literacy programmes, eight major procedural steps are identified as follows:

**Step I:** Survey numbers of people likely to benefit from post-literacy programme and their socio-demographic characteristics at defined levels of literacy.

This first step is mainly concerned with the relevance of the programmes. The survey should be conducted through various methods and approaches, such as interviews and questionnaires which could provide first-hand data for the programme developers. In this way the needs of target groups can be determined.

**Step 2:** Establish or identify and support provincial and local management committees.

It is important to involve people from other sectors, such as agriculture, science and technology, local communities, religious institutions and so on, in the management committee. Women’s representation is also essential.

**Step 3:** Identify, establish and/or strengthen appropriate delivery systems drawing from the strengths of the basic education system.

Modalities of delivery should be characterised by maximum flexibility. In other words, delivery systems should not be restricted by time, venue or facilities. It is suggested that non-traditional modes be used, e.g. correspondence programmes, work-place programmes, distance learning, selflearning, informal group learning and household learning.

**Step 4:** Re-train ATL personnel in CE and recruit additional personnel capable of developing advanced reading skills, e.g. formal school teachers.

Regular training for post-literacy programmes should be developed and implemented and post-literacy personnel should be trained or retrained before launching the post-literacy programmes at national, provincial and local levels. Besides, day-time teachers of formal schools are sometimes the best for post literacy programmes but they need to be retrained for this type of programme.


Step 5: **Train post-literacy personnel in advanced reading, and in the techniques of learning how to learn, and in related skills.**

Personnel involved should be skilled in the presentation and the evaluation and assessment of advanced reading, writing, numeracy and other related skills. Such skills should be introduced in a phased manner. Post-literacy personnel should also be trained in methods of encouraging and facilitating adult learning.

Step 6: **Identify and mobilize local personnel, facilities, materials and other resources.**

To promote post-literacy programmes, positive measures should be taken to mobilise the whole society to help implement post-literacy activities. In this regard, mass-media can be involved. On the other hand, it is equally important to motivate target groups to actively participate in the programmes and help them overcome obstacles in learning.

Step 7: **Strengthen and expand existing post-literacy programmes to meet emerging needs.**

Since socio-economic progress is dynamic and continuing the curriculum of post-literacy programmes should also be a changing one and be able to adjust at any time to meet new emerging needs.

Step 8: **Plan an evaluation system for assessing progress and for monitoring impact.**

Evaluation plays an important role in improving the internal efficiency of post-literacy programmes. Indicator systems for the overall evaluation of all the aspects of post-literacy programmes should be developed and adopted.

Once the strategies and implementation steps are developed and carried out, learning activities are going to be organized and presented through some system of delivery. Careful planning of the delivery system is vitally important. Without effective, interesting, flexible delivery systems, any strategies, even the best ones, will be fruitless.

D. **DELIVERY SYSTEMS**

Since these programmes are mainly to strengthen and build on basic literacy skills the most appropriate delivery systems will have some features in common with those from literacy training activities as covered by ATLP. In addition, however, the approach taken and the resources required should cater for individual differences and should promote self-initiated
learning, self-pacing and reduced dependency on formal teaching. Appropriate delivery systems are discussed below.

a) Contact session: Contact sessions demand the presence of a post-literacy educator who acts as a facilitator for the learners. The learning materials must be programmed and graded. Post-literacy programmes are mainly self-instructional and individuals should work through materials at their own pace and according to need. Nevertheless regular group meetings in reading or other types of leaning centers would greatly enhance learning opportunities.

The strong point of the contact approach is the presence of a facilitator who is readily available to assist the learner whenever learning difficulties arise. The facilitator could help in the following ways:

- discussing individual progress;
- diagnosing weaknesses and identifying strengths;
- suggesting which types of materials could be selected for further work;
- assisting in overcoming specific difficulties;
- checking that all necessary competencies are being attained.

Such immediate personal attention can be a motivating factor in most cases.

Besides having a facilitator, this face to face contact is also flexible since it can be undertaken at any place at any time. The learning session can be designed as part of living and working activities, and may even be located in the home or at the place of work.

To make the contact session meaningful, the facilitator must understand the psychology of adults. Most important he or she must have a good knowledge of the psychology of «semi-literate» and must be sensitive and accommodating about their special problems.

b) Self-Learning: Self-learning is cheap but requires strong will-power on the part of the learner. Such learners must be self-disciplined as they control and manage post-literacy progress themselves. To facilitate learning, post-literacy advocates can assist by making graded and programmed materials available at the required times. This will sustain learning interest while reinforcing motivation. If the programme is continuous the self-learner can produce the quality of human resource required by the country, and so productivity will be high.

Learners contribute to development while moving towards being autonomous learners. The special challenge for this type of delivery system is to develop a curriculum and learning materials which are interesting and developmental. This is a problem which requires immediate and serious attention.
c) **Distance Learning:** This delivery system provides the least contact with the tutor or facilitator. More often than not this communication channel will either be the postal system or the mass media. This delivery system is very challenging for the post-literate since there is no direct appeal to the tutor. To complete the programme the learner has to rely solely on personal motivation and on the ability to make correct learning decisions. The learner plans and decides alone. This system is heavily «centralised». What material should be developed and how they are to be utilized is decided centrally.

d) **Mixed Approaches:** This system has the features of contact session, self-learning and the distance learning combined. This is a rich system offering alternatives to the learner. The study materials of contact sessions combined with mass media can be most effective. Modern technology in audio-visual production can provide interesting programmes for adult learners enrolled in distance programmes.

This delivery system can be very effective if it is in a well-equipped learning centre accessible to the learners. Learning centres managed by the community involving private and public sectors enrich the learning environment. Using the principle of «productivity» the fees which may be charged and collected can be used for a revolving fund.

An important aspect of structured post-literacy programmes delivered in any of the above ways is that it provides increased opportunities for adults to continue to read. By fostering the development of graded learning materials bridging between competencies of basic literacy and competencies needed for self-directed life-long learning post-literacy programmes provide resources which can be made available throughout the community at levels appropriate for adults at various stages of educational development. Suitable materials can be provided in libraries, village reading centres and other types of learning centres and so a life-long reading habit can be promoted, and lifelong learning encouraged.

**E. CONCLUSION**

Successful implementation of post-literacy activities and programmes for adults depends essentially on three key factors. The **first** is the existence as a baseline of a systematic, wellgraded basic literacy programme which is competency-based and which provides functional literacy at a level which enables adults to learn on their own.

The **second** key factor is the development of reading habits among the general population. Post-literacy programmes depend on a high level of individual motivation. Since most post-literacy learning is largely self-directed, participants must appreciate the benefits and value of reading for both pleasure and for personal educational development. Reading habits cannot possibly emerge in the absence of suitable materials to read. One of the most important aspects of successfully implementing post-literacy programmes is the opportunity it provides to develop and distribute a wide range of interesting and relevant books and other resources at standards appropriate for defined levels of educational competency. Governments should accompany post-literacy programmes with effective large scale reading campaigns.
The **third** key factor is the need for a systematic overall plan of action. This involves a carefully designed infrastructure and delivery system. In particular a nation-wide programme of post-literacy must include a systematic curriculum framework with defined standards of competency.

The overall purpose of post-literacy should be constantly kept in view during implementations. It should be appreciated by learners, facilitators and materials developers that the aim is to consolidate basic literacy skills and to develop those learning styles which enable adults to engage in life-long learning.
Chapter Eight

TRAINING OF PERSONNEL FOR POST-LITERACY

A. INTRODUCTION

As discussed in ATLP-CE Volume I all types of continuing education programmes should be supported by especially trained continuing educators. A training curriculum for continuing education personnel at three levels of management: level A (national) - senior administrators and policy makers; level B (provincial) - provincial/district supervisors including trainers of Miners and level C (local) - teachers and field consultants.

Level A personnel require training in broad overall duties and not specifically for different types of continuing education and its management. A general curriculum for training level A personnel is described in ATLP-CE Volume I. At level B and level C continuing education personnel have a broad range of general duties which are concerned with the management and delivery of all types of continuing education. These general duties and tasks are listed below (- see box.) They are discussed in more detail in ATLP-CE volume I.
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<th>General Duties and Tasks for Level B Personnel</th>
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<td>B1.2 Design of curriculum</td>
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<td>B4.1 Integrate Human Resource Development into CE</td>
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<table>
<thead>
<tr>
<th>General Duties and Tasks for Level C Personnel</th>
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<tr>
<td>C. 1  Promote CE Programmes</td>
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<td>C2.4 Organize alternative learning approaches</td>
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<td>C2.5 Develop or adapt learning materials</td>
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<td>C2.6 Mobilize resources and organize learning centres</td>
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</tbody>
</table>

In addition to being trained in these general duties and tasks for continuing education overall, level B and level C personnel need to be trained for specific types of continuing education programmes including post-literacy programmes.
B. SPECIFIC TASKS FOR LEVEL B PERSONNEL

The training curriculum given in ATLP-CE Volume I for level B personnel includes a line of duty in the area of post-literacy. This line is reproduced below and more detailed comments are provided on the relevant tasks.

Specialized Training in Post-literacy for Level B Personnel

<table>
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<tr>
<th>SPECIALIZED DUTY</th>
<th>DUTY</th>
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<tr>
<td>Post-literacy Programmes in the province</td>
<td>Organize</td>
<td>Develop a Curriculum for Post-literacy</td>
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</tbody>
</table>

**DUTY B.5: Organize Post-literacy Programmes in the Province**

The continuing education personnel at level B have a key role in post-literacy development since it is their responsibility to organise and overview the delivery of such programmes in their region or province.

**Task B5.1: Develop a curriculum in advanced reading and other aspects of post-literacy**

All level B personnel, whatever their speciality, should acquire the skills of advanced reading, writing, numeracy and relevant mental skills and be able to train others in these skills. Advanced reading skills include vocabulary building, establishing mental schemes, building general knowledge, critical reasoning and problem solving (see ATLP Volume 10, especially pages 26-27 and 53-54).

**Specific competencies include:**

- Under the guidance of level A personnel develop a national framework for a post-literacy curriculum with carefully defined standards of competency.

- At provincial/regional level develop a post-literacy curriculum meeting regional needs and being sufficiently flexible to meet local needs.

- Have a clear understanding of the educational and psychological principles on which the curriculum is based.
The training of level B personnel, therefore, should involve a review of the purpose and characteristics of an effective post-literacy programme and of the steps in design and development of (i) a general curriculum framework (ii) the detailed specifications of all aspects of the curriculum.

Level B personnel should also be trained in the training of level C personnel. This should include the design of workshops to develop the competencies of level C in the various tasks they would need to undertake to implement an effective programme of post-literacy.

**Task B5.2 Promote reading and other learning centers.**

Reading centres, either alone or as part of more general learning centres, are essential components of the infrastructure for CE. Level B personnel should understand how to establish and supervise such centres.

**Specific competencies include:**

- Basic understanding of additional skills in:
  - i) the main functions of reading centres and other types of learning centres;
  - ii) the effective use of resources, i.e. facilities and learning materials;
  - iii) the roles of post-literacy personnel, in learning centres.

- Being able to organize suitable learning activities and select appropriate learning materials so as to meet the emerging needs of learners.

Training in this area should involve a review of the features of a good learning center and of its management. Level B personnel should also be familiar with the procedural steps for establishing such centres. Level B personnel also need to be trained in establishing an effective delivery network linking all learning centres with the varied range of providers in the region.

**C. SPECIFIC TASKS FOR LEVEL C PERSONNEL**

The training curriculum given in ATLP-CE Volume 1 for level C personnel also includes a line of duty in the area of post-literacy. This line is reproduced below and more detailed comments are provided on the relevant tasks.
Specialized Training in Post-literacy for Level C Personnel

SPECIALIZED DUTY POST-LITERACY PROGRAMMES

DUTY
C3
Conduct and promote post-literacy programmes

TASK
C3.1
Identify and assess neo-literacy

C3.2
Apply advanced literacy techniques

C3.3
Monitor Post-literacy programmes

C3.4
Obtain or develop practical materials

DUTY C.3 Conduct and Promote Post-literacy Programmes

Continuing Education Personnel at level C have the responsibility of facilitating the delivery and presentation of post-literacy programmes as one of their key duties. This means they must be able to identify target groups, assess their needs and encourage participation. They must also understand advanced literacy techniques, especially the mental skills of critical thinking and problem solving necessary for advanced reading. Monitoring is also an important task. Programmes presented in learning centres need to be supervised but more importantly level C personnel need to supervise the work of the many providers in the local area. Level C personnel also should be able to identify and assemble appropriate learning materials and to facilitate production of new materials at local level.

Task C3.1 Identify and assess neo-literates.

It is essential that level C personnel involved in post-literacy programmes have the ability to survey the literacy achievement levels of all adults in their communities.

Specific competencies include:

- Basic techniques of evaluation and assessment;
- Specific evaluation/techniques to assess technical skills of learners according to competency levels - reading, writing and numeracy-using a variety of techniques.
- Evaluation/techniques to assess the mental skills of learners according to competency levels;
- Specialized evaluation techniques appropriate for women and other specific groups.

Training therefore should include workshops on the methodologies of evaluation, and the design of various evaluation instruments, the organisation of data collecting surveys and the analysis and interpretation of data obtained. An important aspect is that the evaluation methods
used should be non-threatening and sensitive to the concerns of adults.

**Task C3.2  Apply advanced literacy techniques.**

While this is an essential skill for those involved in post-literacy work, it is desirable that all level C personnel have competency in this area. Certainly all should be able to encourage local people to read, and help them to read effectively.

**Specific competencies include:**

- In terms of technical skills to be able to help learners reach competency levels of the exemplar post-literacy curriculum (Chapter 3).
- In term of general mental skills, to be able to help learners reach the highest competency level.
- To apply techniques to encourage adults to read and to continue to progress through the competency levels of the post-literacy programme.

The focus of training, therefore, should be on understanding the standards specified in the post-literacy curriculum and on methods of teaching which will develop the competencies implied by these standards. It is particularly important that level C trainers have skill in helping people develop their ability to construct mental schemes, to think critically and to solve personal and more general social problems.

**Task C3.3  Monitor post-literacy programmes.**

All level C personnel in this speciality (post-literacy) should know how to assess progress and how to report outcomes, difficulties and successes to level B.

**Specific competencies include:**

- Good knowledge and understanding of competency standards at the different levels of the post-literacy curriculum.
- Confident use of different forms of assessment approaches, such as observation and other forms of informal data collection.
- Ability to prepare evaluative reports.

Training for this task should not only include a detailed review of the characteristics and standards of the post-literacy curriculum but also should anticipate possible problems and challenges. Programme evaluation and monitoring techniques should be emphasised. Level C personnel should clearly understand the purpose of the monitoring and the use to be made of any report sent to level B.
Task C3.4  Obtain or develop practical post-literacy materials.

In post-literacy work, reading and numeracy materials must be carefully graded by difficulty. Criteria for selecting and/or developing materials at different levels should be known and applied by all presenters.

Specific competencies include:

- Clear understanding of learners needs and their problems in living and learning;
- Knowledge and application of criteria for selecting appropriate materials at different levels;
- Skill in communicating between presenters and learners in the process of teaching and learning;
- Skill in making learning materials more relevant to learners’ needs.

Materials for post-literacy programmes should come from three sources. Firstly materials can be produced centrally, regionally and locally to meet the needs of the post-literacy learners. Secondly, materials can be produced by contracting with local and regional publishers. Thirdly, suitable materials generally available in the community may be acquired. Training of Level C personnel should focus on the characteristics of suitable materials and on how appropriate materials can be selected or produced.

D. CONCLUSION

This chapter provides only very broad guidelines for the training of continuing education personnel for post-literacy activities. In practice detailed strategies and training programmes would need to be designed and developed.

Another important point is that the training for the specific tasks relevant to post-literacy should be seen in the context of continuing education in general. Post-literacy programmes are only one form of continuing education and much of the training should focus on the general principles and practice of continuing education.

Finally, it is also important to stress that as systematic approaches to continuing education are relatively new in the Region, their successful implementation will depend on the emergence of a new cadre of well qualified competent educational personnel. Effective training is the key to this development.
Chapter Nine

EVALUATION AND FEEDBACK

A. ROLE OF EVALUATION

Evaluation and feedback are most essential and important aspects of the administration, supervision, material design and conduct of any educational programme. Since the approaches advocated in this volume for the development of post-literacy are relatively new and untried systematic evaluation of all aspects is critically important.

Evaluation is an integral part of the programme. Its main function is to help arrive at educational decisions for the improvement of the post-literacy programme and the attainment of its objectives. Evaluation also serves to determine if materials need to be changed or modified to serve the purpose for which they were created. The materials are not to be judged as separate or isolated items, but should be assessed in relation to the objectives of a particular educational programme.

B. STAGES OF EVALUATION

In an evaluation, comparisons are made between the planning and the implementation of a programme. If the planning matches the programme implementation, then the programme is achieving its goals. To ensure a high correlation between planning and programme implementation, three stages of evaluation are needed:

1. Stage one: Pre-implementation evaluation;
2. Stage two: On-going evaluation, also called formative evaluation
3. Stage three: Evaluation at the end of implementation, also called summative evaluation

The relationships between these three stages and what is to be evaluated at each stage are summarized in Figure 9.1.

The diagram given in figure 9.1 shows that evaluation is a continual ongoing process. Even after initial implementation monitoring must occur to detect aspects which could be improved and to determine procedures for improvement.

An aspect of special significance for Post-Literacy Promotion Programmes is the need to investigate long-term impact on the development of learning autonomy and the emergence of autonomous personalities in the society. Some measures should be attempted for assessing the
Figure 9.1: Stages in evaluating an educational programmes such as post-literacy

contribution being made by post-literacy programmes towards the development of a learning society.

In post-literacy it is important that the above model be applied at all three levels of management - at level A (national), level B (provincial or regional) and level C (local). In particular the nature and suitability of the curriculum design and especially of the competency levels and their indicators of standards should be carefully appraised.

C. A CHECKLIST FOR EVALUATING A POST-LITERACY PROGRAMME

The following checklist sets out the main issues to be assessed during the evaluation of a post-literacy programme.
a) **Background Information**

In any evaluation, we need to know whether the planning correlates with the actual implementation of the programme. Therefore, a set of criteria is needed for specific aspects of the programme. These could include:

i) **Budgeting aspects**

- Where does the money come from?
- Is the programme for post-literacy accountable?
- Is the money spent according to the plan?
- What types of expenses are involved and how much money is needed for each type of expense?

ii) **Economic effects**

- What economic sectors might benefit from the post-literacy programme?
- Is the post-literacy programme likely to have any impact on the economy in general? If so, what?
- Will it help break the vicious circle of poverty and contribute to the emergence of a spiral of prosperity?

iii) **Needs**

- How many target audiences will the post-literacy programme reach?
- What are the development needs of these adults in terms of post-literacy materials?
- What improvements are expected in language, numeracy and relevant mental skill at different levels?
- Is the programme accepted by other agencies?
- Do other development agencies recognise its importance?

iv) **Politics**

- Is the post-literacy programme likely to contribute to development of the nation? How?
- Is the post-literacy programme likely to contribute to the development of democracy in the nation? How?

v) **Society**

- Will the post-literacy programme have a real impact on the society?
- Will it develop autonomous learners and contribute to the emergence
of a learning society?

Will the gap between the ‘haves’ and the ‘have-nots’ decrease as a result of the post-literacy programme?

vi) Technical aspects of the management plan of the programme

Are there sufficient resources?

Is the development process likely to be effective?

Are the expected outcomes realistic? Will they live-up to expectations?

Is there any built-in supervision of quality control measures?

vii) Administration plan

Are there any loopholes in the administration of the programme?

Will the lines of administration through levels A, B, and C function properly?

How well is the implementation plan organized?

b) Selection of Data

The information available to evaluators is often disorganised and confusing. However, the following types of information should be compiled for any evaluation:

i) Description and details of the organization of the project;

ii) Which types of methods should be used to check on the criteria to be used for the evaluation. For example, one criterion may require observation, while another could require a survey or an interview:

iii) A clear and precise statement of the kinds of data that are needed, the sources that will be used and the data indicators.

In the case of post-literacy programmes this needs to be approached very systematically because of the wide variety of possible presenters (providers) and the range of possible delivery systems.

c) Collection of Data

Collection of the data that will be used in an evaluation must be carried out in an organized fashion. The process of collection is indicated in the following five steps:

i) Step one - Develop evaluation instruments:

Observation forms;
ii) Step two - Test the evaluation instruments;

iii) Step three - Organize appropriate samplings;

iv) Step four - Gather the data to be used by means of the following methods:
   - Direct observation, if the information needed has something to do with administration, behaviour or the environment;
   - Individual interviews, if the information needed has something to do with politics or other social issues;
   - Questionnaires;
   - Previews of cumulative records of achievement;

v) Step five - Double-check the material gathered to determine whether the amount and quality of the data are adequate. If not, additional data gathering may be required.

Collection of data for post-literacy needs to be at all three levels of administration (A, B, and C) but the main stress should be to check on the effectiveness of the delivery at level C and its short and long-term impact on society. Therefore most of the data will be collected in the field and will need close cooperation between level B and level C personnel.

D MATERIALS EVALUATION

All types and formats of materials used for post-literacy require evaluation both before and after publication. Both pre- and post-publication evaluation should examine (i) technical aspects of the materials and (ii) reactions of the learners.

a) Evaluation of Reading Materials

The following aspects should be evaluated.

i) The Text

1. Words

Simple words are to be used. They must be within the span of the vocabulary of the client group, except when it is necessary to introduce new or technical words. In such cases, the new words need to be explained.
2. Sentences:

The sentences should fit each post-literacy level. (competency level a. Level b. Level c).

3. Organization:

The reading material must be broken into short paragraphs. Use of headings and subheadings will help neo-literates better comprehend the content.

4. Space:

There should be enough space in the margin and between the words lines. Density of reading matter makes it difficult to read and understand.

5. Type face:

Printing type should be larger than the one used for the general public especially at competency levels (a) and (b). Ornate types should be avoided.

ii) Visual Elements (illustration, drawing, etc.)

The following criteria should be applied in judging the suitability and effectiveness of the illustration

1. They should be simple but attractive.
2. They must be relevant to the subject matter.
3. They must faithfully reflect the local situation -- appearance, dress, houses, implements, etc.
4. There should not be too many details.
5. Use of too many colours is distracting and costly.

iii) Arrangement of the Content

The following checklist is recommended for evaluating the presentation of content in reading materials for neo-literates.

1. The style should be pleasant.
2. The writing should not be like a sermon. It should be friendly and participatory, and not a string of instructions from a so-called knowledgeable person to a so-called ignorant person.
3. If possible, it should feature some human interest, e.g. a typical family facing a few problems. But care should be taken to see that the message is
4. Too many messages in a single book or booklet should be avoided, especially at level (a) of the curriculum.

5. The information given must be technically accurate.

6. The content matter must be relevant to the life of the client group and must try to answer some real need.

7. It must be within the capacity of the target group to try out what is suggested in the book or booklet.

iv) Reactions of the learners

Technical evaluation as described above can determine whether the book/booklet conforms to some of the essential norms which are necessary for such materials. It is a kind of technical evaluation which experts in the field of development and production of neo-literate materials can undertake. Additionally books also need to be tested by the learners for both readability and acceptability. Technical evaluation alone does not measure the suitability of the material. For this, reaction of learners can be investigated through (1) pre-testing drafts either in the form of photocopies or mimeograph and (2) post-production evaluation.

The materials have to be tested in three kinds of situations - (a) structured, (b) semi-structured and (c) unstructured.

- Structured situations are found in organized adult literacy programmes or continuing education centres where the graded materials are used.
- Semi-structured situations like libraries, mobile book vans or cycles and reading centres can yield valuable data, provided there is a conscious and organized effort through trained interviewers who are development workers and post-literacy instructors.
- Unstructured situations in the community itself. The materials have to be tested through community education programmes and by interested individual learners.

b) Evaluation of other learning materials

Evaluation of all types and formats of learning materials is necessary. Some criteria for the evaluation of the various types of audio-visual resources have been suggested in Chapter 4 and are not reviewed here. There are, however, several issues common to all types of learning resources to be used within a programme of post-literacy. These include the following:

i) Are the materials suitable for the environment and socio-economic background of the target group?
ii) Do the materials «fit» the curriculum? That is can they be located within one or more of the cells of the curriculum grid in terms of content and standards of competency?

iii) Are the inputs needed for production or dissemination available?

iv) Are the messages likely to be effective in developing learning autonomy, in helping to foster the emergence of an autonomous personality and in promoting a learning society?

E. ANALYSIS AND INTERPRETATION OF DATA

Once data are compiled, the evaluator must analyze the findings and present these along with recommendations for programmes improvements in a written format to programme planners and other personnel involved in the post-literacy programme. At this stage, the data should be explained in an easy practical and concrete style.

F. CONCLUSION: POST-LITERACY AND HUMAN RESOURCE DEVELOPMENT

This chapter has provided guidelines for evaluating a programme of post-literacy. In conclusion, however, it should be stressed that the procedures outlined above can be applied in both short-term and long-term studies.

Evaluation is important in this area not only because the approaches advocated in this volume are relatively new and untried, but because the impact of systematically applied programmes of post-literacy has been under-researched and under-valued. What is needed, perhaps, are systematic long term research studies on the various factors, including post-literacy programmes, which are promoting the evolution of a learning society. Such studies would be helped if there was in place an effective nation-wide Management Information System (MIS) for Continuing Education as a whole. Such MIS should first assemble appropriate base-line data against which changes and the impacts of the changes could be assessed.

Post-literacy programmes as part of Continuing Education make a direct and significant contribution to human resource development. Evaluative impact studies should check on the extent to which this has been achieved. The arguments in support of this proposition are outlined below, but there arguments need back up by longterm evaluative studies on the impact of post-literacy programmes on social and economic growth.

The human population of a country can either be its asset or its liability. It is an asset if it is productive and possessing high work ethics. On the other hand it will be a liability if a greater proportion is unproductive, illiterate and unresponsive to the changing environment of the world. The society which is unresponsive and unproductive will always remain poor even though it is endowed with rich natural resources. It is often said that a person who is poor will be condemned to poverty for the rest of his or her life. The attitude towards life being negative such
a person becomes a burden to the society. He or she is not a part of the labour force. Income is low while consumption is high. This trend sets up a vicious circle of poverty.

Is there any hope for a poor person to make a decent living? There is. If he or she is mentally strong this chain of poverty can be broken. That is possible if attitudes are positive. If poverty is the function of a poor attitude of the mind then positive thinking can produce reverse results. (See ATLP-CE volume I.) The quality of the mind decides the place of an individual in society and indeed the place of a society in the world. This explains the importance of humankind in relation to other aspects of nature. The rich natural resources of the world will be meaningless and unavailable unless humankind can act wisely to develop a sustainable environment for all. Newly industrialised countries (NICs) have come to understand this. Even small countries not well endowed with natural resources have become NICs when they have given high priority to improving the quality of their human resources.

Countries such as Japan, Singapore and the Republic of Korea are clear examples of this trend. In such countries a large proportion of the national budget is allocated to education and training. Aspiring countries such as Malaysia and Thailand which are rapidly approaching the status of NICs now see human resource development through education and training to be a key strategy in socio-economic planning. The Second Outline perspective Plan I 1991-2000 section VII Human Resource Development of Malaysia makes the following comment (p. 25).

«During the decade of the nineties, human resource development will assume new importance. Competitiveness, productivity innovativeness and capability in management of new technologies in Malaysia will be determined by the quality of its human resources.»

The Malaysia report also makes clear that EDUCATION is the strategy for human resource development. The report adds:

«Human resource development must contain policies and programmes to continuously upgrade and improve the education and training programmes and facilities to meet the changing skill requirements.» (paragraph 1.87 page 25).

The implications of policies such as those mentioned above is that the policies will be maximally effective only if life-long education systems are developed. This means there must be a strong commitment to continuing education, and especially to the types of continuing education encompassed by post-literacy programmes. Whilst primary education is the cornerstone of formal schooling, post-literacy represents the «take off» point for all forms of continuing education. This is because post-literacy programmes promote autonomous learning and foster the development of truly autonomous personalities.

Post-literacy programmes, therefore, determine the quality and character of a society’s labour force. Strong post-literacy programmes are the prerequisites for an educated, learned and responsive labour-force for any community. Such a labour force ensures a good quality of life for
all and permits each individual to grow to his or her maximum potential. See ATLP-CE Volume I.

In an attempt to guide Member States in the development of Post-Literacy Programmes within Continuing Education this volume has approached the issues of planning, designing and implementation systematically. Based on a systems model, it has set out a set of procedures as recommendations for consideration by policy makers and continuing educators.

The volume is intended as an exemplar and as a guide. Actual planning and implementation must take into consideration the political, economic and cultural more existing in any particular community. Needs and aspirations of a country as a whole must also blend with the needs of local groups. What the volume has tried to do, however, is to argue in favour of developing post-literacy programmes as key agents for socio-economic growth and hence for ensuring the improved well-being of all. It has also provided some frameworks and guidelines which may assist in fostering growth in this vital area of education. In evaluating the impact post-literacy programmes these aspects should be the central focus.
ANNEX

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