

Adult Literacy: an update

There are nearly 774 million adults who cannot read and write¹ in the world, 64 per cent of them women. By 2015 the estimated number will be 725 million. In addition, more than 75 million children are out of school, 55 per cent of them girls.²

Of the 774 million adults over the age of 15 who cannot read and write, 71.3 per cent are citizens of DFID's main partner countries. Two-thirds of them are women in the poorest and most marginalised groups and nearly 100 million are young adults aged between 15 and 24 years. This has a significant impact on achieving the MDGs and means that the EFA target of halving illiteracy rates by 2015 will not be met. This paper considers some of the core issues.

Definitions

There are different understandings of the words 'literacy' and 'literate'. For the purposes of this paper, being 'literate' means being able to apply the skills of reading, writing and written calculation to the requirements of daily life. The term 'literacy education' recognises that literacy on its own is insufficient: it needs clear connections to useful information and skills within education and training programmes. We prefer to use the term 'adults who cannot read and write', as the term 'illiterate' tends to imply ignorance and the lack of social and other skills.

Rights and Commitments

Adult literacy as a right is implied under the 1948 right to education. It is an EFA goal to which the UK made a commitment in Dakar in 2000.

EFA Goal: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;

¹ We use 'illiterate' only when quoting or referring directly to a text which uses 'illiterate'.

² UNESCO Institute of Statistics (2008)

Literacy education programmes are more likely to be effective when:

1. Achieving and sustaining universal adult literacy is a priority for government at all levels, an important area of wider social and educational reforms and an active partnership between government, the private sector, civil society and the charitable sector;
2. Programmes recognise and build on the skills, knowledge and life experiences that learners possess;
3. Programmes are gender-sensitive and respond to the needs and aspirations of both men and women;
4. Learners are encouraged and enabled to play an active role in their learning;
5. Learners are able to speak the language they are learning to read and write;
6. Programmes are combined with education or training that is work-related or addresses important personal or communal issues;
7. Numeracy is given appropriate support;
8. Programmes enable parents and carers - especially mothers and female carers - to work with their children to persevere and succeed in primary school;
9. Adult literacy facilitators are well trained, well supported and familiar with the context of the learners;
10. State and civil society initiatives complement each other so that even the poorest men and women in the poorest communities have the opportunity to learn;
11. Sufficient financial and human resources are allocated to programmes;
12. There are complementary efforts to enhance and develop the literacy environment which includes posters, pamphlets, newspapers, books, electronic and broadcast media³.

The economic case for investment.

The economic case for investing in literacy education rests on evaluations and research across over 30 countries (see annex 6). The evidence supports the conclusion that effective literacy education can improve skills, productivity and income and hence reduce poverty. Rates of return on investment in literacy education were analysed in three World Bank projects. In Indonesia in 1986, the individual rate of return to investment was about 25 per cent. In Ghana in 1999, the private rate of return was 43 per cent for females and 24 per cent for males, while the social rate of return was 18 per cent for females and 14 per cent for males. In Bangladesh in 2001, the private rate of return was estimated at 37 per cent.⁴

The wider development case for investment

In terms of social and political development, literacy education has been shown to enhance confidence, contribute to personal development, promote improved family

³ EFA GMR 2008 (2007) PP. 62-66.

⁴ World Bank 1986.16, 1999.11, 2001.49).

hygiene, nutrition, health, and social and political participation. It can also contribute to the acceleration of primary school enrolments, the reduction of drop-outs and increased completion rates. Literacy courses for young adults can provide a second chance of entering formal education and vocational education. Investment in literacy education increases the effectiveness of investments in other development sectors.

Evaluations and research for the Millennium Development Goals indicate the following literacy benefits⁵:

MDG 1: Eradicate Extreme Poverty and Hunger

When adult literacy is an integral element of skill training programmes, e.g. farming, with content derived from the skill and knowledge set, it enables significant minorities of learners – 20 to 30% - to upgrade their productivity. The effects depend also on a context that facilitates and supports behavioural change.

In addition, participants who became literate said that they could handle money, especially paper money, more confidently as a result. More importantly, they felt less vulnerable to being cheated in monetary transactions. This is a key gain for people who are micro-entrepreneurs, enabling them to better manage their businesses - and thus a key signal for initiatives that offer to train women and men in managing micro-credit and small enterprises.

MDG 2: Achieve universal primary education

60 to 70% of participants, particularly mothers and female carers, in literacy classes are more likely to send and keep their children in school, as well as monitor their progress.

MDG 3: Promote gender equality and empower women

30 to 40% of women in literacy education develop greater confidence in helping to make family decisions and in participating in local public affairs.

MDG 4: Reduce child mortality and MDG 5: Improve maternal health

20 to 30% of participants show increased likelihood of improving the health and nutritional practices of their families, while a long term study (in Nicaragua) found that 'graduate' mothers had healthier children and fewer child deaths.

MDG 7: Ensure environmental sustainability

30 to 40% of participants in literacy education develop a stronger awareness of the need to protect the environment and a willingness to take action for it.

Delivery

UNESCO and its Institute for Lifelong Learning are leading the global effort to enhance the planning, delivery and evaluation of literacy education. Their 'Literacy Initiative for Empowerment' (LIFE) is the flagship programme and the CONFINTEA VI conference in Brazil in 2009 is scheduled to review progress. The UNESCO Institute for Statistics is measuring the impact of literacy programmes through its Literacy Assessment and Monitoring Programme (LAMP), which measures five component skills, considered the building blocks of fluent reading:

- The ability to recognise the letters of the alphabet and single digit numbers.

⁵ See reference list Annex 6

- Word recognition: common words, appearing frequently in print, are expected to be in the listening/speaking vocabulary of an individual who speaks the target language.
- The ability to rapidly produce plausible pronunciations of novel or pseudo words by applying sight-to-sound correspondences of the writing system.
- Sentence processing: the ability to accurately and rapidly process simple, written sentences and apply language skills for comprehension.
- Passage reading: the ability to process simple written passages and apply language skills for comprehension with ease.

While the outcomes of these efforts are awaited, analyses of past and ongoing experiences, many of them from projects and research supported by DFID, suggest the following guides to good practice in delivering literacy education.

Gender balance: All programmes should be gender-sensitive and address the differing as well the similar needs of men and women. Programme goals, objectives, outputs and outcomes should meet these principles. The teaching staff should accord with cultural preferences, e.g. where women are required to work with women. Additionally there should be a gender balance in literacy facilitators and management staff.

Literacy programmes: Provision can take many different forms: They include mass campaigns, mobilised either by central government or by local partnerships between government agencies and civil society; long-term national literacy programmes; work-related programmes; locally focused programmes; preparation for young unschooled adults, particularly girls, to enter post-primary formal education; programmes related to vocational training, health, agriculture and income generation; programmes targeted at marginalised and indigenous peoples; and programmes like ‘family literacy and literacy for school parent committees’ that enable school and adult education to reinforce each other. The following paragraphs sketch a few current options.

Twin-tracking and Family Literacy: Family literacy can be conceptualised in two main ways: firstly as literacy practices within families and secondly, literacy that involves families. The first includes the sorts of activities in which family members get things done on a daily basis and which involve literacy. The second is where literacy development makes use of family relationships and the literacy practices in which they engage. Inter-generational learning, described in different countries as family literacy or family learning has a positive impact upon those who engage in it (Brooks, 1996; Bastiani, 1999; Evangelou et al, 2005).

The development of family literacy appears to have originated in America (NALA 2004), becoming popular in the UK during the 1990s and influencing provision in several other countries. The best known model in the USA is the Kenan model which has four components: adult education, children’s education, adult and child together time and parent/carer time. Many services have adapted and developed this model (Spacey et al 2005).

Case Studies of Family Literacy

In Canada much family literacy has involved work with First Nations communities as well as included 'Storysacks' and 'Books for Babies'. Australia has developed a 'Talk to a Literacy Learner (TTAL) programme which is used in 400 schools and involves parents and their children (Cairney 1992). New Zealand developed programmes for working with Pacific Islands Parents which revealed how, 'focused interventions to grow parent capability so that they could help in school related activities e.g. reading programmes and homework centres' (Ministry of Education, 2004, p10), resulted in increased pupil engagement, learning and achievement as well as the skills of the adults.

According to the National Adult Literacy Agency (NALA) in Ireland, family literacy has developed since the early 1990s with the production of a Family Learning Resource Pack in 2000. This includes activities, pictures and resources to help parents use literacy in everyday situations (NALA, 2004).

Joint activities, including cooking, family trees, poems, totems, and music are features of the Parents and Schools Learning Clubs in South Africa, where African languages were also used to support adults who could not read or write. Storysacks also feature in the Families Learning Together initiative, building on oral as well as written traditions of story telling (Mashishi, 2001 in Prinsloo 2005).

Grandparents and other child carers are found in many of the Family Basic Education (FABE) activities in Uganda, reflecting the harsh reality of the loss of many parents to AIDS (Barton and Papen 2005). This initiative targets parents with low literacy and attempts to make schools more challenging for children. The three objectives of the programme embrace opening up communication between parents and schools, developing the ability of parents to support their children's literacy and numeracy as well as increasing interactions between parents and children in relation to wider learning (Ministry of Gender, Labour and Social Development 2003).

There are significant benefits for primary school enrolment when it is twin-tracked with programmes in literacy for adults⁶. Evidence from Uganda, Nepal, Bangladesh and Ghana shows that when parents participate in literacy classes, they are more likely to send their children to school, ensure they complete school and monitor their progress. A recent study commissioned by UNESCO⁷ concluded that, as well as contributing to the achievement of Universal Primary Education, "Family learning provides a practical solution to two of the six Education for All goals; to expand early childhood care and education and to expand adult literacy by 50 per cent by 2015". Evidence from the UK and elsewhere repeatedly shows a strong correlation between parents' level of education and the educational achievement of their children⁸.

⁶ In Egypt the DFID-supported CELL project reached adults in some of the poorest villages which had not been reached by primary education. Oxenham, J and R. Hamed (2005), Egypt, Social Research Centre, American University in Cairo. On the Community Education Programme, Nigeria (1997-2001) primary enrolment in class 1 increased by 23.1% for girls and 20.4% for boys with a decrease in non project areas by 17.9% for girls and 13.6% for boys. CEP (2002) British Council, Manchester and Abuja

⁷ The Contribution of Family Learning to the Education for All and the Millennium Development Goals, UNESCO, 2006

⁸ Professor G Brookes, University of Sheffield

One approach which maximises this corollary is *family learning*, where parents and children come together in a learning environment. An approach well tried and tested in developed countries, it is relatively untried and undocumented in developing countries; however, there is increasing recognition of the value of such initiatives which tackle educational goals and motivational needs for both children and adults. Current initiatives are being implemented in South Africa, Mali, Nigeria and Uganda⁹. Adults are able to better understand the value of education and to support their children through their school experience. This reduces the risk of a further generation of children becoming non-literate adults.

The strength of family learning methodology lies in its ability to address contextually and socially relevant literacy and numeracy issues simultaneously in multi-generation age groups. Results can be seen not only at the school level, but also at the family level, where a different dynamic of communication can take place, confronting stereotypical family roles. For this reason the transformative role of family learning is ripe for further study and initial results show that additional benefits include health benefits, reduced domestic violence and decreased early marriages for girls.

Methodologies of family learning can be adapted and approached in a number of ways, but the common factors are:

- Children receive direct and ongoing help from parents as well as teachers.
- Children see the example of adults learning and of education as an ongoing life process.
- It provides, responds to and nurtures a real motivation of individual parents to support their children's learning, and as such is demand-led.
- It is implemented through joint learning sessions, parents only sessions, and home learning activities.
- Parents' confidence and skills are enhanced as they learn and engage in dialogue with teachers about their own learning and that of their children.

DFID supports a project in Northern Uganda¹⁰ which targets parents, especially mothers of girls, who have missed out on education themselves, and engages them to actively support their children's learning and to learn the requisite skills to do this effectively. Through its community basis this project also aims to build up the community as a whole, using existing infrastructures as a starting point and prompting new community-wide initiatives in support of learning. The approach, developed first in Eastern Uganda, is expected to improve both adult literacy rates and the educational performance and retention levels of primary school pupils through a wide range of activities and to promote family learning as a strategy for raising education levels, thereby contributing to poverty reduction in Uganda.

"What I learn I use immediately as I am challenged to work with my child on her homework..." *Male learner*

"To teach adult numeracy, some school methods can be useful but we were never trained in these..." Adult literacy instructor

⁹ Family learning: Can parental involvement in primary schools make a difference? 2005 UKFIET presentation, Sally Pritchard, Education Action

¹⁰ In partnership with Education Action [UK] www.education-action.org, and Literacy and Basic Education, Uganda www.Labe.org

Literacy (and numeracy) in sectoral skills training: This approach integrates literacy and numeracy into other subjects and is sometimes called 'embedded literacy'. It has helped agricultural extension training, as well as home and family economics, tailoring, car mechanics, road maintenance, factory work, the caring industry and ICT training. Men and women learn to apply literacy to improving the skills they require. Not surprisingly, numeracy is of particular interest in programmes dealing with micro-credit, micro-enterprise and business management in which women are particularly involved.

The UK Department of Innovation, Universities and Skills uses the following definition of embedded teaching of literacy and numeracy.

"Embedded teaching and learning combines the development of literacy, language and numeracy with vocational and other skills [in one programme]. The skills acquired provide learners with the confidence, competence and motivation necessary for them to progress, gain qualifications and to succeed in life and at work".

Delivering literacy and numeracy in this way has a number of benefits. It can increase relevance and motivation and in some cases reduce a reluctance to learn. In England, the embedded approach has been used to overcome negative attitudes towards literacy and numeracy in the development of vocational skills. In community learning, embedded approaches have been used to attract new and hard to reach learners through courses which appeal to the interests and aspirations of the target audience, such as introductions to ICT.

A research study was undertaken in England, into the teaching of literacy, language and numeracy to learners on vocational courses at levels 1 and 2, in Colleges of Further Education (Casey et al 2006). The findings showed that where literacy and numeracy were embedded into the vocational programme, learners were more likely to remain on the course and to achieve a vocational qualification than on courses where literacy and numeracy were taught separately. In addition, the achievement of qualifications in literacy, language and numeracy was higher on embedded courses.

Research (Roberts et al 2005, Casey et al 2006) suggests that there is no *one* successful model for embedding. Different organisations combined a range of strategies in different ways. Embedding can involve subject and literacy and/or numeracy specialists teaching in the same classroom, subject specialists supporting literacy and numeracy development, with support from literacy and numeracy specialists outside the classroom, and some degree of additional, separate teaching of literacy and numeracy. What was found to be important was that both the subject teachers and the literacy and numeracy teachers recognised the importance of literacy and numeracy development to the goals of the learners and that they worked together as a team to support learners to achieve these. The research also found that teachers need time to share and understand each others' areas of expertise, to plan together and to monitor and evaluate the success of the programme. For this to happen it is vital that those responsible for the management and resourcing of the programme both understand and support the embedded approach.

Teaching materials have been produced in England by the Department for Children Schools and Families (DCSF) to support teachers embedding literacy and numeracy in a wide range of different vocational areas as well family life and living in the community.

Out-of-school programmes for unschooled and partially schooled adults: The statistics available on DFID's main partner countries (see annex 2 and 2A) show that most of them have high rates of non-completion of primary school, while assessments suggest that only a minority of pupils can read and write competently, even after five years of schooling. There thousands of young unschooled women and men, as well as young women withdrawn from school for marriage or domestic duties and young men who leave school to earn a living, who need opportunities for further education and training. The DFID AMMAL project supporting Community Based Schools for Girls in Pakistan's North-West Frontier Province demonstrated how literacy education programmes can successfully offer young people 'alternative' education or a route back into the education system¹¹.

Open and Distance Learning and ICT: Radio and television can be used to support literacy education, mainly through helping the facilitators raise the quality of the content of programmes. Open learning packages can supplement the broadcasts, while distance materials can be used in specific situations where literacy acquisition is related to a specific skill. Combinations of radio and distance materials can be particularly useful for reaching travelling communities and secluded women.

While access to information and communication technology is still limited to certain parts of the world, there have been huge developments in the creation of distance, interactive and web based literacy materials. Many of these are tutor education resources with additional worksheets that can be printed off or adapted for learners, but some countries (Australia, the USA, and South Africa) have developed interactive sites especially for learners to use.

China, India and Mexico have conducted adult basic education using radio and television broadcasting and many literacy programmes have made extensive use of radio advertising. Locally produced interactive radio instruction and community radio can be valuable for widely scattered or travelling communities where it is difficult to organise classes. Cuba's 'Yo, sí Puedo' programme, uses radio and video to support literacy teaching, and has been adopted in several Latin American countries and New Zealand. The DFID-sponsored programme in Guyana is using new technologies to specifically target literacy for women.

There is huge potential for computer based materials, which can be used on a large scale; however there is a danger that they then become less relevant to learners. Producing these for tutors, who are able to adapt them for learners may be a better way forward.

¹¹ British Council, Peshawar, Pakistan (2000) British Council, Manchester (Unpublished) and www.drishti.ca/pdfs/GailCaseStudyBooks/

Teaching and Learning Options:

There is a range of learning and teaching approaches from which governments and programme organisers can select to suit their purposes and objectives.

Language: National language policies affect language development and the language of instruction in adult learning and in schools. Research has shown that initially learning to read and write in the mother tongue, or at least in a familiar second language, is more effective than learning in a language in which the learner is not fluent. In multilingual situations literacy provision can draw on localised interests, idioms and vocabularies for both content and learning materials. In these circumstances local or regional materials are more effective than the production of a single national text book.

However, some languages are spoken by so few people that developing literacy education in them may not be cost-effective in terms of developing follow-on literature. In addition, some governments pursue a mono-lingual policy in the interests of national unity and draw support from many non-literate people who see advantages in becoming literate in the national language. In such circumstances, people, particularly women, whose restricted mobility has led to little exposure to languages other than their mother tongue, may require extra support in simultaneously mastering both an unfamiliar language and literacy.

Initial learning in the language with which the learners are most familiar, strengthens the prospect of later becoming literate in the regional or national language.

Learning approaches: The main approaches are cognitive, functional, social and transformative. All have their advocates and all have claimed degrees of success, although the cognitive has been shown to be limited due to an emphasis on the individual rather on social factors and change (GMR 2006, LWG 2007). Different approaches are outlined below.

Cognitive: A cognitive approach focuses primarily on the technical aspects of literacy acquisition and puts great emphasis on phonic awareness (learning the letters and sounds) often using centrally produced text books to teach them. It tends to focus on individual attainment¹². Some experts claim these methods enable people to read in a very short time, though others claim the skills are not readily transferred into life situations and therefore tend to be forgotten rapidly.

Functional: Functional programmes focus on the uses of literacy. Like the embedded approach, they include the information, vocabulary and literacy skills and tasks required in specific situations, such as work in agriculture and income generation. In cultures where women do not work in the public sphere, literacy can be related to child care, nutrition, health and hygiene. State-run and mass literacy programmes frequently adopt this approach and produce general primers (adult beginning reading books) that touch on several

¹² The 'Yo Si Puedo' programme from Cuba www.aulaintercultural.org and the 'Tara Akshar' programme in India www.taraakshar.com.taHome claim to teach people how to read and write in around 30 hours.

'functional' subjects as in work-based literacy programmes in Botswana and elsewhere.

Social practice: These programmes focus on the literacy used in particular social contexts. Business and government services, for example, use language and literacy differently, and learners have to be familiar with the differences in order to participate. Programmes adopting this approach include the Older People's Literacy Project and the ABET programme, both in South Africa, the Community Education Project in Nigeria and the Community Literacy Project in Nepal.

Transformative: This model, based on the ideas of Paulo Freire, uses literacy education as a force for change. It aims to assist participants to 'read the world', that is to understand the social and political situation and by understanding, to seek to change it. One example of this approach is Brazil's 'Literate Brazil Programme', while the ActionAid programme REFLECT combines Freire's methods with those of Participatory Rural Appraisal to seek the views of non-literate people and include them in decision-making. Many NGOs and CBOs and some governments have adopted the REFLECT approach. It has also been adapted where the clientele is from traumatised communities in conflict and post-conflict situations, such as in South Sudan and Sierra Leone

Quality of teaching: Evaluations of DFID-supported literacy projects have confirmed that quality and achievement in learning depend on the quality of teaching. It has gradually been recognized that helping adults to become literate is a complex task, which requires a combination of local understanding and good teaching skills. Adult learners are often engaging in organised learning for the first time in their lives and beset as they are by competing domestic and social commitments, they are understandably anxious. Confidence-building has been shown to be a key factor in literacy learning.¹³ If the option in selecting facilitators lies between a highly educated individual with no local knowledge or sympathies and a person, often a woman, with less schooling but adequate literacy skills and good local knowledge and understanding, the latter may be the better choice. However, each would need high quality training and continuous support.

In the past, there was a tendency to economise on the training and subsequent support of the facilitators. Effectiveness inevitably suffered. Several countries are now providing more rigorous and comprehensive training, as the DFID-supported programmes, CELL in Egypt and ABET at the University of the Western Cape in South Africa, have exemplified¹⁴.

Achieving a gender balance among facilitators and managers of literacy programmes is important.

^{viii} Eldred, Jan. (2002). *Catching Confidence*. www.niace.org.uk/research/basicskills/

¹⁴ ABET (2006) Adult Basic Education and Training for Adults www.capegateway.gov.za/directories/services

Materials: Good materials contribute significantly to the quality of the learning experience. The options for designing and producing them depend on the learning approach. Campaigns and functional and cognitive approaches tend to favour standard primers. Function-oriented programmes tailor their materials to the different tasks and different situations for which men and women require literacy and numeracy. Social practice and transformative approaches tend to derive their content from local environments and cultural contexts and to produce materials to match - by self-help, in small quantities and put to immediate use.

The process of generating their own materials has proved highly popular and motivating for learners and ensures that the products relate to the differing interests of men and women. A study in Nepal identified a 'process' and a 'product' approach to creating materials with learners - the writing as a learning tool was the process and the written material the product. Participants in literacy groups learn to write by writing, writing about their lives, their communities and often recording folk tales. Participants may not necessarily write the materials themselves. Those with limited literacy skills can discuss a subject with the tutor who then acts a scribe. Groups select the stories to be reproduced or published and then edit, illustrate and decide the format.

In the development context the texts produced became known as learner-generated materials (LGMs) though in rural communities they were often also produced by the facilitators who had equally important stories to tell. The telling of the story is a key component in peace building and it became an important part of the programmes in Sierra Leone and South Sudan. In East Sudan, a community facilitator with little education beyond primary school adopted the idea with enthusiasm, and the people in his literacy groups produced a hundred and forty stories in six months. In the whole programme two hundred and four small books and eighty five pieces of writing in five languages (Arabic, English, Dinka, Nuba, and Tigre) were produced by forty literacy circles (Abuzeid et al. 2005). This provided a wide choice from which to choose learner-generated writing appropriate for a wider audience and publication.

Participants on the Community Education Programme in Nigeria responded with similar enthusiasm and seventy-two small books were published in six languages: Bura, Hausa, Ibibio, Ibio, Fulfulde and English. When the programme ended, the process continued; stories were told, written and typed and used at local level (Ezeomah et al. 2006). In Nigeria and Sudan, the writing was of personal experiences, communal histories and folk tales, often with a moral twist. In Egypt women took the opportunity to write about their lives. Two books of stories and experiences were written by women attending literacy classes, often in colloquial rather than standard or classical Arabic and many told of the hardship and sadness of their lives (GALAE 1997). Individual and group stories record a community's folk tales, activities and history and can explain action and culture to others.

Learner generated materials can be used by literacy programmes in many different ways as:

- reading texts for a whole group
- a reading text for an individual
- a collection of writing or "scribed" stories for an informal group magazine
- contributions to a literacy scheme

- published collections of student writing
- posters
- published small books

Generating materials with learners is a method for making more texts available at local level in local languages, as a way of capturing and valuing local and indigenous knowledge and encouraging pride and creativity.

Finance and Costs:

There are several options. A government could shoulder the whole cost, either entirely from local resources, as in Zambia in the mid-1960s, or from combining local and international resources, or by including adult literacy with primary education in the Fast Track Initiative, as in Benin.

Alternatively, the cost could be shared between government and other sectors. In Côte d'Ivoire, for example, a foundation was established with a guaranteed level of public finance and with authority to raise further funds from the general public, the private sector, local charitable foundations and a range of international sources¹⁵.

A central government could also work in cost-sharing partnerships with a range of local government bodies, as well as with non-governmental organisations, international, national and community-based. An additional possible resource is the university sector, where appropriate departments are well placed to deliver training for literacy facilitators, as in South Africa, and also to help develop high quality learning materials.

Government could also seek to mobilise support from citizens by offering part of the cost as a subsidy to the learners, the remainder being raised by the communities or appropriate organisations. In the *faire-faire* programme of Senegal the Ministry of Education offered contracts on a per learner basis, and also trained the organisations in formulating sound proposals and in managing their projects.

The 2007 Abuja International Workshop on Adult Literacy called on governments to dedicate at least 3 per cent of their national education sector budgets to adult literacy programmes. This would triple the current average allocation. The workshop also estimated that on a global basis the unit cost of an effective programme would range between US\$150 – 300 over a 3-year learning period.

A more localised option for calculating costs of literacy programmes would relate this to the local costs of primary education. Conventionally, 4 years – approximately 4,000 hours - of good primary education should enable the average child to master the skills of literacy permanently. In comparison, the average adult needs about 300 hours of learning and practice to master the basic skills and another 300 to become fluent, a total of 600 hours or 15 per cent of the child's need. A government could use

¹⁵ Other examples are Basic Skills Agency UK, National Adult Literacy Association, Ireland

15 per cent of the cost of providing a complete primary school education as the benchmark figure for the required per capita outlay on adult literacy programmes.

A central component of expenditures is the remuneration of facilitators. Some governments have tried to rely entirely on volunteers: only short-term campaigns have done this successfully. Others have offered recognition in kind with special equipment such as bicycles or sewing machines. Other governments have paid salaries on a par with primary school teachers.

Distribution of programme costs: Table 1 synthesises a number of experiences in paying for literacy programmes.

Table 1: Indicative framework for the categories and distribution of the costs of literacy programmes in developing countries

Item	Approximate % to be allocated
1. Instructional materials development and production	13
2. Training (and refresher training) for literacy facilitators, specialist trainers and immediate supervisors	15
3. Remunerating/rewarding facilitators, specialist trainers and field supervisors	30
4. Training and other forms of capacity building and institutional strengthening for public and private agencies	13
5. Operational and administrative expenses (offices, vehicles, lighting, fuel, consumables, distribution of materials)	15
6. Monitoring, evaluation, research	4
7. Encouraging schemes of savings, credit and enterprise development (where these have been attempted, they seem to have been successful.)	10

Government responses:

To achieve the outcomes, governments need to make informed choices from a range of options to suit their particular situations in terms of governance, finance and costs, and delivery. In some states, for example Cuba, governments have assumed total responsibility for literacy education and kept close central control. Others, like Indonesia, have offered a centrally governed programme, but have also permitted voluntary agencies to organise programmes of their own. Elsewhere, central governments, like India, have encouraged decentralised agencies to take local initiatives, with local resources augmented by central subsidies. At least one government, Senegal, has offered contracts to voluntary and private bodies to deliver locally appropriate literacy education.

Responsibility often falls between two government ministries, typically the Ministry of Education and the Ministry for Social Development or its equivalent. For the approach to work, both ministries need to engage, so that expertise of formal primary school learning is enhanced by expertise of adult non-formal learning and vice versa. Those responsible for spending education budgets, and meeting specific targets

relating to the achievement of Universal Primary Education, need to see the specific cost benefits of employing family learning techniques. These are shown in reduced repeat rates at primary school, improved performance of children at lower levels, reduced dropout rates particularly at Primary Year 4 which traditionally sees a massive (up to 50%) dropout, and in greater involvement and contribution from parents. It is crucial that those responsible for delivering education perceive family learning as a way of enhancing primary school educational achievement, rather than an additional burden on them.

In terms of distributing responsibility within government, a single Ministry, such as Education or Social Development, can be given main responsibility. In Uganda and Mexico government departments that serve clienteles with low levels of literacy, including local government, women's affairs, agriculture, livestock, forestry, fisheries, health, and small industries may be required to liaise on the provision of appropriate literacy education and training. A third option is to establish a quasi-autonomous foundation with responsibility for mobilising support for literacy education across all sectors, and organising a variety of literacy education programmes appropriate to particular sectors.

Monitoring, Evaluation and Impact Assessment:

Plans for monitoring and evaluation are standard components of literacy programmes, particularly those funded by international agencies. However, complex practical, attitudinal, technical, financial and political factors have made the processes problematic, particularly for large programmes. This tends to reduce the value of evaluation in terms of insights and lessons for future work. Possible options for more informative work include:

- Effective use of representative samples. While the theoretical ideal would be to monitor and evaluate all the learners, facilitators and administrators in a programme, it is likely be more manageable and economical to use a well designed representative sample.
- Identifying the most appropriate monitors and evaluators. Here the choice lies between drawing them from the local implementing institution, an independent local specialist institution, or from a specialist institution totally external to the country or from some combination of the three.
- Ensuring that all statistics on enrolment, completion and achievement and outcomes are specifically related to both men and women, as well as to age groups, in order to assess the impact of the programme comprehensively.
- Ensuring that monitoring and evaluation reports distinguish between the outputs and outcomes for men, women and for different age groups.

There needs to be an appropriate balance between

- *pre-course assessment* - what skills and knowledge the learners already possess;
- *end-of-course assessment* – what the learners have actually learned; and

- longer term *impact assessment* – how the men and women who participated have changed their lives through what they have learned.

Making evaluations of literacy programmes available through the internet and other readily accessible media will assist in the wider and more rapid development of good practice and positive outcomes.

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On behalf of the Literacy Working Group: ActionAid, BALID, CEC, NIACE, NRDC, UK National Commission for UNESCO, UKFIET (see annex 5)

Annex 1: Education for All: Meeting Our Collective Commitments.

Relevant excerpts from the text adopted by the World Education Forum, Dakar, Senegal, 26th – 28th April 2000.

1. Meeting in Dakar, Senegal, in April 2000, we, the participants in the World Education Forum, commit ourselves to the achievement of education for all (EFA) goals and targets for every citizen and for every society.

6. Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization. Achieving EFA goals should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency.

7. We hereby collectively commit ourselves to the attainment of the following goals:

(i) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;

(ii) Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;

(iii) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;

(iv) Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;

(v) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;

(vi) Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Annex 2: Statistics on DFID's 20 Main Development Partners Number of Illiterate Adults and Rates of Illiteracy.

Country	Population Approximate millions	Number of Illiterate Adults Millions	Rates of Illiteracy %	
			Females	Males
India	1,100	268	52	27
Bangladesh	142	43	59	46
Sudan	36	7	48	29
Tanzania	38	6	38	22
Afghanistan	30	9	87	57
Pakistan	158	48	65	36
Ghana	22	5	50	34
Iraq	29	4	36	16
Nigeria	132	22	31	22
Uganda	29	4	42	23
Rwanda	9	1	40	29
Malawi	13	2	46	25
Kenya	34	4	30	22
Ethiopia	77	27	77	50
Congo Dem. Rep.	58	9	46	19
Indonesia	223	15	13	6
Vietnam	84	5	13	6
Mozambique	20	6	75	45
Zambia	12	2	40	24
China	1,316	67	13	5
TOTAL	3,549	552	---	---
WORLD	6,450	774	---	---
TOTAL/WORLD %	55.0%	71.3%	---	---

2A. Numbers of Primary Age Children Not in School

Country	Primary-age Children Not in School '000	Dropout rate % before final primary grade	
		Females	Males
India	Not known	24	19
Bangladesh	1,121	33	37
Sudan	Not known	25	27
Tanzania	132	22	19
Afghanistan	Not known	Not known -----	
Pakistan	6,303	28	32
Ghana	990	35	45
Iraq	552	39	22
Nigeria	6,583	36	39
Uganda	Not known	75	74
Rwanda	373	68	70
Malawi	113	68	65
Kenya	1,123	16	16
Ethiopia	2,666	25	28
Congo Dem. Rep.	Not known	Not known -----	
Indonesia	414	17	12
Vietnam	1,007	14	13
Mozambique	872	58	51
Zambia	228	38	30
China	Not known	Not known	
TOTAL	>22,364	-----	
WORLD	72,124	14	13
TOTAL/WORLD %	>31.0%	-----	

Sources: www.dfid.gov.uk/pubs/files/sid2006/sid06-full_p.57

Education for All Global Monitoring Report 2008, (2007). *Education for All by 2015 – Will We Make It?*. Paris. UNESCO. Annex. Statistical Tables 1-7.

Annex 3: DFID Supported Programmes

These include the following.

- **Nepal:** DFID supported the innovative Community Literacy Project from 1997-2003. The project embodied many of the principles that were subsequently incorporated into DFID's Literacy and Livelihoods strategy (www.dfid.gov.uk/pubs/files/bg-briefing-literacy.pdf).
- **Egypt:** DFID supported the General Authority for Adult Literacy for a period of 10 years, first with the Adult Literacy Training Programme (1995-1998) and then the Capacity Enhancement for Lifelong Learning (CELL) Programme (2000 – 2004). The programme piloted community-based, learner-centred literacy in some of the poorest Egyptian governorates, with a special focus on literacy provision for women.
- **Bangladesh:** there were two large non-formal education initiatives with a major local NGO (BRAC) using the REFLECT methodology. BRAC's Non-Formal Education Programme (NFPE) included programme components on Adolescent Development, generally offered to young women to help them retain their literacy and numeracy skills. REFLECT Phase II was a five year Action Aid programme funded by DFID in 2000. DFID is also working with the Government and the Asian Development Bank on a cross-sectoral programme that has a focus on women's rights, empowerment and social inclusion.
- **Ghana:** DFID supported a successful project in the 1990s and the methodology and methods used on the project were adopted nationally.
- **Nigeria:** DFID supported a Community Education Project 1997 -2001 which twin tracked primary education and adult literacy in four states and including the pastoralist Fulani and is currently supporting a large primary education programme.
- **South Africa:** DFID supported the South Africa National Literacy Initiative, a national programme that has trained and accredited more than 30,000 professional educators. This programme used the Literacy and Livelihoods approach and is considered to be a highly successful programme working across a wide range of different development sectors.

Current DFID Supported Programmes

- **Uganda:** in partnership with Education Action, UK and Literacy and Basic Education, DFID supports a project in Northern Uganda which targets parents, especially mothers of girls, who have missed out on education themselves and engages them in actively supporting their children's learning and in learning the requisite skills to do this effectively.
- **Kenya:** DFID is supporting a case study in the five countries Literacy Assessment and Monitoring Programme (LAMP), managed by the UNESCO Institute of Statistics.

- **China:** A programme was recently approved for over £3 million to support a new ILO/ACWF project to focus on girls and young women at risk of trafficking for labour exploitation within China. The project will encourage at-risk girls and young women in poorer provinces to stay in school and acquire literacy skills. DFID China also supports a skills training and advocacy programme for adolescent girls through a partnership with the All China Women's Federation, which particularly targets girls who have not entered or completed primary school.
- **India:** DFID supports the accelerated Tara Akshar Reading Programme, a fast track programme aiming to teach people to read in 50 hours over a period of 30 days
- **Yemen:** DFID and participating donors are financing a substantial basic education programme which includes support to both primary and adult basic education. The Ministry of Education now includes literacy, including adult literacy, as progress indicators along with access, gross enrolment, and gender.

DFID's support for the G8 Broader Middle East Initiative under the US Presidency led to a commitment by the G8 and Governments in the region to "impart literacy skills to an additional 20 million people by 2015." The 2002 Arab Human Development Reports highlighted the scale and impact of the problem in the region, which on current progress will still be an issue in 40 years time. Commitment to adult literacy remains a central task of the new regional Ministerial 'Forum for the Future'.

DFID also supports literacy programmes through humanitarian aid programmes. This assistance often comes in the context of multi-sectoral livelihoods support and community strengthening initiatives.

Annex 4: LETTER Project

LETTER (Learning for Empowerment Through Training in Ethnographic Research) is a development project that aims to help adult trainers and course organisers to gain first hand experience of ethnographic style approaches to local literacy and numeracy practices in order to support learning and teaching. The project starts by working with the trainers of those who teach in adult and non-formal education programmes – the facilitators and teachers - so that the trainers can train them to adapt these approaches to their own local situations.

The project is based on recent understandings of literacy and numeracy as social practice, which assumes that both literacy and numeracy have many different cultural and social uses and meanings in different contexts and that those preferred by some teachers and educational policy makers and planners are only a few amongst many. The LETTER workshops aim to train trainers in ethnographic style methodologies in discovering these local literacy and numeracy practices. They then pass these methodologies on to literacy and numeracy facilitators and teachers.

The LETTER project was first developed as a collaboration between an NGO in the UK, Uppingham Seminars (Convenor Alan Rogers) that has experience in working with literacy and numeracy as a social practice, and Nirantar in India, an NGO with experience of working especially with rural *dalit* women extending their numeracy, literacy and other communication skills aimed at their increasing empowerment. The project draws on the expertise and experience of a number of UK facilitators, including Professor Brian Street with particular expertise in ethnography and literacy (King's College London), Professor Alan Rogers in adult education and course development (Uppingham Seminars), and Dave Baker in numeracy and learning and teaching (Institute of Education, University of London).

Following the recent workshops in India a further series was held in Ethiopia in September 2007 and January 2008 and subsequent workshops may be held in Mexico, S Africa and Nepal.

Annex 5. The UK Literacy Resource

Literacy Working Group: Action Aid, Book Aid International, British Association for Literacy in Development (BALID), Council for Education in the Commonwealth (CEC), National Research and Development Centre (NRDC), National Institute of Adult Continuing Education (NIACE), UK Forum for International Education and Training (UKFIET), Uppingham Seminars in Development, UK National Commission for UNESCO.

Action Aid (www.actionaid.org) was founded in the UK in 1972 and now has its headquarters in South Africa. It works in 40 countries with an annual budget of about 150 million euros. Education is one of the six priorities in its strategic plan "Rights to End Poverty" 2005-2010.

Africa Educational Trust (www.africaed.org)

Most work now focused on supporting education in Africa for people living in areas of conflict but continues to provide support for African refugees and asylum seekers in Britain. Involved in a large literacy, numeracy and skills training radio project in Somalia with the BBC World Service Trust.

Association for the Development of Education in Africa (ADEA) (www.adeanet.org)

Network involving African Ministries of Education Development Agencies, Education specialists and researchers and NGOs active in education. Originally set up by the World Bank as Donors to African Education. Activities carried out by the 11 sub-sector working groups include advocacy work, analytical work, and capacity-building. ADEA also provides links to statistical databases on Education in Africa.

Avanti Books (www.avantibooks.com)

Specialises in books for Adult Education. No specific focus on literacy and development.

Basic Skills Agency (BSA) (www.basic-skills.co.uk)

National agency for literacy, numeracy and related skills for England and Wales. Funded by Department for Education and Skills and the Welsh Assembly government but maintains a relatively independent status. 5 major programmes: Primary and Secondary Quality Marks; Developing Effective Practice; Better Teaching Partnership; National Projects; Consultancy.

Bellagio Publishing Network (www.bellagiopublishingnetwork.org)

Network for publishing and book development in the south. Includes publishers; government, international and private donor organisations. Main aim is to support and develop indigenous publishing in developing countries.

Book Aid International (www.bookaid.org) promotes literacy in developing countries by creating reading and learning opportunities for disadvantaged people in order to help them to realise their full potential and eradicate poverty. Book Aid works in 17 countries in sub-Saharan Africa and Palestine.

British Association of Literacy in Development (BALID) (www.balid.org.uk) is a non-government voluntary organisation that promotes literacy and numeracy as a basic human right. BALID is a network of member organisations and individuals, engaged in the policy, practice and research of adult literacy and numeracy in development. BALID organises training events, seminars and conferences working with partner organisations in the UK and internationally.

British Education Research Association (BERA) (www.bera.ac.uk)

Produces the British Educational Research Journal as well as one off publications.

Contributes to the activities of the National Educational Research Forum (NERF). Organises training events and conferences. Advocacy and communications work focuses on quality education in the UK. Makes representations to government departments and agencies on specific issues and to investigating committees such as the Parliamentary Select Committee on Education.

Building bridges through books (www.buildingbridgestogether.org)

Sends Volunteer Mentors to day care centres, orphanages, pre-schools, and after-school programmes in developing countries.

Campaign for Female Education (CAMFED) (www.camfed.org)

Group of non-governmental agencies in Africa, the USA and the UK, focusing on extending girls' access to education in poor rural communities of Africa.

Catholic Agency for Overseas Development (CAFOD) (www.cafod.org.uk)

Faith based INGO working in overseas development and humanitarian assistance. Significant education work including literacy projects in Brazil.

Centre for British Teachers (CfBT) (www.cfbt.com)

CfBT provides education for public benefit. CfBT staff support educational reform, teach, advise, research and train. CFBT managed the Community Literacy Project, a major adult literacy project in Nepal (1997-2001) on behalf of DFID. Through this project, a lead NGO was strengthened to implement a series of community literacy projects throughout the country. CFBT carried out an assessment of Rwandan adult literacy in 2005 for Sida, contributing to the development of a National Policy on Adult Literacy and a National Action Plan for improved and expanded adult literacy services.

Centre for Literacy Studies (www.nottingham.ac.uk/education/centres/cls)

Literacy Research department, University of Nottingham (formerly the Centre for the Study of Children's Reading). Main focus of research is children's literacy in the UK.

The Council for Education in the Commonwealth (www.cecomm.org.uk) has a strong parliamentary base; its joint parliamentary chairpersons come from the three main parties in the House of Commons. Members of the Council are drawn from both Houses, and from High Commissions, all sectors of education, NGOs, particularly those dealing with Commonwealth students, the public service, and the private sector. Student members are particularly welcome and can participate in the Council's programme of activities. It produces a newsletter, policy documents, and reports.

Christian Outreach Relief and Development (CORD) (www.cord.org.uk)

Non-denominational relief and development agency. Focus on children and those displaced by conflict. Some literacy projects.

Christian Partners in Africa (www.cpafrica.org.uk)

INGO working in the areas of skills training, education, healthcare, micro-finance and childcare in Africa, including literacy work in Malawi.

Collective Consultation of NGOs on Literacy and Education for All

(<http://portal.unesco.org/education>)

UNESCO-NGO cooperative programme initiated by UNESCO in 1984 as a Collective Consultation of NGOs on Literacy. Name and scope were changed to Collective Consultation of NGOs on Literacy and Education for All at the Jomtien conference. Around 100 mostly international NGOs have been involved in this programme over the past few years.

Commonwealth Education Fund (www.commonwealtheducationfund.org)

Collaboration between UK Government, UK INGOs Action Aid, Oxfam and Save the Children, and the private sector. Builds national coalitions to promote education at the national level in support of quality basic education for all. Provides funds for targeted advocacy and lobbying work.

Commonwealth of Learning (www.col.org)

Created by Commonwealth Heads of Government to encourage the development and sharing of open learning/distance education knowledge, resources and technologies.

Concern Universal (www.concern-universal.org)

Development and Humanitarian Relief organisation working in a number of areas including Adult literacy and basic education training with children and adolescents in Colombia, Brazil and Bangladesh.

Education Action (www.education-action.org)

UK based organisation working with displaced people overseas and in the UK. Activities grouped according to the following areas: Literacy and Basic Education; Education for Social Action; Teacher development.

European Association for the Education of Adults (www.eaea.org)

100 member organisations from 34 countries working in the fields of adult learning. Main activities: policy advocacy for lifelong learning at a European level, development of practice through projects, publications and training, provision of information and services for members, international co-operation.

European Society for Research on the Education of Adults (www.esrea.org)

Promotes and disseminates theoretical and empirical research on the education of adults and adult learning in Europe through research networks, conferences and publications.

Feed The Minds (www.feedtheminds.org)

An ecumenical Christian charity which supports indigenous organisations projects that aim to transform lives through education, communication and the provision of information to people with few resources. Strong interest in literacy.

Global Campaign for Education (www.campaignforeducation.org) Campaign Network set up with the aim of campaigning for Education as a basic human right. Activities of the network include global action week and lobbying International financial institutions and governments.

International Childcare Trust (www.ict-uk.org)

Works in Sri Lanka, South India and Kenya in the fields of childcare, primary health, education and skills training, agricultural training and resettlement schemes, social forestry and wasteland development, disaster relief, shanty improvement and refugee welfare. Literacy is a component of some integrated development projects.

International Literacy Institute (www.literacy.org.ili.html)

Established in 1994 by UNESCO and the University of Pennsylvania Graduate School of Education. Mission is to provide leadership in research, development and training in the broad field of international literacy and development, with an emphasis on developing countries.

Islamic Relief (www.islamic-relief.com)

INGO working in a number of areas including adult education. Education programme covers:

School Rehabilitation; Education Centres; Community Training Centres; Adult Literacy; Primary School Reconstruction; Graduate Training Centres.

Language and Literacy Studies in Education Research and Teaching Group (University of Manchester) (www.education.man.ac.uk/rtgs/langlit)

Offers research, consultancy and teaching services. Research interests include: development and evaluation of teaching and learning frameworks; language and literacy across the curriculum; language study; language analysis; assessment; gender and achievement; distributed and distance learning; use and evaluation of new technologies; intercultural communication and cultural studies.

Learning and Skills Network (<http://www.lsneducation.org.uk>)

The Learning and Skills Network (LSN) is an independent not-for-profit organisation working to make a difference to education and training in the UK. They deliver quality improvement and staff development programmes that support specific government initiatives, through research, training and consultancy; and by supplying services directly to schools, colleges and training organisations.

Learning for Life (www.learningforlifeuk.org)

Works with local partners to provide education opportunities for children in Afghanistan, India and Pakistan. Literacy a component of overseas projects.

Learning from Experience Trust (www.learningexperience.org.uk)

Carries out research, training and development on practical approaches that enhance learning from experience. Holds conferences, workshops and study tours for professional development and publishes reports for individuals and institutions. Primarily a UK focus.

Lifelong Education and International Development (www.ioewebserver.ioe.ac.uk)

Created from the EID (Education and International Development) and Lifelong Learning Academic Groups. Researches systems undergoing change and societies in transition.

Lifelong Learning Foundation (www.lifelonglearnresearch.co.uk)

Funding organisation focused mainly on the challenge of sparking and sustaining individual motivation and commitment to learning through life; and to reforming and revitalising the framework for learning and, in particular, compulsory education.

Lifelong Learning UK (LLUK) (www.lifelonglearninguk.org)

LLUK is the independent employer-led sector skills council responsible for the professional development of all those working in community learning and development, further education, higher education, libraries, archives and information services, and work based learning across the UK. We represent the interests of the 1 million+ individuals working in lifelong learning in England, Northern Ireland, Scotland and Wales and are the voice of employers in this sector on skills issues.

Literacy and Development Group (ODG) at the University of East Anglia.

(www.uea.ac.uk/dev/literacy)

The Literacy and Development Group supports and stimulates research interest and teaching in the field of adult literacy and development. Taking a 'situated literacies' approach, the Group aims to combine theory and practice, to engage actively with key policy institutions (in the UK and internationally) and to encourage cross-cultural interaction between literacy researchers and practitioners in countries in the North and South. The research interests of the Literacy and Development Group (LDG) include: gender - religious literacies - language and education - minority literacies - numeracy practices - ICT and multi-modality - academic literacy - non-formal education and lifelong learning.

Literacy Information and Communications System of the NIFL (LINCS)

(www.nifl.gov.lincs)

LINCS is an electronic internet network that provides a single focal point for adult literacy resources, knowledge and experience from across the USA and the world. It is hosted by the National Institute for Literacy.

LLU+ (former London Language and Literacy Unit) (www.lsbu.ac.uk/lluplus)

National consultancy and professional development centre for staff working in the areas of literacy, numeracy, dyslexia, family learning and English for Speakers of Other Languages. Also runs training courses for literacy and ESOL teachers/trainers.

National Literacy Trust (www.literacytrust.org.uk)

National literacy charity providing a web-based support network for sharing best practice, information and resources. Also involved in practical initiatives e.g. National Reading Campaign. Lobbying and advocacy work in response to UK government policy related to literacy.

National Research and Development Centre for Adult Literacy and Numeracy (NRDC)

(www.nrdc.org.uk) is a major research and development centre funded by the Department for Innovation, Universities and Skills (DIUS). It is a 12-member consortium led by the Institute of Education working with Sheffield, Lancaster, Leeds Universities and Kings College, London, as well as a number of national development agencies and practitioner partners. The centre has had core funding to support the UK Government's *Skills for Life* strategy, which aims to provide educational opportunities for adults with poor basic skills in literacy, numeracy and the English language. The NRDC's programme of work includes research and development projects, dissemination and networking.

NIACE (The National Institute of Adult Continuing Education) (www.niace.org.uk) exists to encourage more and different adults to engage in learning of all kinds. We campaign for - and celebrate achievements of - adult learners, young and old, and in all their diversity. NIACE is the largest organisation working to promote the interests of learners and potential learners in England and Wales. It has specialist staff working in literacy, language, and numeracy. NIACE has a clear international brief and works closely with the International Council for Adult Education. NIACE is a voluntary organisation, a charity and a company limited by guarantee.

Ockenden International (www.ockenden.org.uk)

Works with refugees, displaced people and their host communities in conflict and post-conflict situations. Provides support in the fields of education, vocational training, health and income generation. Literacy a component of overseas projects with specific adult education initiatives in Cambodia.

OXFAM UK (www.oxfam.org.uk)

International development organisation with national offices in many countries. Significant focus on education, including literacy. Has published two "handbooks on literacy in developing countries

PAMOJA (<http://217.206.205.24/action/african/af-pamoja>)

The Reflect Network for Africa. Established in 2002 by African Reflect practitioners, to facilitate learning, sharing and continuing evolution of Reflect practices in Africa. It forms part of CIRAC (Circle for International Reflect Action and Communication), which is a global organization of Reflect practitioners, set up in 2000.

Save the Children UK (www.savethechildren.org.uk)

UK INGO focusing on child rights. Campaigns on educational issues in the UK and internationally. Supports some literacy projects through in-country offices in developing countries. Also supports UK community development projects and produces research and teachers' resources.

SIL International (www.sil.org)

Works with speakers of languages which are still unwritten to develop an alphabet and writing system, and then to organise literacy programmes for their community. Literacy work conducted as part of a programme that includes linguistic analysis, community service, language development and translation.

The Mothers' Union (www.themothersunion.org)

Supports relief and development programmes overseas and in the UK. International literacy programme began in 2000 as a response to members' requests. Currently supports literacy circles in Sudan, Burundi and Malawi.

UKFIET, the UK Forum for International Education and Training (www.ukfiet.org) is a coalition of organisations committed to sharing educational ideas, knowledge and expertise between members and across the wider community, in the UK and internationally. By linking public, voluntary, commercial, and non-commercial organisations at local, national, and international levels, UKFIET offers a network accessible to individuals working within or seeking information about the field.

UN Literacy Decade (www.portal.unesco.org/education)

The Decade (2003-12) is focusing on the needs of adults with the goal that people everywhere should be able to use literacy to communicate within their own community, in the wider society and beyond. Activities aimed at achieving results through policy change; programmes; capacity building; research; community participation.

UNICEF (www.unicef.org)

Supports education projects in developing countries and engages in advocacy initiatives through country offices. Literacy interventions cover a wide range of themes and countries.

United Kingdom Literacy Association (UKLA - formerly United Kingdom Reading Association) (www.ukla.org)

Main aim is to promote good practice in literacy and language teaching and research. Main activities: conferences; publication of journals; responses to government consultations and policy changes; international networking.

Uppingham Seminars in Development (www.uppinghamseminars.org) is a small informal group based in the UK. It organises participatory seminars and training workshops on the general theme of education in developing societies. The focus is on non-formal and adult basic education (including literacy and numeracy) in developmental contexts. It grew out of work undertaken in the 1990s by Education for Development (UK). It has engaged in activities in a number of countries including (most recently) India, Malawi, Uganda, and Pakistan, and plans are in hand to commence a new training project in Ethiopia.

The UK National Commission for UNESCO (www.unesco.org.uk) is an independent body re-established by HM Government in 2004. It acts as a national coordinating body for the engagement of the UK civil society (England, Wales, and Northern Ireland) in UNESCO's global activities in education, sciences, culture and communication. It works in partnership with HM Government, the UK Permanent Delegation to UNESCO, and UK civil society. It provides expert advice for the Government on UNESCO related matters, develops UK input

to UNESCO policy-making, promotes reforms within UNESCO, and encourage support in the UK for UNESCO's ideals and work.

Village Aid (www.villageaid.org)

International development organisation supporting projects in the following areas: literacy and development; agriculture and micro-credit. REFLECT approach is used in literacy projects.

WOMANKIND Worldwide (www.womankind.org.uk)

INGO focusing on improving women's lives through advocacy, campaigning and development projects. Programme of work is structured according to the 'Four Literacies' framework: body literacy; civil literacy; word literacy and money literacy.

Workers Educational Association (WEA) (www.wea.org.uk)

UK's largest voluntary provider of adult learning courses. Supported by the Government through funding from the Learning and Skills Council in England, and by the Scottish Executive and Local Authorities in Scotland.

Y Care International (www.ycare.org.uk)

International relief and development organisation working through local YMCAs in the UK and overseas. Education and post-basic education are two of the main programme areas.

Annex 6: References for Literacy and the Millennium Development Goals

Apart from the universal and fundamental human right to literacy, the case for adult literacy can be made from its contributions to achieving the Millennium Development Goals (MDGs). Studies from 30 countries are relevant:

1. Bangladesh (e.g., Cawthera, A. 2003. *"Nijera Shikhi and Adult Literacy: Impact on Learners after Five Years."* www.eldis.org/fulltext/nijerashikhi.pdf.)
2. Bolivia (e.g., Burchfield, Shirley, Haiyan Hua, Tania Sujo Iturry, and Valeria Rocha. 2002b. *A Longitudinal Study of the Effect of Integrated Literacy and Basic Education Programs on the Participation of Women in Social and Economic Development in Bolivia*. Boston: World Education/Washington, D.C.: United States Agency for International Development Office of Women in Development)
3. Botswana (e.g. UNESCO Institute of Education. 2004. *Evaluation of the Botswana National Literacy Programme: Sharpening the Focus*)
4. Brazil (e.g. Van Ravens, Jan and Carlos Aggio. 2004. *The Costs and the Funding of Non Formal Literacy Programmes in Brazil, Burkina Faso and Uganda*, Hamburg, UNESCO Institute for Lifelong Learning)
5. Burkina Faso (e.g. Van Ravens, Jan and Carlos Aggio. 2004. *The Costs and the Funding of Non Formal Literacy Programmes in Brazil, Burkina Faso and Uganda*, Hamburg, UNESCO Institute for Lifelong Learning)
6. Colombia (e.g. Consuegra, M. A. 1997. "CAFAM's Continuing Adult Education Program (CAFAED): A Human Development Project (Colombia)." In W. Mauch and U. Papen, eds., *Making a Difference: Innovations in Adult Education*, pp. 121–35. Hamburg: UNESCO Institute for Education/Frankfurt am Main: German Foundation for International Development, Peter Lang)
7. Ecuador (e.g. Torres, R.M. 1990 *Informe de Evaluación Final de la Campaña Nacional de Alfabetización "Monseñor Leonidas Proaño"*. Quito: Ministerio de Educación / UNICEF)
8. Ethiopia (e.g. Federal Democratic Republic of Ethiopia in collaboration with UNESCO Cluster Office Addis Ababa and the IIZ/DVV Regional Office East Africa. *Draft National Adult Education Strategy for Ethiopia 2006* (includes evidence of previous programmes and of 'gaps').
9. Egypt (e.g. Oxenham, J. and Hamed R. 'Lessons from a project on Capacity Enhancement for Lifelong Learning' (2005) DFID evaluation of the CELL project World Education. 2004. *Integrated Health and Literacy Research (Egypt)*. Boston: World Education/Cairo: American University of Cairo Social Research Center).
10. El Salvador (e.g. Archer, D., and S. Cottingham. 1996. *Action Research Report on REFLECT*. London: Overseas Development Administration)
11. The Gambia (e.g. DANIDA (Danish Development Agency). 1997. *Functional Literacy and Post Literacy for Rural Women in the Gambia*. Paris: UNESCO)
12. Ghana (e.g., Korboe, David. 1997. *Beneficiary Impact Assessment, Report Commissioned by the Ministry of Education's Non Formal Education Division*. Accra: Ministry of Education and World Bank Country Office;

- Valerio, Alexandra. 2003. *Estimating the Economic Benefits of Adult Literacy Programs: The Case of Ghana*. Ph.D dissertation. New York. Columbia University, Graduate School of Arts and Sciences)
13. India (e.g., Karlekar, Malavika, ed. 2000. *Reading the World: Understanding the Literacy Campaigns in India*. Mumbai: Asian Pacific Bureau of Adult Education)
 14. Indonesia (e.g., Dikmas (Directorate of People's Education). 1998. *Impact Evaluation of Non-formal Education Program in Batch I and II Intensive Kecamatan: Final Report*. Jakarta: Directorate of Community Education, Directorate General of Out-of-School Education, Youth, and Sports, Ministry of Education and Culture)
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