

BIBLIOGRAPHIC DATA SHEET

1. CONTROL NUMBER

2. SUBJECT CLASSIFICATION (695)

PN-AK-732

JK00-0000-0000

3. TITLE AND SUBTITLE (240)

Scouting and literacy; part 2: organizing a literacy program

4. PERSONAL AUTHORS (100)

5. CORPORATE AUTHORS (101)

World Scout Bureau, Community Development Service

6. DOCUMENT DATE (110)

1980

7. NUMBER OF PAGES (120)

24p.

8. ARC NUMBER (17)

9. REFERENCE ORGANIZATION (130)

WSB

10. SUPPLEMENTARY NOTES (500)

11. ABSTRACT (950)

12. DESCRIPTORS (920)

Scouting	Illiteracy
Literacy	Education
Reading	Program planning
Writing	Instructional materials
	Learning

13. PROJECT NUMBER (150)

Unknown

14. CONTRACT NO. (140)

AID/PHA-6-115D

15. CONTRACT TYPE (140)

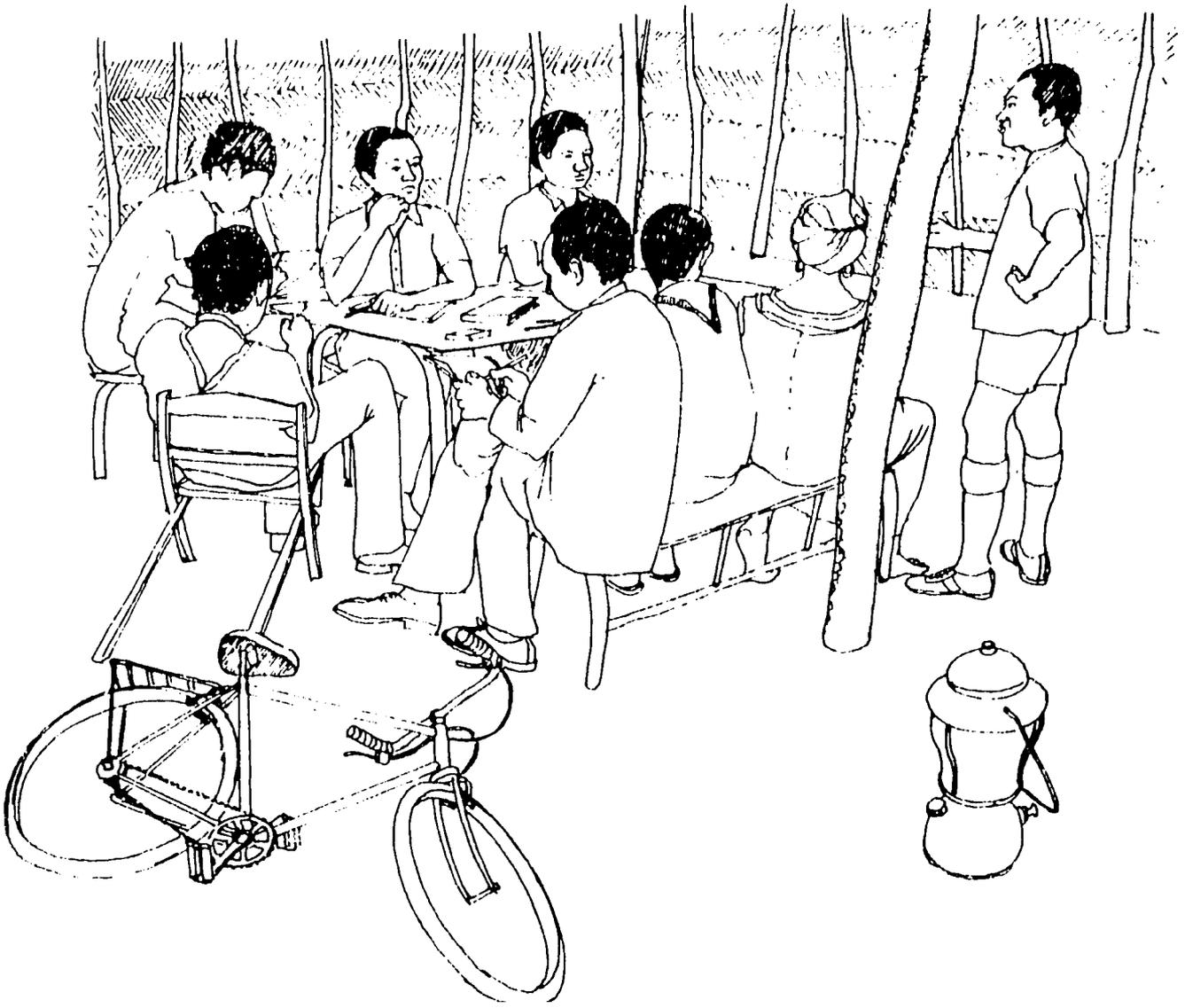
16. TYPE OF DOCUMENT (160)

SCOUTING AND LITERACY



Part 2:

Organizing a Literacy Programme



SCOUTING AND LITERACY

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| PART 1. : UNDERSTANDING LITERACY |
| PART 2. : ORGANIZING A LITERACY PROGRAMME |
| PART 3. : DESIGNING LITERACY MATERIALS |

These booklets called "Scouting and Literacy" are written for Scout leaders.

They are about :

1. The meaning and importance of literacy.
2. What Scouts can do to introduce literacy to individuals, families, and communities, and to encourage its usefulness and permanence.
3. How Scouts can organize a literacy programme and its follow-up.

These booklets are about how Scouts can serve their community; how they can help people to help themselves. They are especially relevant for Scouts in high schools and colleges.

SCOUTS CAN :

- . help to design literacy programmes,
- . act as coordinators/instructors of literacy classes,
- . prepare educational materials (posters, games, exercises, plays...),
- . make the necessary preliminary surveys,
- . organize mobile libraries, theatre groups and film units,
- . organize publicity campaigns to encourage literacy,
- . produce regular newsletters for those who are newly literate,
- . "adopt" someone who is illiterate - a child or an adult - and share their own literacy.

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PART 2 : ORGANIZING A LITERACY PROGRAMME

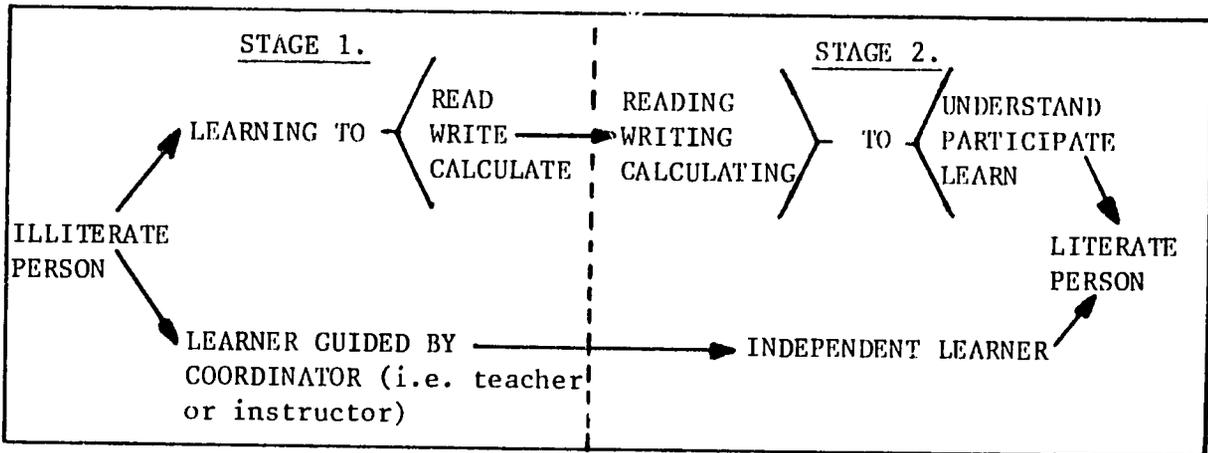
1. THE RIGHT APPROACH

A. THE TWO STAGES OF LITERACY

There are two stages in the development of literacy in a person :

Stage 1. - The learner masters the basic skills of reading, writing and calculating. The learning is based on topics of major concern to his/her life.

Stage 2. - The learner uses these skills to understand more clearly the society in which he lives, to increase his participation in development and change, and to learn new skills.



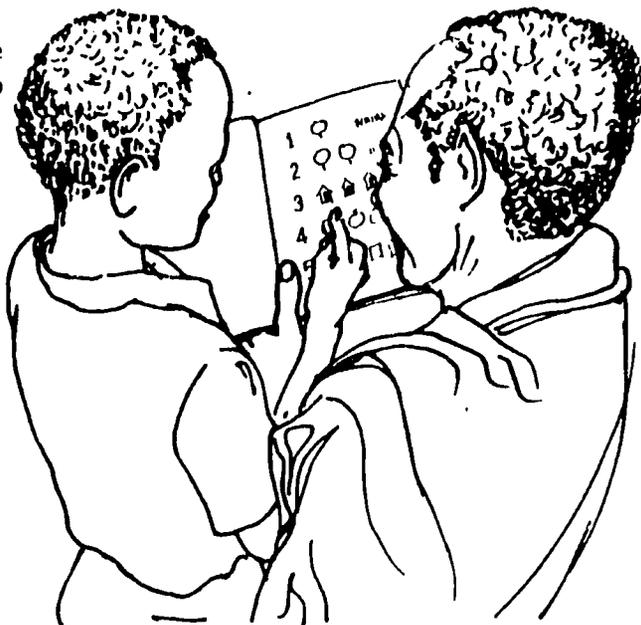
If a literacy programme does not go beyond Stage 1, it is quite likely that the skills will soon be forgotten.

B. PREPARING LITERACY MATERIALS

For a learner to learn the literacy skills sufficiently well to reach the level of Stage 2, he/she will need to participate in a literacy programme. This programme can be prepared and implemented by older Scouts together with the people themselves and with the help of the Adult Education Officer or of other literacy-oriented organizations.

The programme will consist of regular meetings of small "literacy groups" in the community lasting several months, perhaps up to one year. Under appropriate supervision, the Scouts can act as coordinators of these groups.

An important part of that programme will be the materials. These should be developed according to the needs



GOOD MATERIALS ARE IMPORTANT FOR A GOOD PROGRAMME

of the learner. Among some people, appropriate materials may exist already, where there is a common language, or where the needs are very similar.

But where the materials do not exist, they can be prepared by the Scouts...
... in close contact with the people who wish to become literate;
... under the supervision in someone skilled in the production of literacy materials.

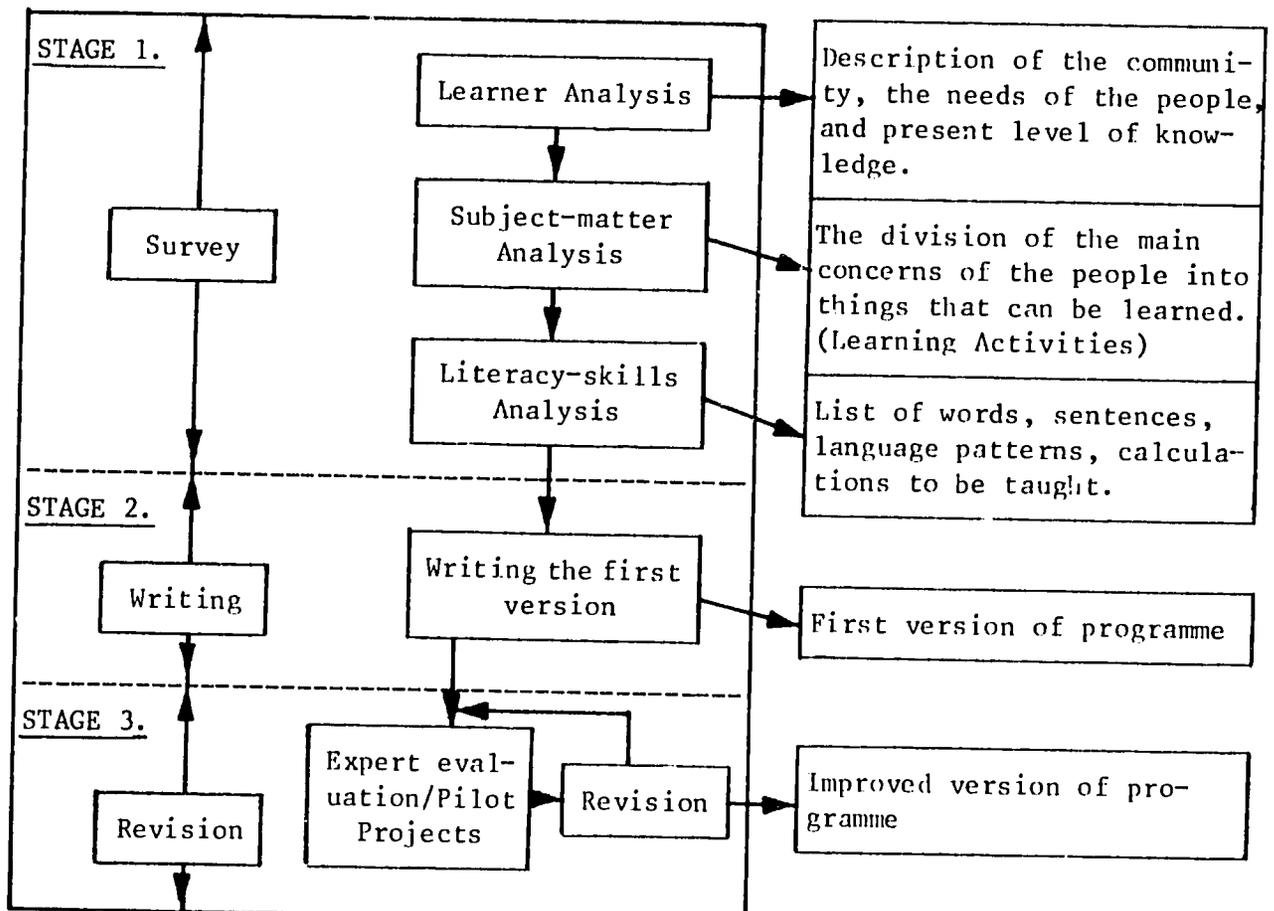
The method described in these booklets for planning and preparing literacy materials is called "Programmed Instruction". It is systematic and follows certain principles :

- (a) Learning should take place in small steps.
- (b) The learner should learn actively.
- (c) The learner should check his answers immediately.
- (d) Learning should go from simple to complex.
- (e) The learner should learn at his own speed.

Literacy materials are prepared in three stages:

1. The Survey : To assist the people to determine their own needs and priorities in what they want to learn and to involve them in the programme from the very beginning.
2. Programme-writing : Carried out in a programme-writing workshop which may take place over several days or weekends.
3. Programme Revision : Made as a result of both pilot projects with the materials and also of evaluation by those skilled in running literacy programmes.

This chart may explain this more clearly

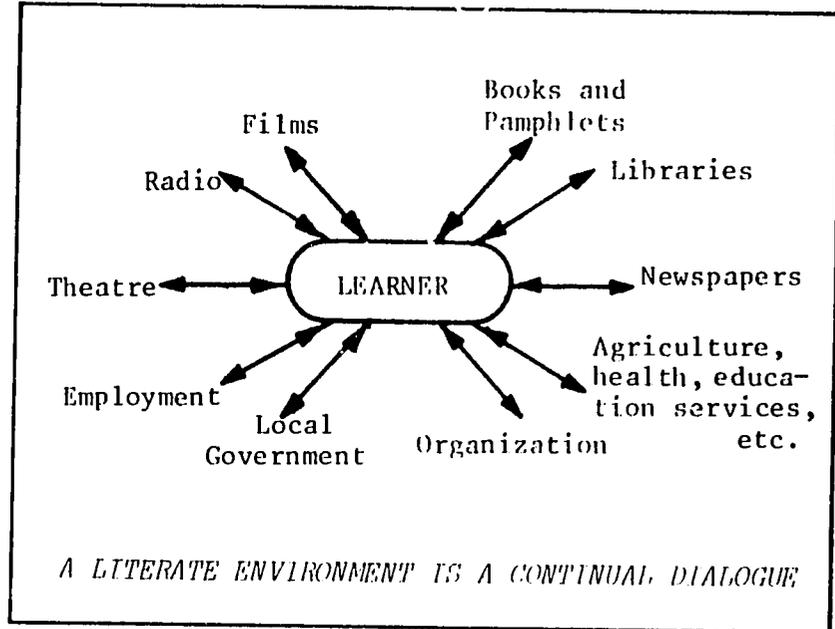


C. A LITERATE ENVIRONMENT

A newly literate person needs a "literate environment" in which to practise these skills (Stage 2.). Without such an environment which will encourage the learner to read/write/calculate for some greater purpose, he/she will soon lose such skills.

Such an environment might include:

- The media - radio broadcasts, newspapers, etc. - to motivate people, share ideas and provide information.
- A library - to provide an understanding of the wider world.
- Local organizations - Parents' and Teachers' Associations, etc. - to encourage participation in community life.
- Local Government - to encourage participation in decision-making that affects the community.
- Health, agriculture and educational services - to help in the improvement of the standard of living.
- Cultural activities - theatre, etc. - to express new ideas, to maintain valuable traditions, and to strengthen community identity.
- Employment opportunities - to provide the foundation stone for a person's self-fulfilment.



CULTURE ENSURES THE CONTINUITY BETWEEN THE PAST AND THE FUTURE

D. A LITERACY PROGRAMME

A literacy programme therefore contains several elements, none of which can be ignored:

. Preparation and Training

You, as the Scout leader, and your Scouts must have the necessary motivation, understanding and skills to run the project.

- You will need to be trained;
- you must know how to use the resources available in your district effectively;
- you must link up with other organizations involved in literacy so that you can work together and help each other.

. Community Participation

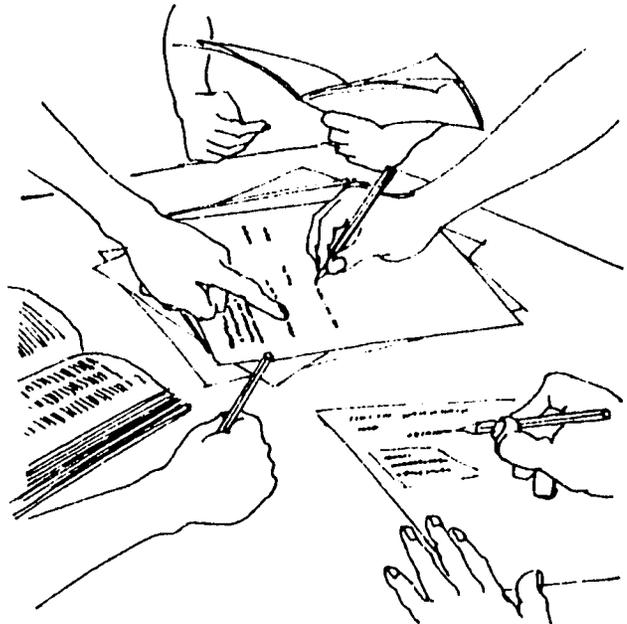
You will need to hold continuing discussions with the people of the community so that :

- the learners are involved responsibly in the programme from the beginning;
- the programme starts from the major concerns of the learners;
- the objectives of the programme are clear and acceptable to everyone;
- the learners realize it is their programme - the Scouts are there to assist them.

Basic information will be collected by means of a "Survey". Thus you will come to know the community and the people will come to know you; mutual trust will grow as a result.

. Relevant Materials

Appropriate literacy materials will have to be prepared, based on the needs of the learners identified during discussions with the people. Materials will include exercises, aids, games, pictures, texts for reading and counting, and a guide for the Coordinator.



*MATERIALS MUST BE SIMPLE, RELEVANT
AND CAREFULLY PREPARED*

. Organization

The programme will have to be planned and organized in consultation between the Scouts and the people in an appropriate way : the time and place of learning sessions, the participants, any fees, etc.

. Follow-up

You will need to identify what elements in the "environment" can be developed to enable the people to use their literacy skills - e.g. a mobile library, a newsletter, etc. They may form a reading or a radio club. You would develop subsequent "projects" accordingly.



*A LITERACY PROGRAMME IS A PROGRAMME OF THE PEOPLE:
DECISIONS ARE MADE IN CONSULTATION*

F. OTHER POSSIBILITIES FOR SCOUTS

It is very often unnecessary to start a literacy programme from the beginning. There are many such programmes already underway in most countries. In these cases you and your Scouts may be able to assist in one or more aspects of the programme. Older Scouts may act as coordinators of learning groups; younger Scouts could collect books for later use. There would be many such possibilities.

If you have never organized a literacy programme before, this may be a good way to start.

Another approach would be for one or two Scouts to "adopt" someone who wishes to become literate. This may be an adult who cannot read and write, or a child who does not go to school.

They can share their literacy with such a person in their own personal way. Scouts should use this method within their own families where their parents or other relatives have not yet learned the skills of literacy.



EACH ONE TEACH ONE

2. SEVEN STEPS IN ORGANIZING A LITERACY PROGRAMME

Step I. The Preparation

A. A SCOUT TRAINING MEETING

Before you and your Scouts can make a decision about whether to organize a literacy programme, you must first understand three things :

- (1) the problem of literacy and its consequences:
- (2) what a literacy programme can do;
- (3) what work you will have to do to organize a programme.

You yourself will have read these booklets by then, and will have some idea about the problem and possibilities. You may have read other booklets and articles on literacy also.

You should therefore organize two or three meetings with your Scouts on this subject, so that the Scouts can confront the problem themselves and understand more clearly the kind of role they can play.

Ideas for a Meeting

1. An illustrated presentation by the Adult Education Officer about the problem of illiteracy, and existing literacy projects.

This could lead on to a discussion on the effectiveness of such programmes, and on the problems that occur.

2. You may be able to show a film from the Education Department or other sources about literacy.

3. You may invite someone who has never been to school, but has since reached a high level of literacy, to discuss his personal experience in becoming literate.

4. You could develop an outline of a literacy programme and discuss it with the Scouts. This will give them ideas of what they will have to do.



THE SCOUTS MUST FIRST UNDERSTAND

5. Each patrol could put on a short play illustrating the advantages of literacy.
6. A debate could be organized on a topic relating to the importance of literacy.
7. The Scouts could make a simple survey of a community to find out how many of the people can read and write.

B. THE DECISION

You and your Scouts will have to make three decisions :

- (1) Are there ways in which the Scouts could play a part in existing literacy programmes ?
- (2) Do you want to, and have you the ability to, organize a literacy programme yourselves if an "expert" can assist you ?
- (3) Is there a need and a desire for such a programme in the community ?

You will not be able to make these decisions during the meeting. However, in order to make them, you should do three things :

- (1) Discuss the possibilities with the Adult Education Officer and other people who have already been involved in literacy programmes. You should find out if there are any on-going literacy programmes, where the Scouts could help.

You will also need to know what resources will be available. Other organizations may have access to literacy materials that could be used; and they may be able to help you with developing the programme, printing, paper supplies, transport and training.

- (2) Read any relevant booklets on the subject.
- (3) Identify those villages and settlements which genuinely want to have a literacy programme. A brief visit to the community, discussions with officials, and general contacts you may have with the community should be enough to give you an answer. You may find you can relate the literacy programme to a proposed development project.

You can now make the initial decisions as to whether you can fit into an existing programme or start a separate one.

C. ADVISORY COMMITTEE

If you decide to start a programme, with appropriate assistance, your first task should be to set up an Advisory Committee.

You should include on this Committee the Adult Education Officer, the community leaders, one of your Scouts, your Scout Commissioner, and any other people, like the agricultural and health officer, that you feel may be able to help.

Responsibilities of the Advisory Committee

1. To assist in planning the literacy programme.
2. To find needed resources.
3. To maintain liaison between the community, the Scouts, the Government and other agencies.
4. To assist in implementing and evaluating the programme.

Step II.

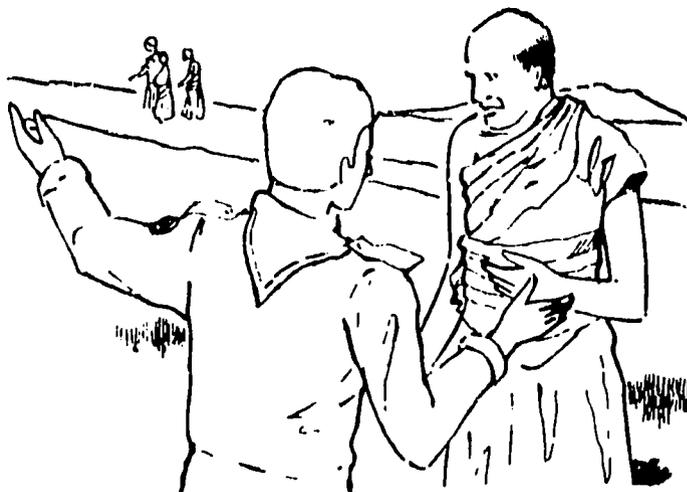
The Community Visit

The community already identified must be involved with the planning of the programme from the beginning. This will strengthen their motivation and ensure the programme meets their needs. It is their programme, not someone else's.

Your first task is to develop a relationship of trust between the community and the Scouts. You should arrange several meetings between them.

You should discuss the following during these visits :

- (1) The meaning of literacy in general - also other aspects of development;
 - what are the basic concerns of the people,
 - why do they want to become literate,
 - do they really want a literacy programme,
 - what would be the various responsibilities.
- (2) The kind of things that will happen in the preparation and implementation of a literacy programme (e.g. the survey, the materials, the learning sessions, etc.).
- (3) The setting up of a Community Literacy Committee to decide on specific aspects of the programme's organization.



PROGRESS WILL START FROM MUTUAL TRUST

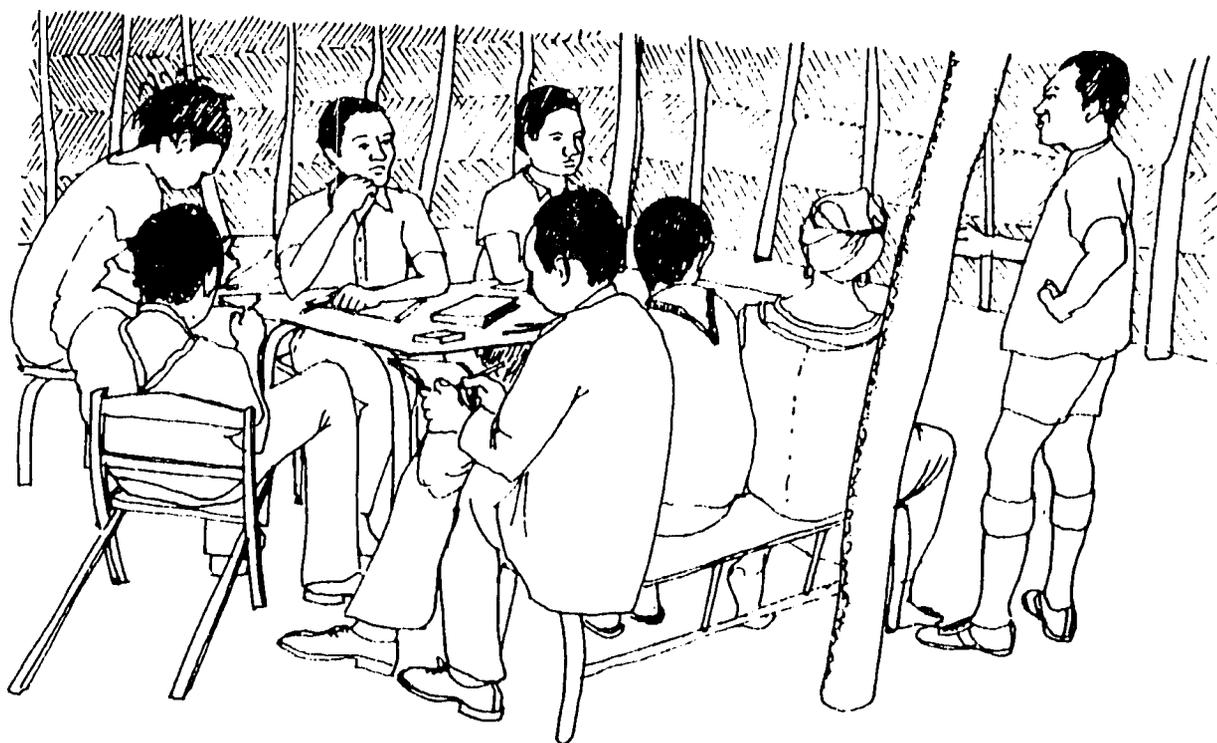
Responsibilities of the Community Literacy Committee

1. To decide when the Scouts should make the visits.
2. To act as liaison between the Scouts and the community.
3. To ensure that the community contributes to the programme in some way.
4. To arrange the time and place for the learning sessions.
5. To solve any problems related to the programme in the community.
6. To encourage the participants.

You may need separate groups in any one community for literacy instruction, depending on their interest, e.g. one for farmers, one for housewives, one for children, etc. - in which case you will need more Scouts to act as coordinators. Nevertheless do not make the groups too big, and have the Scouts working in teams. Each team to have two or three Scouts.

Step III.The Planning Conference

This Conference may take two days. Apart from your Scouts and yourself, the Adult Education Officer should be there, and you should invite other members of the Advisory Committee, especially the Community Leaders.



AN EFFECTIVE LITERACY PROGRAMME REQUIRES GOOD PLANNING

Objectives of the Conference

1. Allocate responsibilities for the programme.
2. Draw up plans and a timetable.
3. List the resources required, and where they can come from.
4. Draw up initial plans for follow-up activities (e.g. access to books and newspapers, a newsletter, a radio broadcast, etc.).
5. Plan the Survey (Learner Analysis, Subject Matter Analysis, Literacy Skills Analysis) and prepare the questionnaires and checklists (see Part 3.).
6. Provide training for the Scouts in discussion techniques.

Step IV.

The Survey (see Part 3.)A. THE AIM

The aim of the Survey is:

- (1) to provide you with a basis of information about the community upon which you can construct the literacy programme;
- (2) to involve the community in the preparation of the programme.

B. THE OBJECTIVES

To carry out three Analyses:

(1) Analysis of the Learner

Information for the Learner Analysis will be found in :

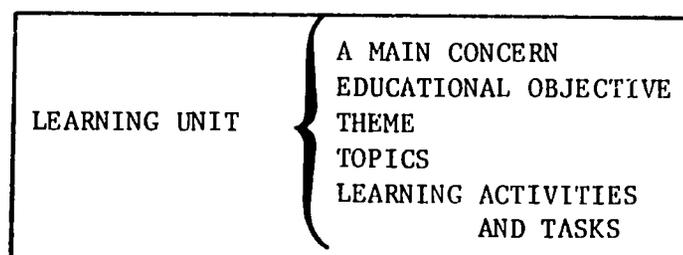
- various agencies (e.g. information on population, health and educational facilities, development programmes, state of agriculture and small-scale industry, local resources, etc.);
- in the community (e.g. information on the people's needs, resources, aspirations, thinking, behaviour, social organization, etc.).

(2) Analysis of the Subject Matter (see the example of a Learning Unit, p.12)

In the Subject Matter Analysis you will take the two or three main concerns of the people identified in the Learner Analysis (e.g. the problem of disease among the people), and create a "Learning Unit".

This means that you will :

- establish an Educational Objective (e.g. to increase knowledge of common local diseases). This gives you the Theme (e.g. Basic Health);
- divide the Theme into its main Topics (e.g. recognition of common diseases, etc.);
- divide the Topics into Learning Activities (e.g. diseases related to the lungs, to food and digestion, to others (e.g. malaria), etc.);
- design a Task for each Learning Activity.



EXAMPLE : LEARNING UNIT		
<u>CONCERN:</u> There is a lot of disease in the community.		
<u>EDUCATIONAL OBJECTIVE:</u> To increase knowledge of common local diseases.		
<u>THEME</u>	<u>TOPICS</u>	<u>LEARNING ACTIVITIES</u>
BASIC HEALTH	1. Recognition of common diseases	Diseases related to: (a) lungs (b) food and digestion (c) others (e.g. malaria) etc.
	2. What causes the main diseases	(a) Water, food, flies, air (b) Animals, insects (c) Contact, etc.
	3. Parts of the body involved	(a) Nose, lungs (b) Mouth, throat, stomach, intestines (c) Hands, fingers, etc.
	4. How to prevent disease How to cure disease	(a) Safe water and food (b) Personal and house clean- cleanliness (c) Environmental health, etc. (d) Public Health Service (e) Private doctor (f) Health worker, etc.

Each Learning Activity will have a Task. The Task is the practical application of the Learning Activity.

EXAMPLE:	<u>LEARNING ACTIVITY:</u> Safe Water
	<u>TASK:</u> Building a filter for purifying water

The Learning Units will become the basic working plan of the Literacy programme.

You can set the timetable for the Learning Units so that they form a progression.

EXAMPLE:	January/February	March/April	May/June	July/August	September/October
THEMES	BASIC HEALTH	WATER SUPPLIES	FOOD PRODUCTION	VILLAGE HYGIENE	PROGRAMME EVALUATION

You should collect any simple booklets on the subject to help you.

(3) Analysis of Literacy Skills

You will make the Literacy Skills Analysis in the community to find out:

- the level of literacy of the potential learners;
- key words and phrases related to their main concerns.

By discussing their main concerns, and learning to read and write words related to such concerns, the level of the people's interest is maintained.

C. THE METHOD

During the Community Visit (Step II.) you will have told the people about the Survey and you will have arranged the days on which it could take place.

During the Planning Conference (Step III.) you will have designed the necessary questionnaires and checklists for the Scouts to use in the community and with the particular agencies. You will also have trained the Scouts in discussion techniques.

In the community the Scouts will use interviews with representative families, discussions with particular groups, and, of course, they will use their skills in observation.



A LITERACY PROGRAMME STARTS FROM THE PEOPLES' NEEDS

As a result of the Survey you should be able to define more clearly :

- (1) the literacy skills required (especially key words and phrases);
- (2) the subject matter required (set out in the Learning Units);
- (3) general objectives (e.g. increased participation by the people in their own affairs; a more positive attitude towards change through education and self-improvement, etc.).

Sharing the Information

When you have brought together the results of the Survey, you should discuss the findings with the community. In this way they will share in the initial planning of the programme before you write it. This will encourage increased participation.

Step V.

The Programme-writing Workshop (see Part 3.)

(Assuming the literacy materials do not already exist. If they do, it will be a question of planning how to use them.)

A. THE AIM

The aim of this workshop is to bring together :

- (1) the information and materials gathered during the Survey;
- (2) the "experts" who are going to help;
- (3) the Scouts, in order to produce the first draft of the programme.

A LITERACY PROGRAMME IS AS GOOD AS ITS PREPARATION

It should take place as soon as possible after making the Survey and discussing the results with the people, while the discussions are still fresh in your mind.

B. THE WORKSHOP OBJECTIVES

- (1) To gather together the information collected in the Survey; to elaborate further the set of Learning Units.
- (2) To write the Workbook (literacy materials) to be used by the learners.
- (3) To produce the Learning Aids (pictures, games, etc.).
- (4) To write a draft Coordinator's Guide.

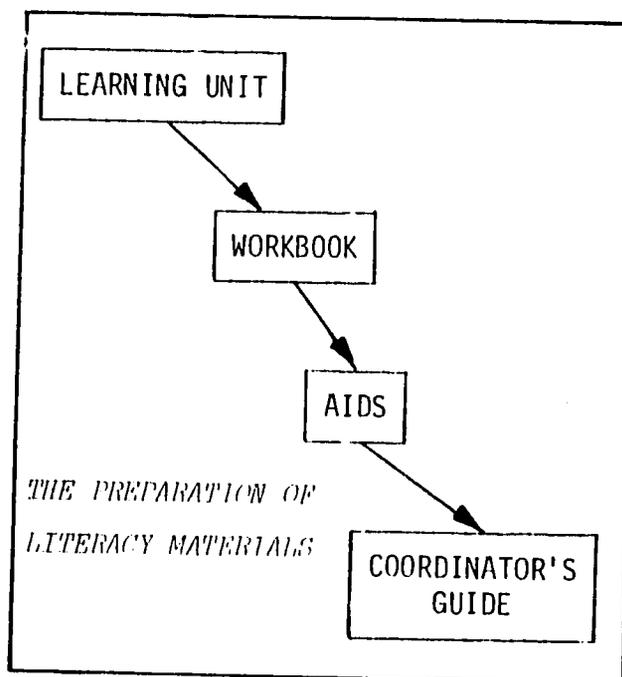
C. THE MATERIALS(1) Learning Materials

In the Survey you made an outline of one or more Learning Units. These units should be checked and elaborated if necessary.

(2) Workbook

The next stage is to :

- (a) find out if basic literacy materials about these learning activities already exist. If they do, you should plan whether and how you could use them.
- (b) If they do not exist, you will need to prepare these materials with the help of "experts". (For example, for materials on Basic Health, the Health Officer together with the Adult Education Officer may be able to help you.)



The learners will use these materials during the learning sessions. Each learner will have his own set of materials. This set is called a "Workbook".

(3) Aids

When you have prepared the Workbook, you should then prepare the "Aids" that will be needed for the learning sessions. These may include games, posters, pictures, photographs, etc.; their purpose is to reinforce the Learning Activities.

(4) Coordinator's Guide

The final task is to prepare the "Coordinator's Guide". This is for the use of the person coordinating a particular literacy group.

This Guide will show :

- . The objectives of each Learning Activity.
- . How to present the subject and use the Workbook and Aids.
- . How to evaluate the session to see if the objectives have been achieved.



Step VI.

The Evaluation and Testing

The Programme-writing Workshop will have produced an outline of the Learning Units, the Workbook, any necessary Aids and the Coordinator's Guide.

There are two ways of testing them before reproducing them :

- (1) Ask various experts to look over them and give you their comments.
- (2) Ask a literacy worker in the field to try them out in his own programme.

After having made any corrections as a result of the feedback from the experts and the literacy worker, you will now have the basic materials you can use in the project.

Step VII.

Planning the Implementation of the Programme

At this stage you are ready to make final plans about how the project will be implemented. These plans will be made jointly between the community and the Scouts.

You must plan :

- (1) The training of the Scouts who will act as coordinators.
- (2) A timetable so that all learning activities are covered in the right order.
- (3) What resources will be needed (transport, finance, paper, etc.), where they will be found and whose responsibility they are.
- (4) What participants there will be.
- (5) The responsibilities for all tasks required in the project.
- (6) The relationships with the health, agriculture and education departments and other organizations that could help.

Remember

- . Younger Scouts can only do certain things, like collecting books; older Scouts, with a good level of education, can go further and participate in Programme-writing Workshops and literacy instruction.
- . The people must be involved at all stages in the project, so that they are motivated, they understand the nature of the programme and they feel it is their programme.
- . Good preparation is the key to successful implementation.
- . Many people and institutions are willing to help if you ask them.
- . A literacy programme is not a game; it involves people in the depths of their lives. It demands, and deserves, commitment, good training and humility from the Scouts. Yet they will certainly enjoy it.

3. CREATING A LITERATE ENVIRONMENT

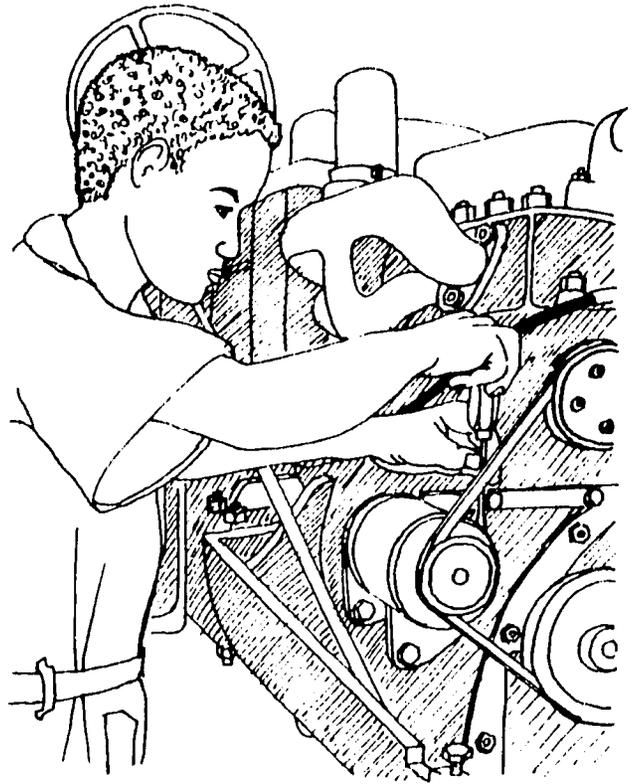
A. UNDERSTANDING A LITERATE ENVIRONMENT

(1) A Greater Purpose

Literacy is more than the skills of reading, writing and calculating. These are tools for some greater purpose.

This greater purpose is the liberation of the whole person from hunger, ignorance, disease and exploitation, and his/her participation in the building of the community towards a better future (see Part 1.).

A literate environment is one that enables a person not only to use the skills of reading, writing and calculating to improve his living; but also to participate creatively in social, economic and political life.

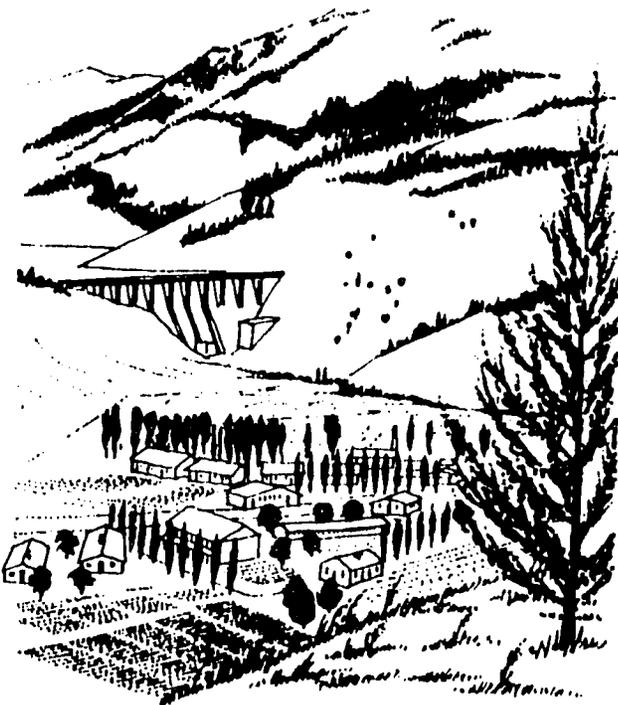


CREATIVE PARTICIPATION: THE ULTIMATE GOAL OF LITERACY

(2) The Wider Environment

In this sense the environment is more than just geographical; it includes also the institutions, such as the school, the health clinic, local government, agricultural services, the neighbouring communities, communications, etc.

For example, a new road may link an isolated village to a town; this will bring changes to the villagers which can be beneficial. But it also makes it possible for the urban traders to exploit them. Literacy will help the villagers make the best use of the new possibilities that the road provides; meanwhile the road helps to make the environment of the village more literate.

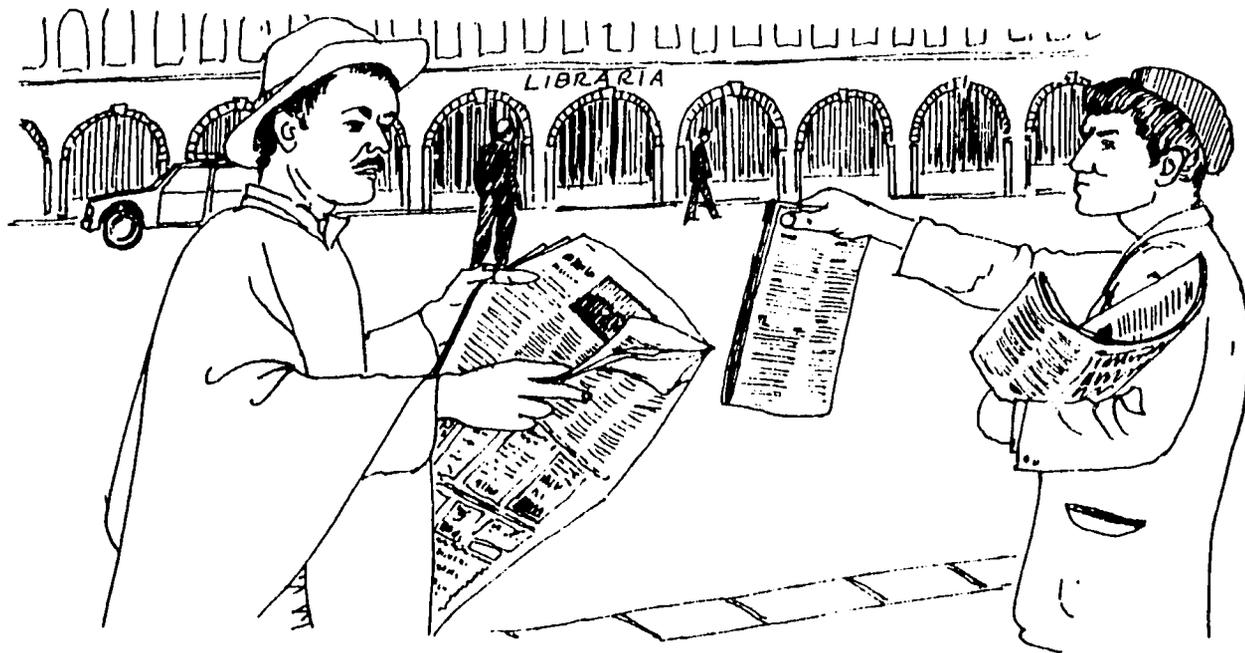


THE LITERATE ENVIRONMENT: THE CONDITION OF CONTINUING LITERACY

(3) A Dialogue

As a community becomes more literate, it in turn begins to affect the environment. For example, as the people come to understand more and more about the education system, they will be able to understand more clearly the thinking of their children. They will help the children to integrate what they learn in school into their everyday lives, and vice versa.

Furthermore, they will begin to participate in the school organization more and more; they may join the "Parents and Citizens' Association".



A LITERATE PERSON AND A LITERATE ENVIRONMENT TOGETHER CREATE A DIALOGUE

Thus they will come to feel that they also, and not just the teachers or the Government, have a responsibility for the kind of education their children receive.

They will become more willing to :

- . find resources to maintain and improve the school;
- . share some of their community wisdom and skills with the students;
- . integrate the school into their own culture rather than treating it as an alien institution;
- . help reintegrate the school-leavers back into the community; help them establish themselves in an occupation; encourage them to share some of their skills, attitudes and enthusiasm with the rest of the community;
- . see the role of the school not so much as leading to an urban job or more school - neither of which exists for the majority of students - but in terms of training for a modern community life; not only a classroom for children, but also as a resource centre for the community.

The literate community will also develop similar "dialogue" with other institutions. As the people learn how to understand and articulate their needs, institutions will come to respond to those needs and direct their services accordingly.

Thus "development" programmes should no longer be imposed on the people from the outside; they should rather be planned and implemented as a result of the dialogue between the people and the planners.

Literacy enables the people to undertake such a dialogue.

(4) Listening to Others

"Experts" also are part of the environment. For a long time many "experts" have designed development programmes for communities as they thought they should be designed. After all they have the appropriate training. It is a hard task to listen to others, to ordinary untrained people, and to design programmes according to how they, the people, see the problem. It means accepting that the people's involvement in a programme is as important as the perfection of its design.

Listening to others, seeing the relationship between a particular problem and other aspects of the community - these attitudes must become the cornerstone of all community development policies and strategies.



DO THE "EXPERTS" REALLY LISTEN TO WHAT THE PEOPLE ARE SAYING ?

B. PROJECTS FOR A LITERATE ENVIRONMENT

There are many projects which you and your Scouts could do to make the environment more literate. These projects should be planned and carried out with the people and with the cooperation of the authorities.

Some projects may be done ...

- ... by younger Scouts as well as older ones,
- ... whether or not the Scouts are running a literacy programme at the same time,
- ... whether the level of literacy in a community is high or low.

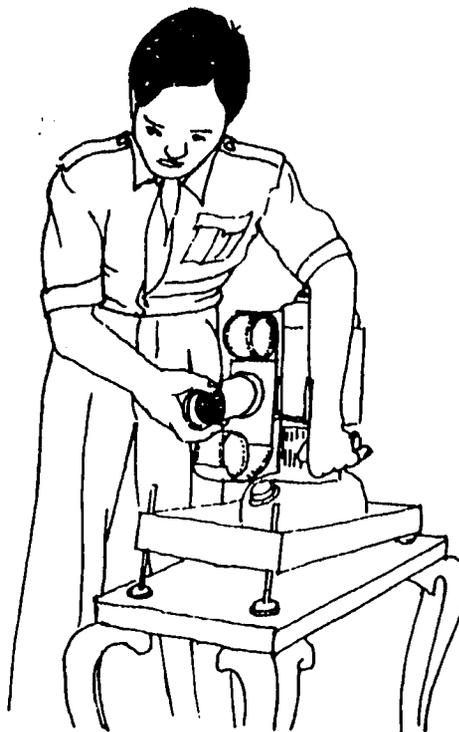
Here are some ideas

1. Collect stories from the newly literates and other sources and print them as a "local newspaper". If you are in a school or college, you may be able to use the printing facilities there. Scouts can act as journalists; they can also help to distribute or sell the newspapers.
2. Encourage the people to design and put up signs in the community showing directions or places.
3. Organize further classes in the community to learn specific skills



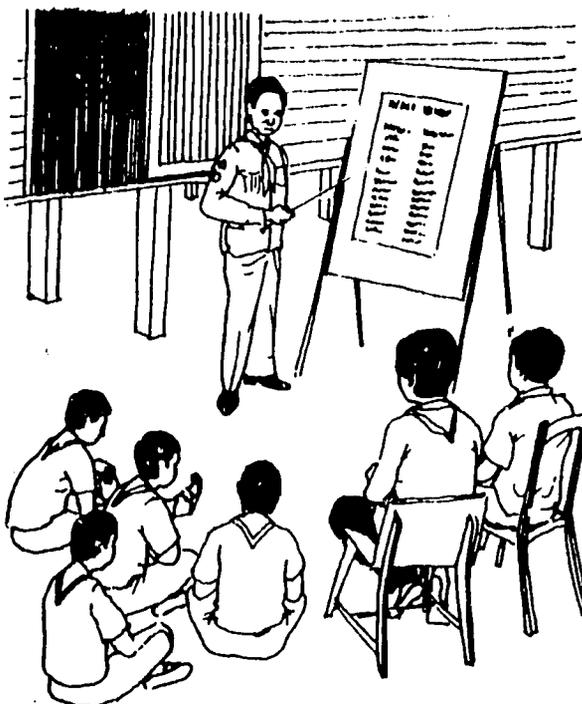
ACCESS TO READING MATERIALS IS NECESSARY FOR CONTINUED LITERACY

related to agriculture, small-scale industry, etc. which will require further use of literacy skills (e.g. making soap, sugar, jam, biscuits, etc.).



A FILM IS AN EXCELLENT STARTING-POINT FOR A DISCUSSION

4. Collect simple books, magazines, and other useful publications from all possible sources, and set up a "mobile library", or a "book bank". Visit the communities regularly and keep a record of who borrows what book.
5. Set up a mobile film unit (i.e. film projector, cable, screen, generator), and show educational and other films in the community. Use such films as a basis for discussions.
6. Set up a "theatre group" and perform plays and concerts in the communities which give a message related to literacy in development.
7. Encourage members of the community to become more involved in the local institutions, e.g. cooperatives, etc.
8. Put up posters around the community giving messages about better health, improved food production, the value of literacy, etc.
9. Set up a demonstration farm, or a forestry nursery or an appropriate technology centre at your local campsite and run classes in improved agricultural methods for local farmers. Include the reading and writing of simple agricultural words and phrases. Relate the learning to instructions on how to use pesticides, etc.
10. Design simple literacy games for teaching specific skills. Test them out on each other. Then introduce them to the communities. These are specially suitable for out-of-school or pre-school children, but can also be valuable for adult learning if designed well.



THE SCOUT CAMPSITE CAN PLAY AN IMPORTANT ROLE IN LITERACY FOR DEVELOPMENT

11. Run special "health" literacy classes for patients in a hospital, whether adults or children, or for mothers whenever they bring their children to the clinic. Add cultural and sports activities to these classes to make them more enjoyable. Put up health signs and posters in the hospital and clinic - change them every two or three months.
12. Introduce suitable literacy to young children in "Day Care Centres".
13. Plan a broadcast on the local radio related to various aspects of literacy. This will require professional help, but Scouts could collect items, design short radio plays with a message, etc. Not only is this educational; it also helps to create links between communities and encourage the feeling that each community is part of a greater effort. "Radio Clubs" could be formed in each community to listen collectively to the broadcasts and discuss them afterwards, perhaps with the use of a discussion guide prepared beforehand.



THE CLINIC COULD BE THE CENTRE FOR "HEALTH" LITERACY CLASSES

These are a few ideas that you could use to help make the environment more literate. You will be able to think of many more. Good luck !

"THE COMMUNITY DEVELOPMENT SERIES"

The "Community Development Series" is the title of the set of dossiers on Community Development being produced by the World Scout Bureau.

Each dossier contains materials (booklets, wall-charts, etc.) that :

- discuss the subject,
- suggest techniques and activities for Scout troops,
- provide exercises for training sessions for Scout leaders.

These dossiers are written for Scout leaders to be used as :

- basic material in training courses, seminars and workshops,
- a manual for community development activities,
- a model for adaptation and translation into other languages.

THIS SET OF DOSSIERS INCLUDES :

1. Scouting and Community Development
2. Project Management
3. Scouting and Agriculture
4. Scouting and Health
5. Scouting and Literacy
6. Scouting and Appropriate Technology

(Note: Some of these dossiers are already available, others shall become available in the near future.)

CREDIT

We would like to thank the following for their financial and technical support :

- The United States Agency for International Development, U.S.A.
- The United States Foundation for International Scouting, U.S.A.
- The Division of Literacy, Adult Education and Rural Development, UNESCO, Paris - France
- The International Institute for Adult Literacy Methods, Tehran - Iran
- All those friends of Scouting who have helped in the preparation of the manuscript, and in the building of bridges with supporting organizations.

Several ideas have been adapted from the Series of Monographs on Literacy in Development, produced by the IIALM, Tehran. For this we acknowledge our debt.

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