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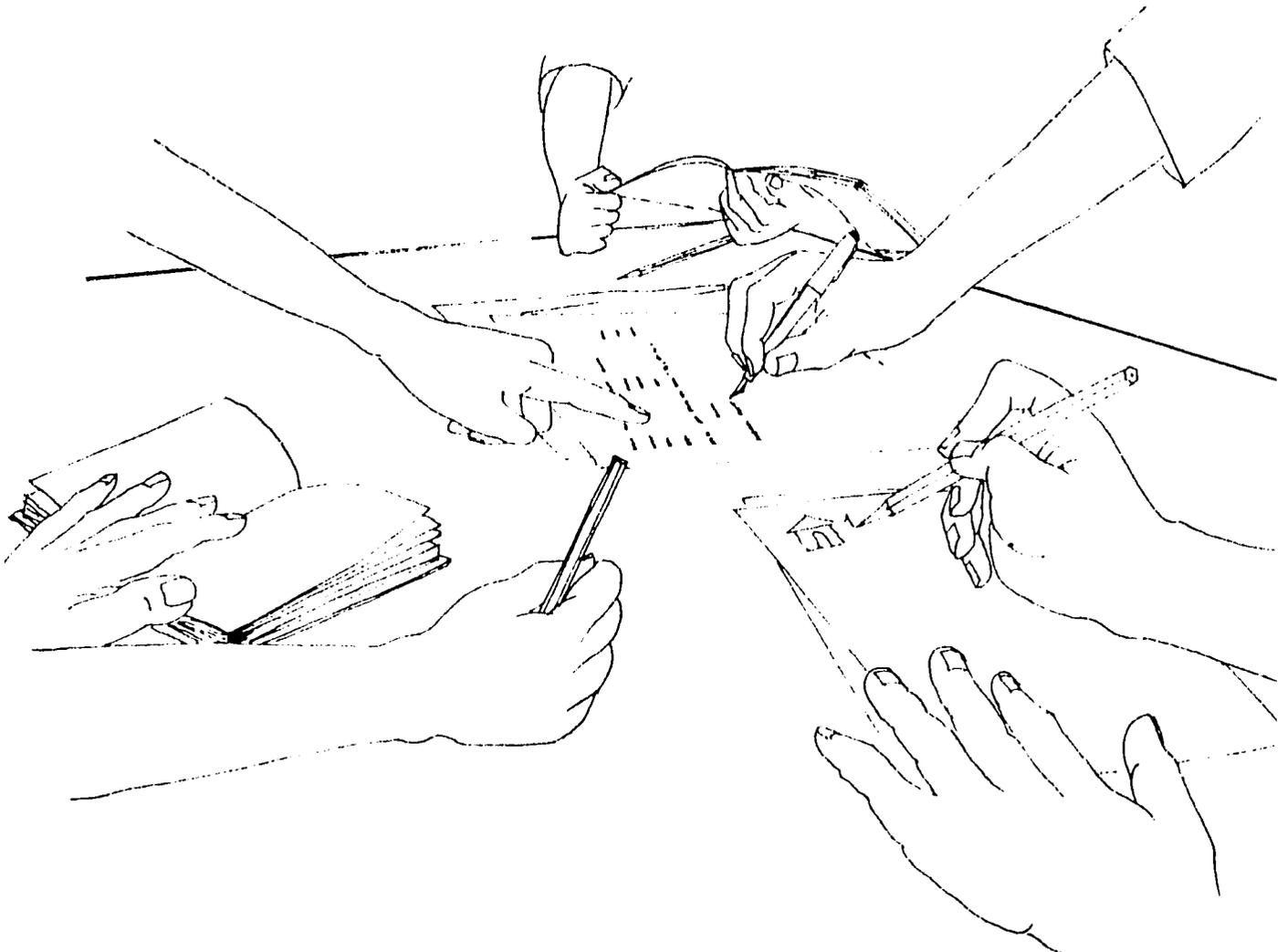
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SCOUTING AND LITERACY



Part 3:

Designing Literacy Materials



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. These are especially valuable 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 3 : DESIGNING LITERACY MATERIALS

INTRODUCTION

In Part 1 we have tried to understand the question of literacy more deeply; we have explored its relationship to the total process of development; we have suggested that young people have a very valuable role to play in assisting in, or initiating, integrated literacy programmes in local communities.

In Part 2 we identified what elements were important in organizing a literacy programme; we discussed the importance of a "literate environment" that can encourage people to use their literacy skills; we listed several projects that Scouts could do to make the environment more literate.

In Part 3 we discuss the design of literacy materials. This includes the design of materials to be used in the Survey, and those to be used during the learning sessions. We also look a little more closely at the learning process of reading, writing and calculating.

SEEK OUTSIDE HELP (see page 18, idea 3)

REMEMBER (see Part 2)

SEVEN STEPS IN ORGANIZING A LITERACY PROGRAMME

1. PREPARATION
2. COMMUNITY VISIT
3. PLANNING CONFERENCE

PART 3

4. SURVEY (page 3)
 - A. Analysis of
 - B. Analysis of
 - C. Analysis of

- the Learner
- the Subject Matter
- the Literacy Skills

5. PROGRAMME-WRITING WORKSHOP (page 11) - production of

- Learning Units
- Workbook
- Learning Aids
- Coordinators' Guide

6. EVALUATING AND TESTING MATERIALS
7. PLANNING THE IMPLEMENTATION OF THE PROGRAMME

THE SURVEY

CONTENTS

The Survey requires an analysis of three things :

- A. The learner and his/her needs, etc. (the Learner Analysis - page 4).
- B. The subject matter of major concern to the people (the Subject Matter Analysis - page 7).
- C. The literacy skills needed (Literacy Skills Analysis - page 9).

PURPOSE (see "Scouting and Literacy" Part 2)

The purpose of the Survey is to :

- provide the basic information for the preparation of literacy materials,
- ensure that the people themselves are involved in all stages of the programme,
- determine the kind of literacy programme to be undertaken,
- help the Scouts and the people understand how the literacy programme should relate to many parts of the social, economic and political environment of the community.

IMPLEMENTATION

The Survey is :

- prepared during the Planning Conference and during discussions with the community and with "experts";
- carried out through discussions with the community, with the health, agriculture, community development officers, etc. who have been involved with the community, and by studying documents.

RESULTS

The results of the Survey provide the basis for designing the literacy materials. A "Programme-writing Workshop" must be organized to translate this raw material into three literacy tools :

- the Workbook,
- the Learning Aids,
- the Coordinators' Guide.

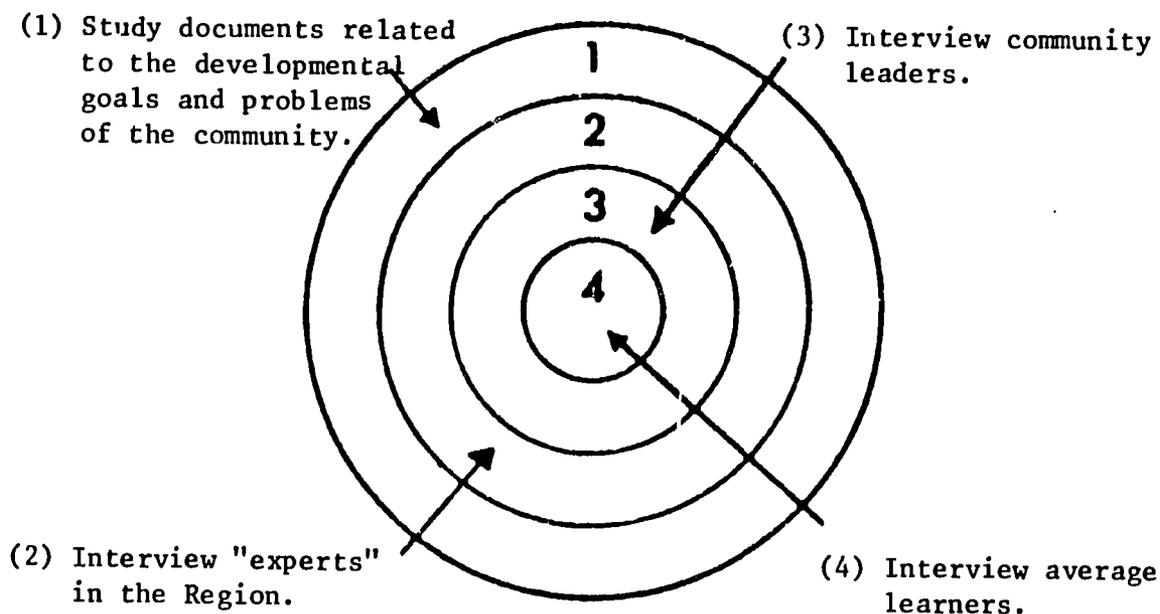
These tools should then be tested and evaluated before the literacy programme begins.

A. THE LEARNER ANALYSIS : WHO IS GOING TO LEARN ?

OBJECTIVES

- (1) To provide Scouts with a clearer understanding of the learner and the environment in which he/she lives.
- (2) To identify suitable subject matter which is of concern to the learner.
- (3) To discover common experiences of the Scouts and the learners that can be used as examples.
- (4) To establish what the learner already knows.
- (5) To encourage the participation of the learner in the preparation of the programme.

Procedure for making an analysis



PROCEDURE TO MAKE THE "LEARNER ANALYSIS"

Before the Survey (in the Planning Conference)

Step 1. List the information you need about :

- (a) the community (e.g. economy, social organization, population, development programmes, communications, etc.);
- (b) the learner (e.g. needs, knowledge, attitudes, behaviour, aspirations, etc.).

Step 2. Design suitable questionnaires and checklists which the Scouts can use to gather this information (from documents, "experts", and the community).

EXAMPLE: Questionnaire to determine major community needs

(1) What are the major developmental goals of the community ?

.....

.....

(2) What are some of the problems in reaching these goals ?

.....

.....

(3) Which of these problems are beyond the control of the community ?

.....

.....

(4) Classify the problems identified in (3) according to the main reason:

 a. Lack of resources

 b. Lack of motivation

 c. Lack of skills & knowledge

 d. Lack of organization

EXAMPLE: Questionnaire to discover the "Learner's Level"

<p><u>Subject matter:</u></p> <p>(1) What are the major concerns of the learner ?.....</p> <p>.....</p> <p>(2) What skills and knowledge does the learner already possess ?</p> <p>.....</p> <p>.....</p> <p>(3) What type of training does the learner have ?</p> <p>.....</p> <p>(4) What possible misconceptions is the learner likely to have?</p> <p>.....</p> <p><u>Language:</u></p> <p>(5) What is the learner's level of reading, writing and calculating ?</p> <p>.....</p>	<p><u>Attitudes:</u></p> <p>(6) Does the learner understand the way to overcome these concerns ?</p> <p>.....</p> <p>(7) Is there an obvious relationship between the concerns and their solution ?</p> <p>.....</p> <p><u>Learning Methods:</u></p> <p>(8) Is the learner familiar with books and notebooks ?</p> <p>.....</p> <p>(9) Does the learner have any preferences about different types of learning ?</p> <p>.....</p> <p>(10) Does the learner understand the role of literacy ?.....</p> <p>.....</p>
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Step 3. Train the Scouts in discussion/interview techniques.

During the Survey

Step 4. Visit the relevant Government Offices, etc., to collect what information you can about the community from the "experts".

Step 5. Visit the community to hold discussions and interviews with some of the people there. Include women and young people among those you interview as well as the men and community leaders.

After the Survey

Step 6. Using the given checklist identify the two or three most important problems of the community. These will become the subject matter of the programme.

EXAMPLE: Checklist for selecting problems identified by learners

- (1) Does the problem prevent the community reaching its goal ?
- (2) Is the solution simple to teach ?
- (3) Is the solution effective ?
- (4) Can you teach the solution with limited vocabulary ?
- (5) Are there enough people to help you in planning the programme ?

Step 7. Share the information you gained from the whole Survey with the community in another visit.

B. THE SUBJECT MATTER ANALYSIS : WHAT IS GOING TO BE LEARNT ?

The Subject Matter Analysis will help you to translate the main problems of the people, discovered during the Learner Analysis, into a Learning Unit. You will have to do this with the help of the particular "experts" in the Government or other organizations. This will take place only after the Survey.

OBJECTIVES

- (1) To define the educational objectives of the programme.
- (2) To make an outline of the educational contents of the literacy programme.
- (3) To provide a basis for constructing a Test for final evaluation.
(The real test, of course, is whether the new learning leads to any changes in behaviour.)

PROCEDURE TO MAKE THE "SUBJECT MATTER ANALYSIS" (see example below)

Step 1. Translate each of the main concerns (subject matter) of the people into an Educational Objective. This provides the Theme for the Learning Unit.

Step 2. Divide the Theme into a set of Topics.

Step 3. Divide each Topic into a set of Learning Activities.

<u>EXAMPLE:</u>		<u>Δ Learning Unit</u>
<u>Concern:</u>		Not enough food at certain times of the year is leading to malnutrition.
<u>Educational Objective :</u>		To increase awareness and knowledge about food preservation/storage.
THEME	TOPIC	LEARNING ACTIVITIES
Food, Nutrition	1. Preservation and storage	1. Short term preservation (cold places, boiling, vacuum, transformation). 2. Long term preservation (sun, dry and cold storage, chemicals). 3. Risks and benefits (of safe preservation, attacks by rodents, measures against disease and pests).
	2. Nutritive value	1. Concept (proteins, fats, vitamins, carbohydrates, minerals, water). 2. Balanced diet (daily diet programme). 3. Preparation and preservation (how to destroy/retain food value). 4. Artificial nutrition

Step 4. Divide each Learning Activity into a set of Tasks which the learner must be able to do to complete the Learning Activity.

EXAMPLE: Translating a Learning Activity into a Task

1. Learning Activity: Long term preservation by using the sun.
Task: Build a sun food drier and use it effectively to preserve certain kinds of food.
2. Learning Activity: Understand the meaning of protein.
Task: Read a paragraph about protein and explain it.
3. Learning Activity: Balanced diet.
Task: Prepare a balanced meal.

Note: Doing each task properly will show that the learner has understood the Learning Activity.

Step 5. Check that the set of Learning Activities and Tasks is complete and in sequence.

Check for any errors, such as Tasks that are incomplete, unnecessary or repeated.

Doing the Task properly is the test for each of the Learning Activities.

You will understand that literacy means not just being able to read, write and calculate about a particular subject, such as a balanced meal, but also putting the ideas into practice in everyday life - such as preparing balanced meals in the family.

The learning sessions, therefore, will include :

- (a) training in reading and writing words and phrases, and calculating amounts relating, for example, to a balanced meal;
- (b) preparing a balanced meal in practice.

C. THE LITERACY SKILLS ANALYSIS: WHAT LITERACY SKILLS ARE GOING TO BE LEARNT ?

The understanding of the subject matter, and the learning of reading, writing and calculation depend on each other. They are integrated and must not be treated separately.

It is necessary therefore, after having elaborated the Learning Unit, to work out how the skills of literacy will be incorporated into it.

OBJECTIVES

- (1) To find out what literacy skills the learner already possesses.
- (2) To identify the level of literacy the learner could reach during the programme.
- (3) To locate important words and phrases that could be used during the teaching.

PROCEDURE TO MAKE THE "LITERACY SKILLS ANALYSIS"

Before the Survey (during the Planning Conference)

- Step 1. Design a set of exercises that will test the learner's level of literacy. These exercises should involve reading (sight-reading, word analysis, comprehension), writing and calculation. Some should be more difficult than others.

Ideas for Exercises for the Literacy Skills Analysis

1. Write a sentence on a paper and ask the learner to read and explain it.
2. Ask the learner to write the answer to a question like "where did you go this morning ?".
3. Ask the learner to read or write certain letters or words that you have written down on paper.
4. Ask the learner to make a simple calculation.

During the Survey

- Step 2. Ask some representative learners to complete the prepared exercises (it does not matter if they are wrong, you are not teaching them in this case).

- Step 3. From discussions with the learners, identify basic words, sentences and calculations which they use when they discuss their main concerns, and make a list of them.

EXAMPLE:

Word List

Concern: Collecting firewood

Words: fire, wood, walk, carry, cut, cooking, axe, women, etc.

Sentence: I walk a long way to collect firewood, etc.

After the Survey

Step 4. Select the General Literacy Objective for each Learning Unit based on the learner's level of literacy. Divide it into Specific Literacy Objectives.

<u>EXAMPLE</u> (for a beginner)	<u>Concern:</u> <u>Collecting Firewood</u>
<u>General Literacy Objective:</u>	Sight-reading 15 words relating to the concern of firewood.
<u>Specific Literacy Objectives:</u>	Recognize the letters and syllables that make up the 15 words.

Step 5. Divide the Basic Sentences identified in the discussions into their component phrases, words, syllables and letters.

Step 6. List some suitable pictures that could be used to represent the sentences (e.g. a woman walking with a load of firewood on her back).

* * *

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THE PROGRAMME-WRITING WORKSHOP

As a result of the Survey, you should have the following materials :

1. (a) A description of the community (b) A description of the learner	}	<u>Learner Analysis</u>
2. A draft set of Learning Units)	<u>Subject Matter Analysis</u>
3. (a) A list of common words and basic sentences	}	<u>Literacy Skills Analysis</u>
(b) A set of literacy skills objectives	}	

These materials are the starting point for organizing existing materials into a relevant programme or, if such materials do not exist, creating new ones.

This can be done during a "Programme-writing Workshop".

IDENTIFY ALL EXISTING LITERACY MATERIALS BEFORE YOU START WRITING NEW ONES. SUCH A WORKSHOP MAY NOT BE NECESSARY, IF MATERIALS ALREADY EXIST (EXCEPT FOR ORGANIZING THEM SO THAT THEY CAN BE USED EFFECTIVELY).

AIM OF WORKSHOP - To write the basic material for the literacy programme consisting of :

1. Workbooks for the learners (literacy materials)
2. Aids
3. A Coordinators' Guide

The Learning Units which were designed during the Survey provide the educational objective, theme, topics, learning activities and tasks for the literacy programme.

The Workbook provides the basic learning material for the learners. Each page contains a "Learning Frame", with answers on the back. There are also Test Frames after each set of Learning Frames.

The Aids include things like flash cards and posters that can be used to illustrate a particular Learning Frame.

The Coordinators' Guide provides the coordinator with guidelines on how to conduct each literacy session.

THE WORKSHOP

If you have to create all the materials for the programme, the workshop may take about four days (or two weekends). Or you may prefer to design the learning materials for one Learning Unit at a time and so spread out the Workshop during the whole literacy programme.

The raw material for the workshop will be the information you collected in the Survey, and any existing literacy materials.

The Workshop should be under the direction of the Adult Education Officer, or of someone skilled in designing literacy materials. You, as the Scout leader, and the older Scouts, will be there to assist in designing and to produce the materials.

Other resource people will also be there for some of the time, such as the health or agricultural officer. They will help you with the technical content, depending on the Theme of the Learning Unit.

You will, of course, need plenty of supplies, i.e. paper, pens, felt pens, cardboard, glue, etc. You may be able to put much of the material (Workbook, Coordinators' Guide, Learning Units) on to stencils and reproduce them in sufficient quantity.

At the beginning of the Workshop, the Adult Education Officer should teach the Scouts how to design Learning Frames and Test Frames (which make up the Workbook) based on various examples.

Step 1. Learning Units (*designed during the Survey*)

Go through each Learning Unit and make sure everyone understands them and there are no major errors. Each Learning Unit is an outline plan containing :

- the Educational Objective,
- the Theme,
- the Topics,
- the Learning Activities and Tasks.

Step 2. The Workbook

Each Learning Activity is translated into a set of Learning Frames and a Test Frame. These are written on paper.

(a) Test Frames

You should take each Learning Activity and decide what exactly the learner should learn. You should relate this to the literacy skills objectives. Then you should design a Test Frame for each Learning Activity at the required level of literacy.

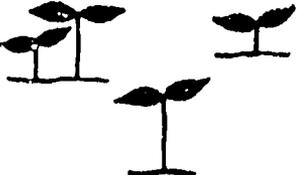
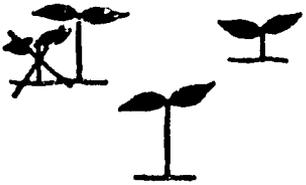
EXAMPLE:

Learning Activity: Transplanting seedlings

Tasks:

1. After first week thin out seedlings.
2. Recognize when seedlings are ready for transplanting.
3. Dig up seedlings carefully.
4. Replant seedlings at proper depth.

The following Test Frame is for the above Learning Activity "Trans-planting seedlings". In this example the learner already knows how to read simple words related to the Learning Activity. The answer is on the back of the page.

<u>EXAMPLE:</u>	<u>Test Frame</u>	:	<u>(BACK OF PAGE)</u>	<u>Answer</u>
Which plant do you pull out ? Mark it X with your pencil.		:		

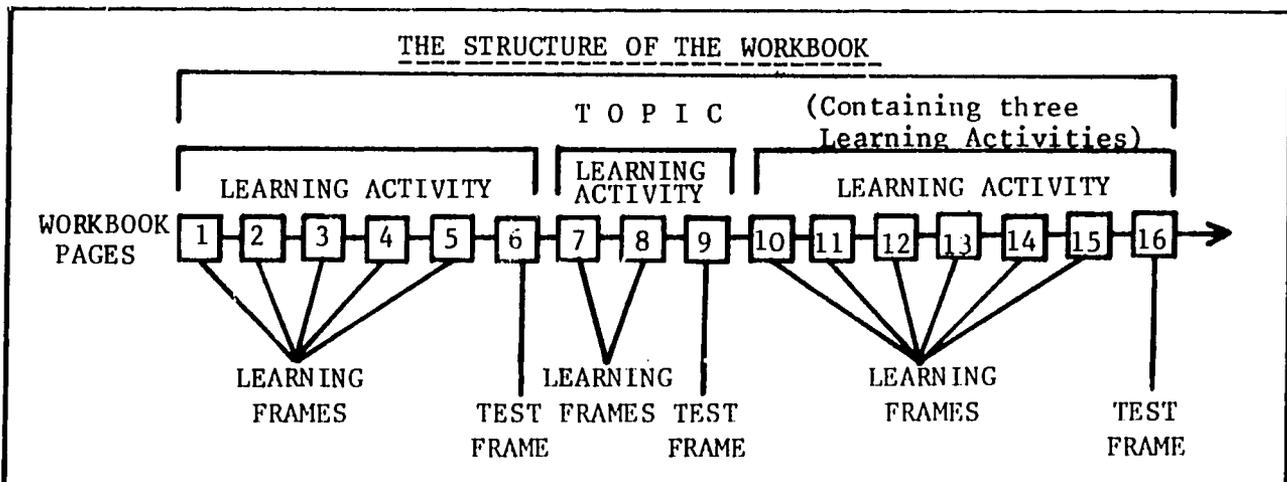
Test Frames ask questions to test understanding of the previous set of Learning Frames that made up the Learning Activity.

EXAMPLE: Checklist to evaluate the Test Frames

- (1) Is there a Test Frame for each Learning Activity ?
(There should be.)
- (2) Do the Test Frames take the Literacy Skills Objectives into account ? (They should.)
- (3) Do the Test Frames progress from the simple to the more complex ? (They should.)
- (4) Do the Test Frames contain any new information ?
(They should not.)

(b) Learning Frames

You should then write Learning Frames - in sequence - for each Learning activity.



- Learning Frames :
- Give information
 - Ask questions based on this information
 - Provide an answer.

EXAMPLE: Here are two Learning Frames from the Learning Activity "Transplanting Seedlings". These Frames teach reading ability as well as knowledge about transplanting.

LEARNING FRAME

Thinning makes plants less crowded. Plants grow better if they are less crowded.

If there is a single plant standing alone, does the farmer pull it out ?

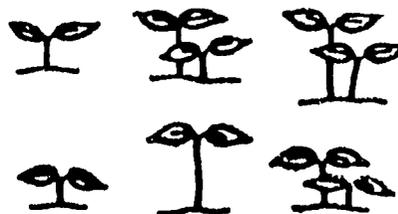
Put a (✓) mark in front of the correct answer.

() No, because it is not crowded.

() Yes.

LEARNING FRAME

Here are some plants at the end of the first week. The farmer does not pull out plants standing alone. Put a circle around the plants the farmer does not pull out.



Principles of writing Learning Frames

1. Each Frame should be on a separate sheet of paper, with the answers on the back. The Frames can then be assembled in order together with the Test Frames into a Workbook.
2. Each new Learning Frame should have a reading text, an exercise and a space for the reply after each question.
3. Information can be presented in the Learning Frames in different ways :
 - by using actual objects,
 - by using photographs, pictures, line drawings,
 - by using examples and stories.
4. The answers should require either writing or reading skills.
5. Use designs, underlining, colours, etc., as prompts to help the reading. These should gradually become less.
6. Each Learning Activity should keep to the same rhythm - e.g. linguistic questions before miscellaneous questions.

Step 3. Aids

You should now design Aids to illustrate the Learning Frames. They may include flash cards, with the key words written on them, charts, diagrams (e.g. fertilizing processes, carpentry measurements, etc.), specimens, posters, drawings, games, audio-visuals. Here are two examples:

(a) Games

Games have always been an enjoyable way of learning, and there are several literacy skills that can be taught by a game. Such a game can be included in a Learning Frame.

EXAMPLE:Concentration

Purpose of the Game: To provide practice in sight-reading.

Materials: A number of flash cards, some with pictures and others with words. For each picture there is a corresponding word card. About ten cards with pictures and ten with words are needed for the game.

Number of Players: Two to five.

Approximate Time Requirement: Five to ten minutes. The game can be replayed any number of times.

P L A Y

1. One player shuffles all cards and spreads them on the floor with their faces down. The cards do not have to be arranged in neat rows and columns, but they should not touch each other.
2. The first player turns any two cards face up so that all players see what is on them. These cards remain face up on the floor in the same location.
3. If the two cards match (e.g. if one of them has a picture of a spade and the other the word "spade"), the player takes them for his collection. He also gets another chance to turn over two more cards.
4. If the cards do not match (e.g. if both cards have pictures, or if both have words, or if one has a picture which does not match the word on the other), they are turned face down in the same place.
5. The game continues with each player turning over any two cards. Players try to remember the positions of cards turned up earlier. All matching cards are collected by the players who turned them face up. The game ends when all cards have been collected by different players. The player with most cards wins the game.

Variations: The basic element in this game is the matching of two different cards. Keeping this in mind, you can adapt the game to teach various literacy and numeracy skills.

Principles for making a game

1. Specify a literacy skill needed.
2. Specify what the learners know.
3. Choose/invent a suitable type of game (card, dice, board, etc.).
4. Prepare game materials (flash cards, picture cards, scoring sheets, dice, game-board, etc.).
5. Write the rules. Ensure the game involves a Learning Activity.
6. Revise after try-outs.

(b) The Picture Method

The use of pictures is an effective method for training in literacy and can be used as basic material in all Learning Activities.

A picture is made that relates to a particular aspect of a Learning Activity. The picture then becomes the basis of discussion for the group. During the discussion problems are raised and examined. This can lead to new insights for the learners as to how they can solve the problems. The reading and writing of related sentences and words are learnt at the same time.

EXAMPLE:

A man carrying an axe and walking towards a tree he intends to cut down.



Words: man, axe, tree, forest, wood

Discussion can cover such questions as: What is the farmer doing? Who made the axe? What is the difference between the origin of the tree and the origin of the axe? Why does the man do it? What is the consequence of this action on the forest and for the supply of timber? Does this affect the women? Can anything be done about the problem?

Associated with each picture are some words and sentences. The words chosen should include the basic sounds of the language. You should start with simple ones. Learners can learn to read and write these words, and make new words out of the syllables and letters.

You should also make a series of flash cards with these words and syllables written on them. This will add emphasis to the words during the Learning Activity.

Thus learning to read and write becomes related to the everyday life of the learner.

Step 4. Coordinators' Guide

You should now write the Coordinators' Guide. It should show:

(a) General Principles for Coordinating a Learning Group

1. How to establish and supervise the group.
2. How to maintain good relations with the group and the community.
3. How to maintain a rhythm in Learning Activities.
4. The importance of continuity in the programme and of keeping the timetable established.
5. How to get the people to evaluate the programme after each Learning Unit.

(b) Specific points for each Frame

1. The objectives and methods.
2. The main ideas of the subject matter.
3. How to introduce and coordinate each exercise.
4. How to use the different types of materials, illustrations and aids.

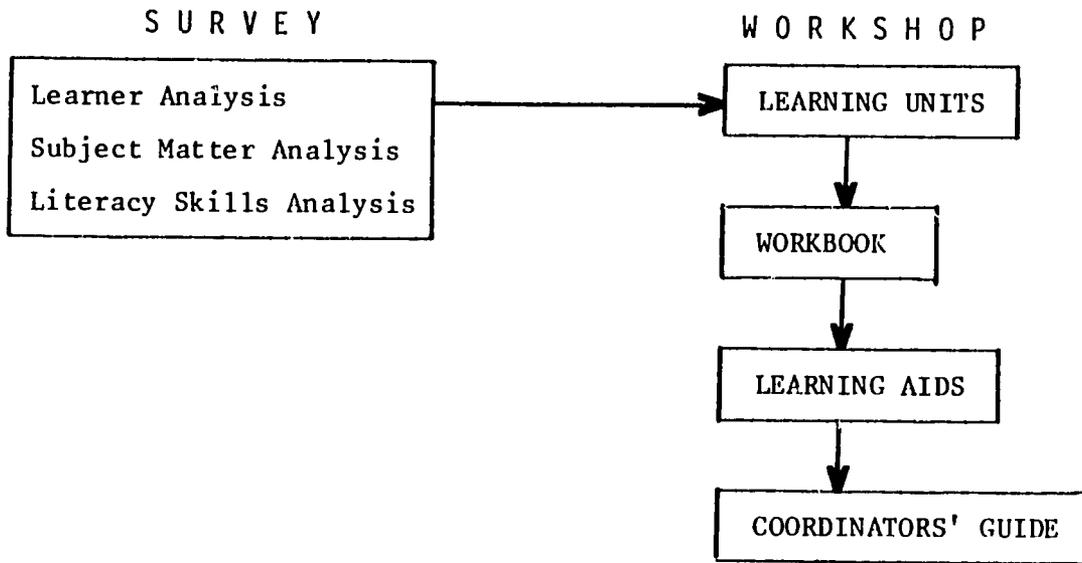
The programmes should be evaluated regularly by the people themselves according to how much they have learnt to read and write and how much they have put the new learning into practice.

Methods of Group and Individual Exercises

The Coordinator should use a variety of methods during the Learning Session :

1. Discussion with the use of a blackboard, pictures and notebooks.
2. Exercises in the Workbook.
3. Demonstrations.
4. Drama
5. Audio-visuals (slides, radio, cassettes).
6. Self-learning (this requires a well-prepared Workbook as well as basic skills in reading, writing and calculation).

IDEAS FOR RUNNING A WORKSHOP



1. This Workshop 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.
2. You should study the Survey before the Workshop so that you know in advance the kind of Topics and Learning Activities you will be dealing with.
3. You should invite various experts (agricultural officer, health officer, etc.), to assist you to develop the material related to their particular field of study. The Adult Education Officer will assist you with the whole Workshop. You should ask him to direct it, as he would have had the necessary experience. You should invite Community Leaders and the Advisory Committee to take part.
4. You should start the Workshop - and each morning - with a training session for the Scouts in designing Learning Frames and Test Frames as examples.
5. You should provide a sample programme which had been used elsewhere to serve as a model.
6. You may require four days for such a Workshop, depending on the number of themes you are trying to cover. It could be spread over weekends and evenings, or take place in one block of time.
7. Make sure you have enough supplies (paper, etc.).
8. Get any simple booklets, etc., related to the topics beforehand from the various agencies. They will contain many useful ideas.
9. Use a variety of methods in designing the Frames.

PROGRAMME REVISION

(How are you going to test and evaluate the materials ?)

This takes place after the Workshop. There are two ways in which you should test your materials, so that you can improve them before you issue them for general use :

1. ask "experts" to evaluate them,
2. try them out on some selected learners.

1. "EXPERT" EVALUATION

Principles of using "expert" evaluation :

- (a) Use more than one "expert".
- (b) Each "expert" should evaluate the materials in his own field (e.g. the agricultural officer should evaluate only those related to agriculture).
- (c) Explain to the "experts" everything necessary.
- (d) Start with technical "experts" and move on to literacy "experts".
- (e) Change the language if necessary.

There are three kinds of "expert", and they should each evaluate the programme according to their own abilities.

"EXPERT"	PURPOSE OF EVALUATION
Subject Matter "Expert" (e.g. agriculture, health officer, etc.) (Content)	- Identify errors - Improve explanations and examples
Community "Expert" (e.g. community development officer, teacher, etc.) (Usability)	- Check that the programme can be used in the community.
Language "Specialist" (Literacy Level)	- Check the suitability of the level and style of the language - Improve the effectiveness in teaching literacy and skills

You will need to design three questionnaires for evaluating the materials according to content, usability and literacy level (see example on next page).

2. LEARNER TRY-OUTS

There should be three ways in which you can test the literacy materials :

- (a) on several single learners,
- (b) on a small group of learners,
- (c) by someone else in the field.

The following three tasks should be performed with each test :

- (a) carefully observe the learner,
- (b) identify the problem areas,
- (c) revise the programme accordingly.

You should follow these principles :

- (a) Do the testing yourself, if possible.
- (b) Find learners who are able to express such problems as might come up.
- (c) Prepare just enough programmes for each test; they can be easily corrected and improved.
- (d) Remember the learner is testing the materials, not learning. Correct answers are not important. Do not teach him, but observe him, and make corrections.

When you have improved the literacy programme as a result of the "expert" evaluations and the learner try-outs, you are now ready to begin its implementation.

EXAMPLE:

Evaluation Questionnaire

Subject Matter

Please study the programme carefully and answer each of the following questions by marking a ✓ mark next to YES or NO.

- (1) Do you feel that the subject matter of the programme will help the community ? YES NO
- (2) Will adults feel that the subject matter is important to them ? YES NO
- (3) Does the programme give correct information ? YES NO
- (4) Is the programme easy to understand ? YES NO
- (5) Are the technical words clearly explained ? YES NO
- (6) Does the programme contain enough examples ? YES NO
- (7) Are the examples meaningful to learners ?.. YES NO

Please write down any suggestions for improving the programme.

- (1) What incorrect and unnecessary information should be removed from the programme ?
.....
.....
- (2) What additional information should be included ?
.....
.....
- (3) What additional examples should be given ?
.....
.....
- (4) How can the programme be made more interesting to the learners ?
.....
.....

FOLLOW-UP ACTIVITIES PLAN

After the Workshop you will also have to come together as a group to make a plan for useful and relevant projects that you will undertake as part of the literacy programme to make the programme ultimately effective.

The aim of these projects is to :

- provide a more "literate" environment,
- enable the newly-literates to practise their literacy.

Your Survey should show what kind of possibilities of literacy already exist.

Follow-up activities may include running a mobile library, radio clubs, a mobile film unit, etc. You may want to publish a monthly newsletter, or prepare a weekly radio broadcast; and many others (see Part 2.).

During this step you should draw up a plan for such activities and allocate responsibilities for developing each project further.

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PRINCIPLES OF TEACHING READING, WRITING AND CALCULATING

A. READING (IN THE FIRST STAGE)

Materials Required : Workbooks, blackboard, flash cards.

Principles:

1. Words should be taught as wholes and set in stories (as in speech).
2. Then they can be analyzed into their component letters. New words can be constructed with the letters.
3. The intonation and silent reading can be taught.
4. The written word should always be followed by the spoken word.
5. The understanding of what they read will be greater by :
 - increasing familiarity with the subject through discussions before reading,
 - reading more quickly with less mistakes,
 - developing key-words and phrases that become sight-words (150 words cover 80% of a language).

Composing a Text for Reading

1. This may cover 200 words and be spread over 40 Learning Activities.
2. Each Learning Activity should be one subject.

Each Learning Frame should contain a reading text, with illustrations and questions, and answers on the back.

At the beginning, reading texts may only contain one phrase each with simple words. They may gradually be lengthened.

3. Five new words should be introduced in each Learning Activity and should be repeated prominently.

Coordinator's Role

1. During the initial discussion write a few sentences on the blackboard about something that has excited the learner's interest. Discuss, read and repeat them.
2. Revise the words learnt in the previous lesson.
3. Teach new words. Write them on the board. Use flash cards.
4. Ask questions to check their comprehension.
5. Develop tonal reading and silent reading.
6. Extend the vocabulary by :
 - changing old words into new ones by manipulating the letters,
 - introducing suffixes and prefixes,
 - developing "sight-words"
 - teaching the writing of emotive words, especially the person's name.
 - teaching the alphabet, the use of the dictionary and Workbook.
7. Make sure the learner knows what is to be done before starting an exercise.
8. Examine the completed exercise as soon as possible.

B. WRITING (IN THE FIRST STAGE)

Principles:

The learner should :

1. Copy the movement on the blackboard of the instructor's hand.
2. Copy words as they are printed.
3. Write words as they are dictated.
4. Correct mis-spelt and badly formed words.
5. Fill in blanks in exercises.
6. Write new words created from the letters of words already learnt.

Coordinator's Role

1. Start with words of basic importance. Lead on to sentences later.
2. Make sure the letters are legible and small, and that the word is a unity.
3. Check grammar, punctuation, lines, content.
4. Introduce the writing of charts, e.g. for baby-feeding, etc.
5. Increase dictating speed for quicker writing.
6. Introduce such forms as writing household accounts, or popular poems.

C. CALCULATING (IN THE FIRST STAGE)

Calculating is vital for literacy and should be integrated into the learning of reading and writing. $3 + 5 = 8$ can be read and written as a sentence.

The Learning Unit should start simply using sticks, stones, etc.

Calculating covers :

- counting,
- adding, subtracting, multiplying and dividing,
- fractions and decimals,
- proportions,
- lengths, weights and times.

What is learnt should be related to the needs of the learner :

- (a) how to weigh produce,
- (b) how to make a budget,
- (c) how to buy cloth,
- (d) how to make money transactions, etc.

It should be possible to introduce calculating into the Learning Activities by following basic principles and methods outlined previously for reading and writing.

D. CONCLUSION

By the end of the First Stage, the learner should have acquired the following skills :

1. A vocabulary of 150 - 200 "sight-words".
2. A reading vocabulary of 1,000 words (including suffixes, etc.).
3. The ability to write common and readable words.
4. An understanding of writing by silent reading.
5. Fluency in reading with understanding.
6. Skill to consult a dictionary.
7. Skill to follow simple written instructions.
8. Skill to decode new words, and to use clues, contents and illustrations to guess the meaning.
9. Ability to make a summary of what he needs.
10. An understanding of arithmetical relations concerned with everyday life.
11. An ability to interpret simple charts, drawings and diagrams.
12. Clearer understanding of the subject matter of the programme.

This is, of course, not the end. The process of literacy is just beginning. The second stage is starting. Scouts can provide continuing literacy training. This will help the learner strengthen old skills and master new ones. He should be able to work on, and understand, more difficult subject matter; work more and more without the guidance of the coordinator; read newspapers and pamphlets on relevant subjects; understand better the society around him; participate more and more in the process of community development and social change.

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"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.)

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All inquiries should be sent to :

WORLD SCOUT BUREAU
COMMUNITY DEVELOPMENT SERVICE
P.O. Box 78
CH-1211 GENEVA 4
SWITZERLAND

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