TRAINING OF ADULT LITERACY EDUCATORS
paper prepared for UNESCO GMR Literacy Team April 2005.

ALAN ROGERS,

Uppingham Seminars in Development (UK)

www.uppinghamseminars.com

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

ABBREVIATIONS USED IN THIS PAPER

I have used a number of acronyms (some of them newly coined for the purposes of this paper); for the sake of clarity; they are set out here and at the top of each page.

ABET – adult basic education and training
ABETT – adult basic education and training teacher
ALF - adult literacy facilitator
ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher)
ALLP – adult literacy learning programme
NFE – non-formal education
TABETT – training of adult basic education and training teacher
TALF - training of adult literacy facilitators
TOLE – training of literacy educators (of all kinds)
TOT – training of trainers of adult literacy educators

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

I

TERMINOLOGY USED IN THIS PAPER

1.1   Literacy learning or language learning? This paper relates to the training and support of those who teach literacy to adults in developing countries. Literacy here is taken in the rather narrow sense of the initial skills of encoding and decoding and meaning making and numeracy. We are not concerned here, for instance, with post-literacy (except incidentally) or with second language literacy or with language education per se. We are not looking at any other form of so-called 'literacy' such as legal literacy or even visual literacy[1]. Our concern is with those who help adults to develop **first** literacy skills in a language which they and/or the providing agencies feel is appropriate.

1.2   Complex and changing world: The world of teaching literacy skills to adults in the context of developing societies is both complex and changing. This is reflected in the terminology used among those engaged in the provision of adult literacy learning programmes. Words carrying one meaning in one context are sometimes used in another context to carry quite different meanings[2]. It is important to be clear what terms are being used here. I have risked the use of one or two new acronyms for the purpose of this paper.

1.3   Literacy learning or ABET/NFE? The world of adult literacy overlaps with the field of adult education. And as we shall see, there is a tendency towards locating adult literacy learning within a wider context of basic or non-formal education for adults (ABET/NFE)[3]. This paper looks at the training programmes which concentrate on training for *literacy learning,* whether they are on their own or contained within the wider and more formal training programmes for ABET/NFE but not at the training programmes for adult basic education themselves[4].

1.4 Educators or teachers? This paper is thus devoted to the training of grassroots teachers of literacy to adults face to face – called variously facilitators, animators, monitors, mobilisers, tutors etc. For the sake of clarity, I have used throughout the term 'adult literacy educator' (ALE)[5]

---

[1] I note the comment that "many of the basic literacy programmes were accompanied simultaneously with instruction in other 'literacies': in fact, the latter often provided the entry point for or rationale" of basic literacy and numeracy learning (Mitra: 1).

[2] e.g. for the use of the term 'grassroots' to mean supervisors rather than literacy educators, see Rashid and Rahman 2004: 180-1.

[3] At least one agency sees literacy as a "pre-ABET programme", Project Literacy in South Africa: see www.projectliteracy.org.za/projects/sanli.htm accessed 15/02/05.

[4] The provision of specialist training programmes such as "the training of trainers .. for promoting scientific and technological literacy" (Holbrook 2001) does not feature here.

[5] I agree with the words of Ireland: "Terms such as literacy *monitor* or *instructor* tend to express a specific limited understanding of the literacy process – that of learning in a mechanistic fashion the basic tools of

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

rather than 'teacher' to cover *all* such persons. Locally of course "the community knows them as 'teachers'" (Mexico website accessed 15/02/2005). But the word 'teacher' is used variously in the literature, at times for those who are qualified and recognised by the state as teachers, at other times for all kinds of educators and facilitators. In this paper, the term 'teacher' is restricted to those who are formally trained and accredited as qualified teachers in adult education or in other parts of the education sector.

1.5 Adult educators and literacy facilitators: The on-going professionalisation of the field of adult education has made it necessary to draw a distinction between 'adult educators' and adult literacy 'facilitators'. All those who teach literacy to adults are of course 'adult educators' but the bulk of those who teach literacy to adults are not, do not wish to be, are unlikely ever to be and probably ought not to be, professionalised. Equally, while it is true that some adult educators teach initial literacy to adults within a context of adult basic education institutions and a wider curriculum, these are on the whole few, especially in developing country contexts[6]. I am therefore dealing with two separate categories of adult literacy educators, on the one hand those whom I shall term adult literacy facilitators (ALFs), often called 'volunteers', and on the other hand ABET teachers (ABETT). The distinction is recognised widely: in some "countries … educators with a diploma work in formal basic education programmes, while voluntary educators work in open mass programmes of basic education" (Messina and Enriquez 2005:38); and in Syria, "literacy activities are maintained by professional as well as by voluntary teachers" (website Syria accessed 24/02/05).

1.6 Formal and non-formal training: This distinction implies that we are talking about a general category of training of literacy educators (TOLE) which takes two different forms – training of ABET/NFE teachers (TABETT) and training of adult literacy facilitators (TALF). There is a good deal of material relating to the more long-term, certificated training programmes of adult educators/ABET teachers which sometimes include specific provision for the training for adult literacy teaching, for example "in Mozambique where they are taught a course on Literacy methodology" (Maruatona:13; see Mpofu and Youngman 2005; Hagnonnou 2005). In order to distinguish between these programmes and the short term programmes of training of adult literacy facilitators which lead to no formal certificate (although they may lead to a certificate of attendance), I intend to use the terms *formal* and *non-formal* training programmes.

---

the trade. The same goes for the use of the term *training,* which again expresses a limited view of the teaching-learning process involved in *formation",* Ireland:16. I have used the terms 'adult educator' for all those who work in adult education establishments, whether they teach literacy or not, and 'literacy worker' to cover all those engaged in *promoting* literacy learning programmes whether they *teach* literacy or not including policy makers, planners, material developers etc. This terminology does not of course apply to quotations from other sources.
[6] For an important discussion of the various levels of 'adult educators' and the distinction between those who teach and those who are concerned with other aspects of adult education, see Duke 2000: 362. Surveying the field, he finally comments, "Some emphasize the development of a leading cadre of professional adult educators while others consider that the larger number of 'grass-roots' part-time teachers should attract the main attention. Some stress conceptual understanding of the field, others practical skills of instruction, others again the largely intangible personal qualities of empathy and rapport which are held to distinguish the best adult educators" (ibid).

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

1.7 Training of trainers (TOT): TOT as a term is not widely known; our survey showed many people asking the meaning of TOT, especially from Latin America[7]. Where it is known, it seems to carry two different meanings: a) the training of literacy educators, and b) the training of those who train literacy educators. To be clear, the term 'trainer' is used here to mean those who train literacy educators, and TOT in this paper always refers to the training provided to those who train adult literacy educators, whether the latter are ABET teachers or facilitators.

1.8 Training: I have chosen to retain the term 'training' (despite its negative connotations) rather than the 'education' of literacy educators. "Although 'training' carries different connotations from 'education', and the difference is a subject of academic analysis by adult educators, there is no agreed or practised distinction" (Duke 2000:361).

1.9 Literacy and literacy learning: There is much ambiguity concerning the use of the term 'literacy' in the literature. In places, it means 'literacy practices', the social process of communicating through texts. But at other times, it means 'literacy learning'. The statement that 'the government are spending much money on literacy' refers to adult literacy learning programmes, not to the social practice of literacy; the statement that 'in these communities, there is little or no literacy' refers to the lack of use of texts in the community, not to learning programmes. To make my sense very clear, I have used the acronym **ALLPs** for the second meaning, 'adult literacy learning programmes'.

1.10 Numeracy: I deeply regret that the material supplied to me contains almost nothing on training for numeracy teaching to adults, despite the work of the *Adults Learning Maths Group* and other interested bodies[8]. As Newman points out, "Numeracy is sidelined in many traditional learning processes and when it is introduced it is usually in the abstract, reduced to basic arithmetic" (Newman 7). In most ALLPs and in their accompanying training programmes, numeracy is simply subsumed within adult literacy primers; some training sessions may be devoted to numeracy in passing. But there is growing evidence that different approaches are needed for teaching numeracy skills, especially to adults (e.g. NRDC 2004), and it has been argued that numeracy rather than literacy makes a more immediately relevant entry point for adults. In parts of the Caribbean, courses on insurance numeracy have become the starting point for adult educational activities (Howard pers comm).

---

[7] No less than nine experienced workers in adult education, mostly from Latin America, replied to my enquiries with the question "What is TOT? I have never heard of it"; another wrote, "it is not part of the US lexicon" etc.

[8] I am aware that there are significant programmes in some locations – e.g. at the University of Port Elizabeth in South Africa; but the evidence received did not reflect this.

6

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

II

THE TRAINING DILEMMA

"The central assumption behind the concern about improved training for adult educators is that it will lead to better performance by the adult educators which will in turn lead to improvements in the quality of adult learning programmes. Is there empirical evidence to support this assumption?" (Youngman and Singh 2005: 15)

THE NEGLECT OF TRAINING

2.1 Neglect of study of TOLE: Discussion of the training of literacy educators is today on the whole a neglected field. Time and again, those who responded to my enquiry reported that they knew of nothing recently published on the training of literacy educators or facilitators[9]. Very few comparative studies have been written until the last few years. There appear to be more studies of this area in Latin America[10], and a number of PhD theses devoted to the training of literacy educators have been prepared in Latin America (Ireland:14), and the study of numeracy learning with adults has attracted rather more attention recently (NRDC 2003, 2004), but elsewhere, the field is noted by its lack of formal investigation. It may be that, since a considerable number of reviews and evaluations of adult literacy programmes and several policy statements omit any extensive discussion of the training of literacy educators[11], it remains an invisible element in research as well. But the full reasons behind this neglect are hard to find.

---

[9] See for example, Mitra 1-2: "Scant secondary sources; the literature of TALF is very scanty".

[10] For example, **INEA** (*Instituto Nacional para la Educación de los Adultos*: National Institute for Adult Education), founded in 1981 to offer literacy and basic education for adults in México and to the Mexican communities in the USA, published an important *Anthology of Readings on Adult Education* (*Antología Lecturas para la Educación de los Adultos*) in five volumes, one of which (Volume V) dealt with the *Formation of Trainers*. This includes at least two chapters on 'The formation of literacy workers' (*La formación de los alfabetizadores*) by Vera Masagão, Marilena Nakano, Orlando Joia and Sérgio Haddad, and 'The question of the training of trainers: some final reflections' (*Problemática de la formación de formadores: algunas reflexiones finales*) by Jerónimo Vicente and Emílio Díez. The purpose of the publication was to make valuable world, regional and national documents, reports and reflections available to the Mexican literacy worker and adult educator in Spanish, but these chapters are not yet available in English

[11] CONFINTEA V report; Burchfield (Bolivia and Nepal); Betts (El Salvador); Robinson-Pant (Nepal); Maddox (Bangladesh); World Bank Beloisya; World Bank Basic Education; Lauglo; Torres; Ribeiro (Latin America); Saldanha (India BGVS); Papen (Namibia); Fentiman (Somali) etc.

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

2.2 History: This is in marked contrast to the 1970s and 1980s, when a number of comparative studies relating to this subject were published and where general surveys of literacy in developing countries often included some mention of training of literacy educators (Lind and Johnston 1986; Hagnonnou 2005: 6-9 etc). But these studies have largely died away. It is only recently, largely under the auspices of UIE, that a concern for the study of TOLE has re-emerged[12] – although most of the current interest has concentrated on the more formal training programmes of adult educators as a profession rather than on the non-formal TALF. Studying and teaching about the practice of teaching literacy skills to adults remains a neglected field and this makes it hard to summarise[13].

2.3 Importance of training: This neglect is strange, for time and again throughout the developing world, programme planners acknowledge the importance of training for the success of their programmes. "The quality and effectiveness of any adult education program obviously depend crucially on the 'coal face' workers, namely the class instructors or facilitators: it is they who actually teach and interact with the intended beneficiaries" (Oxenham 2003). "The success of adult literacy and basic education largely depends on the facilitators, and their efficiency depends on the training they are given" (Rashid and Rahman 2004:172). Carr Hill indicates that in Uganda "the variations observed must .. be related to the way in which the programme has been implemented in different districts .. such as the availability of primers and materials, *the quality of training* and the extent of support and supervision" (Carr Hill 1998:83, my italics; see also p116). Riddell says that training is "a key issue" (Riddell 2000:6,10,18); Burchfield (Bolivia 2002:40, 45) and DFID 2002 describe TOLE as "important"; Oxenham in all three of his recent reports mentions concern about TOLE and the need for "extensive training": "The effectiveness of the people who undertake to instruct or facilitate the learning groups is obviously crucial to an entire NFE program. All the projects reviewed recognized this and invested in training their instructors" (Oxenham 2003:92; see Oxenham 1999:8,18; Oxenham 2002: 2,13,17,56). The World Bank report on Outsourcing Literacy in Senegal has much to say about the need for TOLE (World Bank 2001b: 11); and recent papers from UNESCO stress the importance of instructor training for the success of adult literacy learning programmes (UNESCO 2003:11,21; 2004a, 2004b etc). In Latin America, there is throughout the region (at least on paper) a concern with the 'formation' of literacy educators; thus the regional meetings held in preparation for CONFINTEA stressed the importance of TOLE (Ireland).

2.4 Weakness of TOLE: This acknowledgement of the importance of training is accompanied by concern about the relative weakness of the training of literacy educators. Many evaluation reports indicate that the failure of adult literacy learning programmes to achieve the expected benefits is often laid at the door of the untrained or inadequately trained literacy educators[14]. A

---

[12] Singh and McKay 2004; Youngman and Singh 2005; see reports of CONFINTEA V

[13] The only recent publication directly concerned with TALF as a field of study is Rogers 2002 in Wagner; Duke 2000 and Youngman 2003 both relate to the training of adult educators rather than literacy educators; for field research in this field, see Rogers 1987.

[14] "One of the reasons for the dismal performance of adult education, as has been observed by several review committees and evaluation and research studies, may be traced back to the poor quality of training of grassroots level functionaries" (Shah 2004: 31 citing Indian National Literacy Mission 1995:19); see also Shah 2004: 43: "the training of functionaries was a weak link in the programme and in overall terms its

statement such as, "A major constraint hindering the successful promotion of literacy [learning] in Member States relates to the lack of qualified literacy instructors, trainers and related personnel" (APPEAL 1999:1), can be replicated from all parts of the world and all kinds of adult literacy learning programmes. "The current inadequate training of instructors/ facilitators needs to be addressed urgently as does support for their professional performance through regular well-planned supervision. In addition to initial training, there should be refresher courses at six-monthly intervals. This helps to integrate the training with practice and makes the training relevant to the instructors' immediate needs and concerns" (Carr-Hill 1998:117). Even an internal document of the providing Ministry can write: "A 12-day training is too short a time to make teachers competent on different aspects of running a learning centre effectively and helping the learners to achieve basic competencies" (quoted in Mitra:11). Riddell speaks frequently of the training of the educators being "inadequate" and of the literacy educators needing more training (Riddell 2000: 5,12,17 etc); and in India, it could be reported that "training as an ongoing learning process to strengthen the work of VIs (volunteer instructors) did not receive enough attention and resources" (PRIA4:7).

THE CHANGING CONTEXT

2.5 The issue today is not just a matter of ensuring that training for adult literacy learning is taken seriously and effectively administered. It is also a matter of recognising that the context within which these training programmes are taking place is changing. Apart from trends towards the institutionalisation of adult literacy learning programmes, the professionalisation of adult literacy educators, and the formalisation of the TOLE programmes (a series of changes which are discussed below and which may all be linked), other changes are taking place, among which we can detect the following:

a) *the New Literacy Studies* which have reconceptualised literacy as 'multiple literacies' viewed as social practices which always take place within a context of power relations rather than a set of universal skills which may be applied in all contexts. The implications of this for ALLPs and TOLE are still being worked out.

b) an increasing *emphasis on constructivism* which sees learning as the construction of meaning and use by the learner within communities of practice (Lave and Wenger 1991) rather than the transfer of knowledge and skills from the expert to the ignorant; with this goes an emphasis on critical reflection as the key learning process which applies both to the literacy learner and to the educator.

c) an increasing emphasis on *adult learning* processes as being different from the learning processes of children; even when learning basic skills such as literacy, participatory and experiential learning is more appropriate for adults than school-based methodologies. Although this is an area which has received much attention over many years, today there is a greater understanding of both the ways in which the learning of adults differs from the learning of children and the implications of this for those who teach adults. The valuing of the

quality was not satisfactory", and 49: "Training of instructors .. [was] weak". "In fact a number of research studies [i.e. evaluations] have attributed the ineffectiveness of ABE and literacy programmes to the poor quality of training" (Ligate 2004: 70). See Dighe 2005:60. Niekirk cites a number of research student evaluations which stress "educators need training in adult education … staff need training in adult education" etc (Niekirk 2001: 24-26).

individual experience of each of the adult literacy learners and an appreciation of the learning which all people do both inside and outside planned learning opportunities (*lifewide* as well as *lifelong*) leads to a recognition that even in terms of literacy, the non-literate literacy learners have relevant experience which needs to be incorporated into the process of helping them to learn literacy skills. "The growth and popularity of more participatory and democratic methods of Adult Basic Education" have been commented on several times (e.g. Yates 2004:191).

d) an increasing *awareness that a 'one-size-fits-all' approach* to development is not and *cannot be effective* for adults. The emphasis today is on diversity in education and development - and this is affecting ALLPs. This can be seen in, for example, a greater openness in terms of multi-lingual and faith-based literacies, and literacy for a number of minority groups, etc.

e) the emergence of the concepts of lifelong learning is also influencing adult literacy learning programmes. In particular, the two primary areas of concentration for lifelong learning, learning for the workplace and learning for citizenship (including inclusion approaches) are also affecting adult literacy: as Hagnonnou has pointed out, the current generation of adult literacy programmes in Francophone Africa "relate to capacity building for economic development … and citizenship education" (Hagnonnou 2005:40-41).

2.6 All of these and other changes (e.g. ICT and the increased interest in multi-modal open and distance learning) call for new approaches to teaching literacy skills to adults, for new kinds of educators, and therefore for new approaches to their training. However, there are few signs of these changes influencing the short-term informal training programmes (TALF) although they are reflected in some of the long-term professional training programmes of adult educators (TABETT).

2.7 I would however wish to point out that such new understandings are characteristic of Western-educated workers and are often in opposition to local cultures where literacy is frequently seen as universal and single, where learning is seen as the transfer of knowledge and skills from an unchallengeable authority, where the notion of adult may include persons as young as eleven years or even younger, and where uniformity of provision rather than contextualised diversity is the norm. The desire for a primary school experience may lead in some circumstances to a valuing of a common learning programme with a common textbook.

2.8 Process of compiling the report: Because there is so little comparative material available, this paper must be viewed as something of an 'underview' rather than an overview. It has been produced in the following fashion:

a) *a desk study* of recent literature which could be obtained including a web search
b) *several local case studies* written specially for this study from agencies in various countries. These are not necessarily typical but are useful for adding a sense of concreteness to the study
c) *comments* sought from a wide range of personal contacts throughout the world
d) *six commissioned papers*, five of them regional and one from an international agency
e) *a meeting* held with the authors of these commissioned papers and several other invited persons with considerable experience of the training of adult literacy educators in developing countries
f) *final drafting* of the paper and its review by several well known practitioners.

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

2.9 The resources available for this study were restricted and the timeframe extremely tight, but a good deal has been achieved within these limits. I am extremely grateful to all those who helped at such short notice and with such willingness.

OUTLINE OF THE STUDY

Following the Terms of Reference, the study first looks at POLICIES AND SYSTEMS of the training of literacy educators - whether there are policies and facilities for such training in place.

It then looks at the EXISTING PROGRAMMES of both TALF and TABETT on the ground - who are the trainees, the format, contents, methodologies of the programmes; and at the take-up and completion rates. Also at some training programmes for other adult literacy workers.
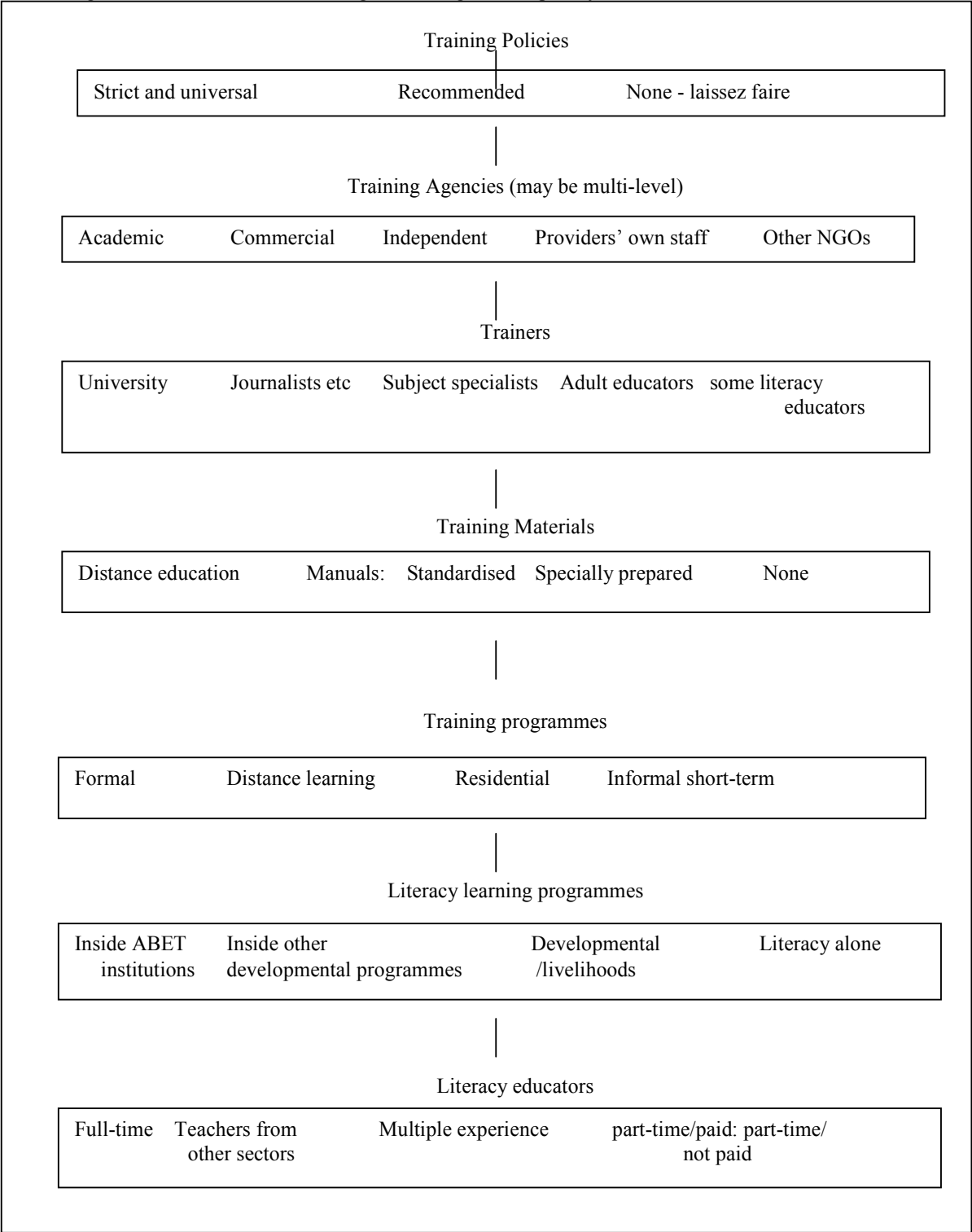
It then discusses some INNOVATORY APPROACHES to the training of literacy educators.

Finally, it looks at some of ISSUES arising from this study of the training of literacy educators.

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

A diagram is used to set out something of the range of complexity at each level of TOLE:

Training Policies

Strict and universal	Recommended	None - laissez faire

Training Agencies (may be multi-level)

Academic	Commercial	Independent	Providers' own staff	Other NGOs

Trainers

University	Journalists etc	Subject specialists	Adult educators	some literacy educators

Training Materials

Distance education	Manuals: Standardised	Specially prepared	None

Training programmes

Formal	Distance learning	Residential	Informal short-term

Literacy learning programmes

Inside ABET institutions	Inside other developmental programmes	Developmental /livelihoods	Literacy alone

Literacy educators

Full-time	Teachers from other sectors	Multiple experience	part-time/paid: part-time/ not paid

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

III

POLICIES AND SYSTEMS FOR TRAINING ADULT LITERACY EDUCATORS

"Policy on training and refreshing instructors will need to take into account the average base of competence, the type and time of training required to secure the adoption of appropriate instructional habits, and the likely need for periodic review, reinforcement and moral support". Oxenham1999:21

POLICIES

3.1 Policies for TOLE: Policies for TOLE may be at various levels - at national or even regional level or at agency or programme level. Donors too have on occasion developed policies towards TOLE: "The UNDP, for example, granted Nigeria some US$5 million between 1995 and 2000 to assist with the country's national mass literacy campaign. Part of the money was used to sensitise and train literacy instructors, literacy organisers, co-ordinators, community leaders, village librarians, social development workers, NGO personnel and management staff of state agencies for mass education, all of whom were involved in conducting the campaign" (Tahir 2004:149). In the World Bank and IIZ/DVV-supported literacy programme in Guinea-Conakry, "Guinean NGOs … organise their own local trainings as part of their projects", but IIZ/DVV has developed a training programme which they "are proposing to the NGOs operating in the World Bank-funded EFA literacy programme" (Leumer e-mail 4).

3.2 National educational policies: There is a good deal of confusion about the existence of policies relating to TOLE. Few countries appear to have national policies for the training of literacy facilitators, although more have policies for ABET teachers. "The first point to emphasise in relation to the training of adult educators is the non-existence of a public political recommendation. Hence there are no policies on the training of adult educators specified in the national plans or programmes of education in the different countries of the region [Latin America]" (Messina and Enriquez 2005:41). Thus for example, in Brazil, "within the National [Literacy] Programme, each partner is free to determine its own specific training programmes" (Ireland:6). Nevertheless, "Brazil's National Plan for Education (2002) ... emphasise[s] training for adult educators" (Youngman and Singh 2005:6), and "the Ministry of Education establishes a minimum number of hours for initial training (30 hours) and a minimum for continued training (2 hours per week)" during the 40-week literacy learning programme, irrespective of "the partners' capacity to fulfil such recommendations" (Ireland:4,6). Elsewhere, the picture is clearer: "Namibia's National Policy on Adult Learning (2003) ... emphasise[s] training for adult educators" (Youngman and Singh 2005:6) with a concentration on the professional status of a wide range of adult educators[15], and Tanzania also "has an education and training policy (1995)

---

[15] The Namibian National Policy sees both the university UNAM and the distance learning college NAMCOL as having joint responsibility for the "training of professionals", and the National Council for Adult Education as having responsibility to "promote and advise on training programmes for those engaged

which covers the training of ABE staff" (Ligate 2004:74)[16]. In Egypt, all literacy educators must be trained before starting work, and in Botswana, "All [Literacy Group Leaders] are supposed to have undergone initial training or a class demonstration before they can teach on their own" (Maruatona:10). On the other hand, it can be stated of Nigeria that "There appears to be no single body of policies on the training of ABE fieldworkers" (Tahir 2004:145)[17], and the Ugandan Functional Adult Literacy Strategic Plan had little to say about TALF; although the National Adult Literacy Strategic Plan had more, it was all very general (NAL sections 1.8, 1.9.4, 7.5.3). Some countries (e.g. Mozambique and Uganda) are reported to be looking at the development of policies on TOLE at the moment. But in most countries it would appear that the arrangements for TOLE are frequently left vague or very general. Most leave it to the providing agencies (NGOs, trade unions, employers etc) to determine the training modalities of their own literacy educators; in these cases, the role of the state seems to be to encourage and monitor rather than provide, although there are a few exceptions to this. In Brazil, for example, guidelines and funding are provided by the government for various agencies (Ireland).

3.3 Policies at programme level: Policies – where they exist – then normally lie within the literacy learning programmes themselves, whether they are provided by Ministries of Education, other government agencies or NGOs (international, national and local); such policies therefore vary. In most ALLPs, there is some (on-paper) provision for TALF but it does not always have its own budget and evaluation; and TOT rather more rarely forms part of such planning.

3.4 Voices heard in policy making: Where such policies do exist, they are centrally controlled and reflect the voices of educational administrators and planners. Participatory curriculum development is very rare. The voices of the literacy educators are not apparently heard in the processes of developing policies for adult literacy learning. Indeed, in some countries such as Kenya and Uganda, the voices of adult literacy learners through their own organisations such as the Kenya Adult Learners Association (KALA) and ULALA (Uganda Literacy and Adult Learners Association) (Carr-Hill: 11) may be more influential than those of the ALFs, for most ALFs have no national organisations[18]; indeed, in Zimbabwe the Adult Learners' Association (ZALA) has a major role to play in the provision of TOLE.

3.5 NGO and state policies: It would appear that there are more and clearer policies on TALF among NGOs than among state and international bodies: "Among NGOs there is generally

---

in the provision of adult learning as facilitators, organisers, curriculum developers, planners and researchers", National Policy Statement 2003: 14-15.

[16] In Tanzania, "in terms of the Education and Training Policy (MOEC 1995) the ministry responsible for teacher education was commissioned to provide for the training of a specific cadre of adult education teachers and tutors. Thus in the Basic Education Master Plan (BEMP) (URT 1997), the government of Tanzania included an Adult Education/Literacy Expansion programme for the training of district co-ordinators/facilitators and literacy teachers in order to provide equitable access to adult literacy and post-literacy training for disadvantaged groups" (Ligate 2004:74).

[17] On the other hand, "the National Policy document has committed the [Nigerian] government-owned institutions and training centres and NGOs to the training of all categories of adult education staff … [including] grassroots adult education personnel" (Tahir 2004:146).

[18] The Indonesian Tutors' Association of the 1980s was an exception; it is not clear how effective it was or is. Oxenham 2003:93.

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

greater clarity about the strategic nature of adult educator training" (Messina and Enriquez 2005:41). It is likely that state policies – where they exist or are being formulated – are concentrating more on the schooling model of adult learning (ABET/NFAE) and that NGO policies are concentrating more on the developmental model of TALF.

Implementation

3.6 Even where such policies exist, they are often not implemented. There is "a lack of progress in national policies on the training of adult educators" (Youngman and Singh 2005:11). Although lip service is paid to the importance of TOLE, less is done in reality: "While the desired norms of training were prescribed and sought to be followed, practices showed wide variations" (Mitra:5). So that even in areas where there are policies, it is sometimes reported that there are no or few TOLE programmes. "There exists [in the Indian TLC] a perfunctory attitude to training" (PRIA 4:10). Even when provided, "another study concluded that one of the basic reasons for the poor quality of training of instructors lay in the 'superficial training' given by the ... trainers who perceived training merely as an 'official' duty" (Dighe 2005:60). "The training was particularly limited in the Government FAL [Functional Adult Literacy] programme [in Uganda] where many of the educators had been trained only once for just three days and had never had any refresher training. This inadequacy in training is particularly serious in view of the very little supervisory support given. … Moreover, in most cases, according to what they said during our field visits, the supervisors have themselves received no training in adult education and literacy methodology" (Uganda 1999:84).

3.7 Uniformity of provision; Even when the provision of training is left to the different agencies providing the programmes, the programmes do not reflect the difference between the various categories of ALEs. "The authors are of the opinion that a comparison of the curricula, methodologies and training presented by NGOs and government agencies [in Bangladesh] reveals no fundamental difference between the various providers with regard to the training presented to grassroots level facilitators" (Rashid and Rahman 2004:168). A uniformity of format and content and processes appears to be characteristic of TALF, and even among the longer full-time formal and professional TABETT programmes, there is much common ground. Policies and practices may be borrowed from other programmes (e.g. Bangladesh borrowed from the Indian Total Literacy Campaign).

SYSTEMS

3.8 Systems: Some countries have developed relatively elaborate systems of training adult literacy educators. In Ethiopia, "Professional adult educators with different profiles are trained by higher education institutions and posted accordingly; administrative and teaching personnel of government and other institutions in selected regions and districts are oriented and partly trained with regard to planning, implementation and evaluation of demand-oriented and income generating adult education programs and projects; trainers for orienting and training personnel in livelihood skills are trained" (Sandhaas e-mail 4). But on the whole, there are few such systems; it is urged that it "is important is to develop clear strategies for training adult educators" (Singh and McKay 2004:24). Such systems seem to apply to government-sponsored programmes; although

NGOs often have a commonality of practice, even large-scale NGO bodies such as CAMPE in Bangladesh (an umbrella agency for NGOs in that country) have no policy or system for TALF.

3.9 Patterns of training: The basic system for most programmes of TALF consists of
- pre-service initial training,
- in-service follow-up training,
- and continuing support.

This pattern however is sometimes elaborated. For example, in some programmes, the pre-service training is preceded by a short period of orientation. In many countries, supplementary initial training is available for some of the ALFs. In Egypt, World Education's short (4-day) course on Integrated Health and Literacy (IHL) "trains both new and experienced literacy facilitators" alongside the government's training programme (Potter:5).

3.10 In practice however, much less attention is paid to in-service training and continuing education than to pre-service training; follow-up training is often left to local agencies, even where the initial training is centralised. In Brazil, "training was centralised … in its pre-service phase. The [central training agency] also provided ongoing training, which the teachers received about once a year. Most of the in-service training however was in the hands of respective grassroots groups which were free to construct their own methodology and which provided this training in weekly meetings (Friday evenings) attended by monitors [facilitators] and supervisors… Some [grassroots groups] did not know how to proceed but were autonomous concerning their ongoing training activities" (Stromquist 1997: 43).

3.11 Levels of training: Training is offered at various levels. "World Education has two sets of training programmes, one for trainers (TOT) and one for literacy facilitators" (WE(N) case study). PACT in Nepal has argued that high level training using costly full-time staff should be provided to their local partners who then would use their less highly paid staff to engage in the training of the grassroots workers (PACT 2001:19).

3.12 Cascade model of training[19]: Many programmes have developed a cascade model of TALF on the grounds that "It is really very difficult to directly provide a huge number of course facilitators with training courses at central level" (Rashid and Rahman 2004:172). "A common approach to training adult educators on a large scale is the cascade approach used in literacy campaigns in India and Bangladesh. … This involves providing initial training for selected resource persons who then become responsible for training others. In this way, training is provided right down to grassroots level" (Youngman and Singh 2005: 8; see also Dighe 2005). In Egypt, World Education uses a cascade approach to their supplementary training (Potter:3). In Brazil, MOBRAL trained 'multipliers' to "pass education to literacy workers" (Brazil website). In Ethiopia, "the training of master trainers from all six regions, who in return are expected to train further trainers and CSTC [Community Skills Training Centre] co-ordinators at zonal and district

---

[19] The cascade model is different from the 'diffusion model' where existing facilitators train other facilitators in a horizontal learning model. Cascade implies a hierarchy with learning proceeding from 'the top' downwards. The diffusion model is used in relatively few programmes.

16

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

level .. (following the cascade model) is meant to strengthen the training capacity of the region at various administrative levels" (Sandhaas e-mail7).

3.13 International cascade elements: Sometimes the top of the cascade is an international agency or international consultants (Lind 1986:36). In several cases, especially in Asia where the UNESCO PROAP Office in Bangkok has obtained a very strong influence over adult literacy learning programmes in many countries in the region through its APEID, ATPL and APPEAL programmes, internationally prepared training materials have been taken and used in various countries of the region: these are contextually adjusted rather than contextually constructed programmes. International trainers train key personnel who then return to their countries to train others.

3.14 Problems of cascade model: Some problems relating to this model have been recognised: "Differences in local contexts relating to culture, political economics, adult education, policies and traditions and so forth require that training be relevant to the local situation. Training activities developed in one context may not be relevant in other contexts" (Youngman and Singh 2005: 4). As has been commented several times, the cascade approach has two main problems: "it relies entirely on a top-down process" of the transfer of knowledge rather than learning by meaning making, and secondly it "also entails considerable loss of information in transmission" (Youngman and Singh 2005:8). In India, it was reported that "there was considerable training loss due to the time gaps between the training of [the various levels] and a lack of motivation among [the trainers and the facilitator trainees] who had neither genuine interest in nor any aptitude for teaching adults" (Shah 2004:38; see also PRIA4); in Bangladesh, "Some system loss is sometimes experienced because of this cascade system of conducting training from TOT to grassroots level" (Rashid and Rahman 2004:172). At least one agency reported that in such an approach, most of the resources went to train the top level of trainers and less resources were available for the larger number of grassroots educators: "It was concluded that while the cascade approach was useful for involving more people in literacy work, the availability of resources – in terms of training contents, materials, duration, funds and technical inputs – gradually diminished and reached its minimum at the level of [facilitators], whose training therefore remained weak" (Mitra:7).

3.15 Non-institutionalised TALF: Unlike the formal training of ABET teachers, TALF is not institutionalised. It is provided by many bodies in many different venues: "Training venues have ranged from meeting rooms in [government] offices to mosques, from local NGO facilities to hotel conference halls" (Potter:6); many meet in the open air. There are very few formal links between programmes, and very few, if any, national systems of assessment or accreditation.

AGENCIES OF TRAINING

3.16 Wide range of agencies: The range of providers of TALF is very wide – government ministries or specialist agencies, universities and other educational institutions, prominent national and international NGOs, donors, consultant bodies and individuals etc. Many different ministries may have adult literacy learning concerns: in Oman, "the Ministry of Agriculture, the Ministry of Information, the Ministry of Social Affairs and Labor, and the Omani Women's

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

Association" as well as the Ministry of Information have been involved (website accessed 24/02/05). Although throughout sub-Saharan Africa in general, "the training of literacy educators is primarily the responsibility of Government Ministries, Departments or Directorates responsible for adult basic, literacy and non-formal education", in Nigeria, "the number of ABE training centres in the country is not really known, as the Federal and State governments, private institutions and NGOs all render different forms of training which could be regarded as adult educational" (Tahir 2004:160)[20]. Agencies include national centres such as the Nigerian National Centre for Adult Education , universities like the University of Kwazulu-Natal in S Africa, some specialist bodies (government, NGO and commercial), and NGOs who specialise in or have experience of providing TALF and offer their services on a large scale to other providers of ALLPs in other countries, such as Dhaka Ahsania Mission in Bangladesh and ProLit in South Africa. A recent survey in Francophone Africa identified three main categories of providers of training for literacy – academic institutions, NGOs and what it calls 'non-academic institutions". The academic institutions provided academic training, the "NGOs focus on literacy programmes implementation … training programmes which relate more to refresher courses in literacy strategies rather than training in adult education as a global concept"; and the non-academic institutions "provide back up training for graduate adults in capacity building regarding economic and social development on the one hand and citizenship education on the other" (Hagnonnou 2005:5). Many literacy learning providers such as CIAZO in El Salvador train their own facilitators, developing their own training curriculum and either buying in trainers or using their own staff who may or may not have direct experience of teaching literacy to adults or of running training courses. "NGOs train educators in their preferred methodologies" (Maruatona:3-4). "Zambia has a combination of government training programmes and those operated by over 40 NGOs who provide literacy and basic education there" (Maruatona:3). In some countries, a national network of training centres has been established such as the State Resource Centres in India (Dighe 2005:58; PRIA2). Some programmes use out-of-country consultant trainers or training programmes/materials/ manuals prepared in other locations. Agencies committed to participatory training have emerged; among these is PRIA (Participatory Research in Asia) which operates over a very wide area and whose participatory training materials in a wide range of development programmes are widely used through its website, but it has in recent years done less in literacy learning[21]. In Zimbabwe, the Zimbabwe Adult Learners' Association "is responsible for the training of instructors who are posted to both NGO and government programmes" (Maruatona:3,6). A few specialist centres such as INEA in Mexico and CREFAL in Latin America which combine training with research also exist and perform a valuable function in their region, at times establishing policies and suggestions for the training of literacy educators on a regional basis.

3.17 The situation then is confused. Some NGOs rely on government programmes (Maruatona:6); some governments freely use NGO staff and programmes. But equally

---

[20] For a list of the "training centres and institutes in Nigeria", see Tahir 2004:148-9

[21] "For the last two decades, PRIA along with its partners, has been engaged in promoting Training of Trainers (TOT) programmes, aimed to prepare trainers in participatory training methodology. The initial TOTs helped in preparing a manual on participatory training methodology which has since been translated into nearly twenty languages in India and abroad. In collaboration with regional partners, regional TOTs have been organized, helping to scale up this methodology" (PRIA website, accessed 17.02.2005). These TOT programmes however are not specifically for literacy.

governments and NGOs may follow different paths. And such arrangements often change over time. Some regard the diversity of agencies as a strength, others as a problem: "There appears … to be little or no co-ordination in terms of the roles and duties of the various agencies involved in the training of adult education grassroots fieldworkers. This might lead to duplication of efforts and some wastage of meagre resources" (Tahir 2004:160). It is this which has created in several contexts an overall networking agency which can provide some co-ordination and research functions.

THE TRAINERS

3.18 Wide range of trainers: Again a very wide range of persons are being used as trainers in TOLE, especially TALF. Many are academics, and some university centres such as CERID in Nepal have come to specialise in TALF. Others are drawn from the full-time staff of the providing agencies, governmental and NGO - "district or regional officers; staff of NGOs and churches" (Maruatona:6). "The full-time trainers are the regular staff members of the NGO" (Rashid and Rahman 2004:171). Dhaka Ahsania Mission in Bangladesh has "a team of 15 highly experienced trainers ... the minimum qualification of the trainers is Masters degree with pedagogical experience in the field of literacy and non-formal education" (DAM case study). Some of the providing agencies like UNIVA in Nigeria have come to earn a reputation for training, and their staff are called upon by other bodies to run training activities. In Egypt for some time, the training of literacy educators in other NGO and government programmes was largely carried out by staff from CARITAS, and in central Africa, the staff of LABE (Literacy and Adult Basic Education) from Uganda are often requested to provide training both in that country and abroad. Some are local professionals such as journalists (because of their perceived expertise in the production of written materials and communicating with others). Overseas trainers seem to be employed fairly frequently; in Egypt, the CELL programme drew its trainers largely from overseas consultants (Sabri e-mail). Donors such as USAID, UNICEF, World Education (Shrestha e-mail), Save the Children and IIZ/DVV provide trainers from time to time to programmes they help to fund, usually but not always working with local trainers.

3.19 It would seem that in some places, "There are in fact just a few of them [trainers] in the country who are in demand constantly. Many of these trainers do not have much actual hands on experience of teaching adults" (Mitra:9). They are chosen for their educational level or other developmental expertise rather than for their experience and expertise in teaching literacy to adults. "The upper layers of the hierarchy ... were usually self-taught in ... literacy, often from universities or advanced NGOs and were seen as epitomising wisdom" (Mitra:12). Since few of the trainers have direct and recent experience of teaching literacy to adults, they can tell how it should be, not how it is. "It is possible for a supervisor to become a trainer after participating in the facilitators' training programme and then demonstrating competence in supervisory activities" (Rashid and Rahman 2004:170).

3.20 It would seem that the majority of trainers are men, reflecting in large part the gendered nature of much educational planning and academic control. However there are (especially in south Asia) a significant number of women freelance consultant trainers and several NGOs use

female trainers. This is an area which needs much more research (see discussion of gender 10.21-23 below).

3.21 Payment: Some trainers are paid for their services, others are not. There is frequently no specific budget for TALF (or for TOT), in which case the providing agency (government or NGO) covers the cost by using staff already on their pay roll. In Uganda, the evaluators noted that the government picked up the cost of training the literacy educators as this was not built into the budget (Carr-Hill 1998:101).

3.22 Use of facilitators as trainers of new facilitators: Few programmes use experienced facilitators to help train literacy educators: "The trainers do not involve literacy teachers in the training of new recruits" (Maruatona:10). A few however do so; in Bangladesh, one literacy facilitator "Nasreen conducted 25 cycles of the adult literacy course, each of six months duration. … Every year FIVDB [the NGO concerned] arranges several TOT (training of trainers) courses for the NGO's mid-level personnel. Nasreen is one of the grassroots facilitators who join them to share experiences in different sessions" (Rashid and Rahman 2004: 173). However, observation reveals that in many cases these facilitator-trainers do not play a large role in the training activities. And on the whole, this is unusual; it may be more common in supplementary training such as World Education's IHL in Egypt (Potter:7).

3.23 Teams of trainers: Trainers often operate in small teams (Rashid and Rahman 2004:171). In World Education (Nepal), two or more trainers work with any one group of trainees (WE(N) case study). But in other cases, a single trainer will be working with a group at any one time.

TRAINING OF TRAINERS (TOT)
[This section refers only to the training of those who train the literacy educators; the training of the literacy educators is in section 4 below].

3.24 Few of those who train the literacy educators have themselves received any training for this task. There is a *laissez faire* attitude towards TOT. With such a wide ranging group of trainers (Egypt, for example, "uses GALAE staff, university and other professionals, school principals etc" for their trainers), it is often possible only to provide loose guidelines rather than carefully planned TOT.

3.25 Where TOT exists, it seems to take two forms, like TOLE – a formal programme leading to certificates, diplomas and even to Masters degrees, and informal orientation and training programmes. There is virtually no follow-up to initial TOT or on-going development programmes for trainers.

3.26 But the majority seem to have received little or no TOT. Formal education is often regarded as adequate: "in Botswana, literacy instructors are mostly trained by Certificate, Diploma or Degree in Adult Education holders from the … University", even though it is accepted that "none of these courses necessarily teach them how to train literacy educators. They gain experience in the training of literacy educators on the job" (Maruatona:9-10). But there are some programmes

where the non-formal training of trainers is taken seriously (e.g. WE(N) case study). In Somalia, where "a group of some 30 trainers drawn from the various regions of the country was formed, … a one-week training workshop was held on distance learning for these persons. The workshop was apparently led by the AET [African Educational Trust] Programme Manager" (Somdel)[22]. In Bangladesh, "In order to organise, put into practice and supervise adult literacy and basic education programme activities effectively to attain the set objectives, a two-week long training course is organised for the staff members of service providers and NGOs. These trainers ultimately train the course facilitators at grassroots training centres" (Rashid and Rahman 2004:171). Dhaka Ahsania Mission in Bangladesh runs "in-service training, needs-based training at home and abroad … for capacity development of the trainers. … Frequent internal workshops and working in a team" form part of the concern to "update and enhance professional understanding of the DAM trainers" (DAM case study).

3.27 No figures have been found of the take-up and completion of these TOT courses , but evidence elsewhere indicates that not all trainers participate in TOT and several trainers do not complete their courses. In the India TLC, the Key Resource Persons and Master Trainers were expected to receive some form of training. This took many forms: PRIA ran a nine-day residential training programme (led by three trainers) for 45 "District Adult Education Officers, Project Officers and Supervisors as well as a trainers' team" from two NGOs (PRIA1); other TOT activities were held locally. Several trainers however were unable to participate in this training as they were all perceived to be "very busy people"; instead of five days TOT, 40% received 3 days, while 6% received only one day (Shah 2004:39; see PRIA 1)[23].

3.28 Contents and approaches: The subject matter of TOT varies very widely. Some is theoretical and academic in nature; some is strictly practical. "It was assumed that the trainers of instructors must have all the competency that an instructor needs to have plus the competencies of a trainer" (PRIA2). TOT is however usually more tightly focused on adult pedagogy than are the TALF and TABETT programmes (see below).

3.29 Manuals for trainers: There are now several training manuals for trainers to use in TALF programmes. It is significant that in some cases, the same manual is seen to be of use with both training of trainers programmes and TALF programmes.

3.30 Evaluation of TOT: Apart from internal evaluations conducted at the end of some TOT courses, there is relatively little evaluation of the effectiveness of these programmes. But where it does exist, it reflects many weaknesses. Thus in the Bangladesh Total Literacy Campaign, an internal evaluation report stated that "Master trainers are selected from NGOs and trained by core trainers of DNFE. They are not all trainers by profession but are full time employees . When these trainers are conducting sessions, there is no one to monitor their performance. Many of them also skip sessions and do their office work during the course. All training materials are also not available all the time to conduct a proper training. The quality of the training further deteriorates

---

[22] But it is strange that in this programme, these trainers who had received one week of TOT were called upon to give only two days training to the literacy educators, Somdel.
[23] Interestingly, a quarter of all the trained Master Trainers "did not conduct any training of VIs (voluntary instructors)" (Shah 2004:39)

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

when a trainer has to conduct sessions for 30 days at a stretch without even a weekend off!" (cited in Mitra 2004).

3.31 Formal training of trainers: In many ways, the formal TABETT programmes may be seen as TOT, for many of those who complete such courses and obtain their certification are appointed into positions within formal ABET or NFE institutions where they engage in TOT work, even if they have no experience of working at field level. Again, formal education is seen as adequate for this purpose.

3.32 Agencies and provision: Two recent surveys indicate that in Anglophone Africa, formal courses of training are known in at least nine countries, all of them institutions of higher education (universities or colleges of education)[24], whereas in five countries of Francophone Africa, independent institutes and some NGOs complement the provision of the universities. The training staff are academics who had received formal training but "the least significant staff development programmes were field exposures (cited by none) and courses (cited by 2)" (Mpofu and Youngman 2005:9). Their own training consists of seminars and workshops of one or more days. Literacy is a major area of their research but it is strongly rivalled by other areas of interest (Mpofu and Youngman 2005:34).

---

[24] Surprisingly, these surveys omit the provision of the University and the College of Open Learning in Namibia and the distance education course of UNISA in S Africa.

IV

THE TRAINING OF ADULT LITERACY EDUCATORS

"The training of facilitators differs greatly in different countries and is continually evolving, so it makes it quite hard (impossible!) to say 'this is the way facilitators are trained'" (Newman).

[This and the next four sections refer to the training of the literacy educators; the training of those who train the literacy educators is in section 3 above].

4.1 The training of adult literacy educators depends of course on the kind of adult literacy educators being trained; and the kinds of literacy educators depend on the kind of learning programmes for which they are recruited. It is therefore important that we start by looking at the various kinds of ALLPs currently being offered.

ADULT LITERACY LEARNING PROGRAMMES

4.2 Adult literacy learning programmes (ALLPs) are very varied. Unlike primary education, most adult programmes consist of a fixed-duration campaign model, a single-shot training programme in literacy skills designed to 'make illiterate people literate' once and for all. Some are very large scale such as government programmes; some are small scale, mostly NGO programmes. The agencies which provide ALLPs and therefore employ the literacy educators consist of central and local government departments, international, national or local NGOs (which may implement government programmes or run their own programmes which may be radically different from the government programmes), educational establishments, firms, churches, trade unions, social action organisations and local associations. There are parallel, competing and rival agencies in many locations: for example, "despite [the Brazilian government's] efforts to harness all government programmes with the national effort, the Ministry of Agrarian Development (MDA) maintains an independent programme known as the National Programme of Education for Agrarian Reform, PRONERA, which works exclusively in … rural areas … its literacy workers and adult students are not included in the national register" (Ireland:5).

4.3 At least **three different scenarios** can be detected:
- non-formal literacy learning programmes (adult literacy classes) with or without other developmental material;
- more informal literacy learning embedded within development projects and taught by other specialists such as health workers etc.
- literacy within formal adult basic or non-formal education (ABET/NFE) establishments.
We need to expand on these categories.

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

4.4 There are short-term time-bound programmes which are specifically *literacy learning* programmes. These seem to fall into two main kinds:

a) *literacy stand-alone courses*: the primary function of these learning programmes is instruction in the skills of reading and writing through various teaching-learning texts. Such "literacy programs are normally regarded as single interventions by temporary staff to deal once and for all with what is termed 'the problem of illiteracy'" (Rogers 2002:331). The success of the programme is measured in terms of the 'level' of literacy skill achieved.

b) *literacy with other developmental messages:* more usually however such programmes include other developmental messages as part of the learning programme, especially health or income generation skill learning or environmental messages or (especially in Latin America) citizenship etc. For example, learning to read and write "is more than just mastering the graphic elements of reading and writing. The process should be understood as something that allows for a broader worldview and one that is practised as the most consistent exercise of citizenship" (Esteves 2004:246) - but the programme is still designated as a literacy programme (see ASPBAE publications under the title of 'Literacy Plus...'). Some programmes "integrate literacy activities with a mix of non-formal education programming ... that takes content from another sector such as health, educational strengthening or asset development and develops the topics into literacy materials" (Potter:1). Thus the term 'literacy' can be included incidentally rather than centrally in statements such as "programmes that concentrate on specific themes such as citizenship, indigenous and peasant populations, work, gender, local development and literacy" (Youngman and Singh 2005:7). In India, population education has often gone alongside adult literacy learning. Sometimes as in Egypt, the additional elements are run side by side with the literacy learning: "The program focuses on supplementing GALAE's basic literacy curriculum with newly developed literacy lessons that integrate basic literacy concepts with messages concerning maternal and child health care" (Rosser e-mail). But the focus is always on the literacy learning in these programmes.

4.5 Secondly, there are *literacy learning programmes embedded within other activities*. The majority of these are *developmental activities* such as credit and savings or women's empowerment or livelihood activities (Oxenham 2002)[25]. Here the primary focus is on the developmental achievement rather than on literacy learning. The measure of success is not the level of literacy skills achieved but increased health or child care, increased agricultural yields etc; and the literacy learning may be quite small: in Bolivia, for example, only 7% of the contents of the literacy learning courses surveyed was devoted to literacy; the rest were devoted to income generation, health, community participation, legal rights, decision-making and miscellaneous (Burchfield Bolivia 2002: 110). In such programmes, the taught literacy element is usually separated from the developmental activities (and indeed confined to the so-called 'illiterate' participants rather than for all members of the development group), in which case they appear similar to the stand-alone courses. In some places, adult literacy learning programmes are being offered within *workplace activities* by educators hired by firms to teach their employees. While

---

[25] It must be noted that some programmes labelled 'literacy learning programmes' contain no literacy learning at all; they are using the 'literacy' label to make them acceptable in certain cultural contexts.

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

there appears to be something of a downturn at the moment in this activity[26], this kind of provision is still substantial.

4.6 Thirdly, there are *literacy learning programmes embedded within a wider curriculum of adult basic education and training (ABET), continuing education, or non-formal adult education (NFAE),* often (but not always) located within adult education institutions. There has been a strong plea to see literacy within a context of lifelong learning just as there has also been a plea that ABET and NFE should not be seen solely as 'literacy learning' but should comprise a wider curriculum (UIE 2001; Torres 2001 – see Dighe 2005:56): thus CONFINTEA V urged a contextualisation of literacy within continuing or lifelong education and spoke of "education throughout life". South Africa is not the only country where it can be reported that

> "During the 1990s, adult literacy ... moved into a much more formal mode. Literacy work became ABET (adult basic education and training) … and education generally adopted a standards-based system. Consequently the training of adult literacy facilitators/ABET practitioners also had to move into a unit standard mode" (Tuchten e-mail).

In Nigeria, for example, a review of ABE training centres with learning programmes on social work, basic health work, agricultural extension, co-operatives, women's vocational education etc showed that "half the training centres have programmes for literacy instruction" taught by the staff of these centres. Elsewhere, "much of the existing [ABE] training takes the form of traditional, school-type programmes leading to formal qualifications such as diplomas and certificates" (Tahir 2004:147,160). In Latin America, most adult literacy learning programmes are planned for "almost automatic carry-on into continuing education" (Ireland). Even the more non-formal programmes are feeling the push into formalisation. In at least one NGO in Bangladesh, the "adult literacy and basic education curricula are designed around life-related subjects including agriculture, health, nutrition, justice, dowry, poverty alleviation and so on" (Rashid and Rahman 2004: 182). Indeed, in some places, 'literacy' is being subsumed altogether: in Egypt, the national General Authority for Literacy and Adult Education (GALAE) has now removed the word 'Literacy' from its title. On the other hand, while the growing institutionalisation of ABET is recognised in several countries, it is admitted that "the majority of adults at the lower end who are without literacy and basic education, as well as workers in the survival or subsistence informal economy, lack access to these institutions" (Singh and McKay 2004:12), and hence in parts of Latin America, the word 'literacy' is now being inserted into programme descriptions along with 'adult education'.

4.7 The increasing institutionalisation of some adult literacy learning into an adult basic education framework suggests that there is in these cases some considerable increase in resources available for adult literacy (and basic education); but since much of this trend is supported by donor funds, there is doubt as to its sustainability[27]. And we need to notice that fashions change

---

[26] "Many firms that in the past offered workplace adult basic education programmes have realised that it is cheaper and more effective to meet targets such as 'a literate workforce by 2010' by retrenching older functionally illiterate workers and employing young school leavers. This means of course … fewer employment opportunities for ABE educators", Land e-mail.

[27] e.g. in S Africa, UNISA is supported by donor funding and the withdrawal of funding threatens the continuation of the training programme; especially as the government has also withdrawn for the time

in this field very quickly. The drive towards literacy for, or with, livelihoods with its practical developmental orientation which the late 1990s and early years of 2000 saw has now to some extent lost its momentum and the drive is more towards formal ABET programmes with a more or less formal curriculum. Adult literacy learning is not like formal primary schooling – it is subject to short term fluctuations of interest and neglect.

4.8 Madrassa school literacy: We need also to note one special category of adult literacy learning – the *madrassa* or *maktab* schools. These vary greatly in different contexts. Some are short weekly meetings, others are full-time classes for several days in each week. The work in these schools range from memorising parts of the Koran or the *suras* to learning through a whole curriculum including literacy in Arabic or another language. The teachers in these schools range from persons who may not be professionally 'literate' but are very knowledgeable in the Koranic traditions to highly trained and qualified persons (Rahman 2005; Andabi et al nd; Zaman 1999). These schools are spreading widely, especially through parts of Asia, and many adults as well as children acquire their first literacy through such schools. I am unable to say anything about the provision for training of those who teach in such schools but their contribution to adult literacy is substantial.

4.9 Innovatory approaches to ALLPs: There have of course been several innovative approaches to the learning of literacy skills, mostly by NGOs and/or educational agencies such as universities. These include some less-than-successful attempts to harness radio, television and other distance learning technologies to the learning of literacy skills. The Allama Iqbal Open University in Pakistan ran some courses specifically for women; and in India, several attempts have been made "to promote literacy through the ... transmission of literacy support materials" (Shah 2004:51; see Yates and Bradley 2000 for an overall review)[28]. Some have experimented with the use of ICT with non-literate adults (e.g. Dighe 2004: 325-335; Gerasch 2004). The training of the educators involved in these experimental programmes has always been seen as something special, innovative approaches lying within the projects themselves rather than a part of any overall approach to TOLE (Uganda ICT). There are other innovatory approaches including short-term intensive residential courses such as the "Literacy Crash Course" provided by Astha in India in 1999 with three linked 5-day residential sessions (Astha 1999), drop-in centres (Aderinoye and Rogers 2005), nomadic, migrant or pastoral literacy programmes, indigenous literacy programmes, literacy in emergency and conflict situations etc; but on the whole these are relatively few (though increasing). Family and inter-generational literacy programmes are also growing, as are religious literacies and faith-based groups. Normally special provision is made for recruiting and training the literacy educators in such programmes, for they need "a creative and innovative teacher who could use things from the environment rather than depending on prepared materials" (Astha 1999), and their engagement both in training and in working with the literacy learners tends to be much more intensive than the traditional ALLPs.

---

being the South African National Literacy Initiative (SANLI). In parts of Asia, the ABET/NFE provision is supported by the Asian Development Bank and other international agencies.

[28] We do need to be careful here. ODL has very rarely been used for initial literacy programmes and then normally to support the educators. Its use has been confined to post-literacy and literacy enhancement programmes. In Mongolia, for example, ODL learners "needed to have already a certain level of education in order to participate"; they were required to keep a written journal. Robinson, Mongolia website

The ethos behind adult literacy learning programmes

4.10 Division between education and development: It has been suggested that running throughout the provision of adult literacy learning opportunities today is a fault line between those who see literacy learning as part of a development programme, contextualised to each specific programme and with developmental rather than educational goals, and those who see literacy learning in 'educational' terms, with a set curriculum to be delivered by the literacy educator and learned by the literacy learner, where the aim is to raise "the educational or literacy levels of adults and young people" (COLLIT 2004; Singh and McKay 2004:13). The emergence of what has been called "an expanded vision of basic education" (Dighe 2005:64) and the equally strong call for literacy to be located within a 'lifelong learning context' (UIE 2001; Torres 2001; Dighe 2005:56) are both part of the educational model for literacy; in ABET on thos model (as for example in AUPEP in Namibia), the curriculum is centrally determined and common to all adult learning groups, unlike the livelihoods model where the curriculum is locally determined by the learning group. Universal Basic Education (UBE) largely replicates Universal Primary Education (UPE), and adult literacy lies at the heart of UBE. The developmental model has equally strongly been related to the livelihoods model of literacy learning (DFID 2002) but it is also wider than this, encompassing health and citizenship as well. This distinction may be related to the distinction between programmes which are curriculum-led and those which are more participatory. It may also be described in terms of the distinction between those who see basic education for adults as much the same as primary education for children and those who see adult literacy "as a branch of education which is distinct in its character" (Duke 2000: 362). It is however possible to view these two focal points as the ends of a continuum with intermediate points rather than two different categories.

4.11 Literacy first or literacy second: This fault line has also been categorised as a dichotomy between a 'literacy first' and a 'literacy second' model. The educational model talks of 'literacy first', literacy learning as the essential first step to a continued process of further learning, a 'key' or gateway into further educational opportunities, even formal schooling. Programmes built on this model start with literacy, even when some other developmental messages are included. The developmental ('literacy second') model talks of literacy skills being only one of many different sets of skills which people may wish to learn to achieve their own developmental objectives; literacy is useful but not essential to progress. Programmes built on this model start with some developmental activity and build into the process a contextualised 'relevant literacy' rather than a universalised decontextualised literacy. The purpose of this literacy learning is a developmental goal achievement.

4.12 Purposes of ALLPs: We also need very briefly to consider the purposes for which ALLPs are promoted, since these will affect both the selection and the training of the educators. Some agencies see 'literacy' as a means to an end, some see it as an end in itself. Some ALLPs are motivated by economic reasons, especially poverty reduction, some by a view of 'literacy' as a human right. Some are aimed at support for the existing government and dominant systems, some at social transformation. Some agencies whether providing, funding or advocacy, such as UNESCO and many governments, of course claim both purposes – a human right and a useful tool; a form of socialisation and at the same time of social transformation. But we note today a trend towards the increasing politicisation of all forms of development including literacy learning,

so that for example in some contexts, radical forms of social transformation are less acceptable than they formerly were; in many contexts, even in Latin America and especially in parts of Asia, it is no longer politically acceptable to talk about 'conscientization' as part of the goals of development, education or even literacy learning, and literacy learning programmes which challenge government can be isolated from the mainstream, as BGVS has become in India. These changes reflect the differing balance between the changing interests of advocacy bodies, funders, governments, NGOs and other bodies involved in adult literacy learning programmes. And apart from the mismatch between the radicalism of some providers and funders and the desire to maintain the status quo of governments and other elites, there is often considerable mismatch between the purposes of the providers and the purposes of the literacy learners. All of thiswill often be felt by the literacy educators and reflected in their training.

4.13   Fundamentalism and literacy learning: We may note here one comment on recent developments in the field of adult literacy:

> "An alarming trend that is emerging in the region, however, is the growth of fundamentalist (especially religious) organisations who seek to promote literacy. In fact, if in the 1980s and 1990s, the literacy movement was accompanied by major initiatives in the fields of gender empowerment, ecological regeneration, income augmentation of the poor and so on, as well as raising critical consciousness of the masses, literacy initiatives in the late 1990s and early 2000s have often been accompanied by an upsurge of religious fundamentalism and cultural intolerance, with accompanying gender inequity. This is at the behest of right wing religious fundamentalist parties as well as the state, in both India and Bangladesh" (Mitra:14).

4.14 Trend towards ABET/NFAE: Throughout the developing countries, the main trend would seem to be towards the ABET/NFAE model - towards institutionalisation of adult literacy and its internationalisation, towards the educational rather than the developmental or livelihoods approach[29]. In part, this may be a response to these more recent trends, an attempt to stress a 'neutral' concept of literacy learning. Nevertheless, the majority of ALLPs at the moment would seem to be of the literacy alone or literacy with developmental messages categories. And most of the training of literacy educators takes place within this framework.

ADULT LITERACY EDUCATORS

4.15 Since ALLPs are very varied, it follows that those who teach literacy to adults are also very varied:

a)   some are *part-time, local persons* engaged on a casual basis to teach single groups of adult literacy learners. Many of them have had no previous experience of teaching anything to anyone: in one survey of the Indian Total Literacy Campaign, "more than 70% of the volunteer teachers interviewed … had no previous experience of teaching literacy … in any

---

[29] It has been suggested this is part of the politically motivated move towards lifelong learning for the formal economic sector and away from learning for the informal economic sector. On the other hand, some see the formalisation of adult literacy learning into ABET/NFE establishments as a move away from the radical politicised forms of ALLPs.

28

governmental, non-governmental programmes or privately (e.g. at home) before becoming voluntary teachers" (Yagi 2001). Some of these 'volunteers'[30] are paid, others are unpaid; several have other occupations (Ireland:13) but in many localities, the majority engage in no other income-generating activity. Student volunteers on occasion gain credits in their formal education programmes. Some of these have little formal education but others are well educated. They have no formal qualification to teach adults.

b) some are *full-time formally qualified adult educators* employed within wider programmes of ABET or NFE.

c) some are *full-time teachers in other sectors of education* (e.g. primary school teachers) who engage in adult literacy teaching voluntarily or as part of their duties. They are qualified teachers but not of adults.

d) some are *full-time or part-time NGO staff or other employed development workers* such as extension staff who teach literacy incidentally. Some of the NGO staff have come up through social movements with high levels of commitment (e.g. in South Africa and Latin America), others have been pressed into service. They are usually qualified in some area other than adult education/literacy.

It is not possible to indicate the relative strength of each type of literacy educator except in very general terms. The majority today appear to be the part-time local persons; many countries use primary or other school teachers, other countries do not use them at all extensively. The number of full-time qualified and professional adult educators teaching literacy is still small but appears to be growing. Each local situation needs to be examined to determine the balance between these categories of adult literacy educators.

4.16 It is important to recognise that there is often a strong element of control of adult literacy educators by governments and/or the employing agency, even NGOs. They are not free agents, even within their own learning situations. And from time to time they become caught up in political situations for which their training (and personal inclinations) have not prepared them and which cause them at times to avoid the full implementation of their programmes including training[31]. And since their continued employment depends upon their maintaining good relations with their agencies and trainers, they are in many cases not inclined to raise doubts or questions even in training sessions, or provide realistic evaluations at the end of training programmes:

---

[30] I do not like restricting the use of the term 'volunteer' to those who are not paid, for very many of those who are paid (usually a pittance) are also volunteers in the sense that they are doing this work voluntarily. In Brazil, although paid, the literacy educators "are considered to be volunteers in accordance with the concept of voluntary service instituted by the Law 9.608 of 1998" (Ireland:4). It is best just to distinguish between those who are paid and those who are not paid.

[31] Mitra speaks of programmes in India which "antagonised the local administration as well as the very facilitators at times". He gives as an example: Thus for instance, northern Bihar is perpetually plagued by floods due to human built embankments. The first primer dealt with this issue graphically. At the time of the floods, the local populace in many places organised to break down the embankments in a particular district. The administration clamped down and the primer had to be withdrawn. Those facilitators who were from the urban areas did not agree with this analysis and participated in both the training and the instructing in a rather niggardly manner" Mitra:5.

"In theory, the trainees often evaluated the training programmes. However, not much seems to have happened in practice. Part of the reason also was that the trainers were held in great awe by the trainees, who often belonged to the community they belonged to. In Bangladesh, the other issue that emerges is that the literacy facilitators generally belong to the informal [economic] sector. They and their families depend on the NGOs for a whole range of things, including micro-credit. Since the NGO [providing] literacy [programmes] in the region also plays an important role in the village, including the selection of the facilitators who were given small stipends, it was felt that voicing/writing adverse opinions on the training programmes could antagonise the NGO personnel and thereby jeopardise the other development benefits they potentially gain" (Mitra:13).

4.17 Trend to professionalisation: The main trend would seem to be towards the professionalisation of adult literacy educators. The majority of ALEs however would seem to be volunteer facilitators.

TWO KINDS OF TRAINING OF ADULT LITERACY EDUCATORS

4.18 Since the training of adult literacy educators is of necessity adapted to the particular circumstances of the ALEs, the programmes of TOLE are very varied, ranging from formal to informal. "Training of adult educators, like adult education itself, takes many forms and modes" (Duke 2000:363), even in the same country and sometimes even in the same programme. The format varies greatly from formalised lengthy full-time courses to very short part-time informal programmes. A workshop run by PRIA in 1992 reviewing the training strategies in the Total Literacy Campaign in India reveals very wide variations of practice and effectiveness in the districts covered (PRIA4). Generalisations then are always dangerous but some may be attempted.

4.19 The non-formal training of adult literacy facilitators (TALF) and the formal training of ABET/NFE teachers (TABETT) are of completely different kinds. TALF programmes are almost always very short, and on the whole not certificated. We may include here the more informal training in literacy teaching offered to school teachers, to NGO staff and extension workers. The TABETT programmes are elaborate, lengthy (one to three-year), full-time or distance learning, and certificated. Most of these are for professional 'adult educators' who may rarely teach literacy to adults directly; some include adult literacy in the curriculum covered. There are of course programmes between these two extremes.

4.20 The main trend seems to be towards the formalisation of TOLE, from literacy training into adult education training (Youngman and Singh 2005) and human resource development/ continuing professional development (DAM case study). In particular, this is part of the process of providing some measure of institutionalisation to TOLE, a process which (it is argued) will make it more sustainable by bringing it closer to the mainstream formal education system, regularising it throughout the country and bringing it under stronger state control or influence. At the moment, the majority of TOLE programmes devoted to those who actually teach literacy skills to adults are in the first category – short informal TALF courses, ad hoc, and localised to the ALLPs, rather than the formal TABETT programmes.

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

5. TRAINING PROGRAMMES

5.1 Patchy picture: The provision of training for adult literacy educators is patchy. Several countries have elaborate and well fulfilled programmes while others have no recognised TOLE on the ground, even when they have such programmes on paper: "at this point I do not know of any training of trainers effort going on in Botswana specifically for literacy" (Maruatone e-mail). Only a relatively few countries have formal training for ABET/NFE teachers, but the provision of TALF is much more widespread.

5.2 Planning: Most of the planning for TOLE is done by the agencies providing the training. Some TALF courses (e.g. WE(N) case study) have been long established and are adapted on each occasion to the individual group of trainees. But elsewhere, TALF is centrally planned and locally implemented. It is based on the perceived 'needs' of the literacy educators, but the very wide range of persons engaged in adult literacy learning programmes is not taken into account: in India, for example, "although the different training agencies at state level have the freedom to modify the suggested model of the National Literacy Mission or to develop local specific training designs, in practice most of them do not undertake such exercises mainly because there is too little time. For the same reason, specific needs assessment surveys of field functionaries are also not undertaken" (Shah 2004:33). There is little or no involvement of the ALFs in this process. Much of the planning is a top-down process undertaken by academic bodies remote from the field. It is often influenced by the need for adult literacy programmes to produce statistics for government purposes (Oxenham 2002: 56).

5.3 Demand for training: The demand for training is often strong; but the take-up of the training provided does not match this demand. However, the literacy educators rarely have any say in planning their training. They may have more input into the continuing training phases, where these exist. The voice of the trainees is more often heard after the completion of initial training requesting more training or training in specific areas.

NON-FORMAL TALF PROGRAMMES

5.4 Wide range of TALF: The reasons for the wide variety of TALF programmes would seem to be a) the ideologies of the various programme providers, for TALF will reflect the definition of literacy in each programme; b) the attempts made by most of the providers to adapt the course to what they perceive to be the needs of the trainees; and c) the voluntary nature of ALLPs so that training courses need to be adapted to attract and keep the trainees. "A single model is regarded as insufficiently flexible to achieve mass delivery while simultaneously dealing with local needs and issues" (Singh and McKay 2004: 24).

5.5 Format: The majority would seem to be short intensive courses, single-shot activities, one or two week more or less full-time training courses as a stand-alone event. Lip-service is paid to the need for continuing training. However other patterns are emerging. Some TALF programmes are in stages, especially when the ALLP itself is also in stages or modules with separate primers:

"Each literacy training module includes one month in which the literacy teachers are trained" (Brazil, Esteves 2004:248).

5.6 Workshops and seminars: There is a growing number of individual workshops and seminars on specific topics. In Nigeria as elsewhere, "In the last decade training for adult education grassroots fieldworkers has increasingly taken the form of capacity building seminars and workshops"; and Dhaka Ahsania Mission in Bangladesh has an on-going programme of "training courses, workshops and seminars on various issues for capacity development of concerned personnel" (Tahir 2004:149; DAM case study). In the wider ABET field in South Africa, the Natal Adult Basic Education Support Agency (NASA) runs "workshops for ABE teachers on a range of issues relevant to their teaching", and the University of Natal joined a local NGO (Tembaletu) to offer "monthly workshops on a range of topics that were open to all ABE teachers from all sectors, in other words who were teaching privately or for the state or for NGOs or in workplace organisations in firms and factories. … We chose the topics on the basis of what we knew about the field and educators' needs, or responded to what we were asked to cover. Topics almost always related to the three basic areas of literacy (Mother Tongue Literacy, ESL and numeracy) and were mostly on how to teach a particular aspect of something or how to assess learners' exam readiness or how to keep records of learners and so on" (Land 2005).

5.7 Embedded TALF: Some TALF is embedded within training courses on other aspects of development rather than literacy stand-alone. Thus training in women's empowerment and training of health workers may include small elements of literacy training. World Education ran training courses in India for the Self-Employed Women's Association (SEWA) and other women's groups which included literacy; in Uganda, LABE ran courses with the National Women's Association for Social and Education Advancement and Multi-Purpose Training and Employment Association with some literacy components (Carr-Hill 1998: 51). Several TALF courses have been developed into more generic training packages in development (see PRIA); literacy training forms only a small part of such programmes. The same is true in some of the TABETT programmes: "the [literacy] training we currently offer ABE educators is an elective course that is part of a certificate course we run for community educators. ... We do not require students to have a matric exemption. … This year, no students have chosen the ABE option which probably shows how they view their prospects of getting employed with this 'specialisation'" (Land 2005). Literacy is one element in the one year undergraduate certificate course at Calabar and the bachelor's degree course at Nsukka (Mpofu and Youngman 2005: 11-12)

5.8 Scale of TALF: The scale of TALF depends on the scale of the adult literacy learning programme being provided. In most programmes, a substantial number of new literacy educators are recruited every year, imposing strains on training. In a large national programme as in Brazil with 75,000 literacy workers, TALF may be on a very large scale; and some TABETT programmes are also large scale. But most NGOs run smaller scale TALF. The size of training groups seems to average 20-25 in many programmes, but some can be larger, "between 30 and 45" (Potter:6; LABE case study; WE(N) case study; Somdel case study; DAM case study etc) - and the formalised professional ABET courses and the distance learning programmes are often much larger.

32

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

5.9 Length: Courses last from three years (formal professional training) to 5 days (some initial TALF consist of only one or two days 'orientation courses'). In sub-Saharan Africa, "The duration of the initial training of educators in the region varied considerably from an average of two weeks of training in Botswana, three weeks in Namibia and Mozambique, to three months in Zimbabwe" (Maruatona:3)[32]. Length could vary even in one programme: in the Indian NAEP, "the duration of training was ten hours for student volunteers …, it was seventy hours for non-student volunteers" (Shah 2004:43). In Mexico, "the voluntary teachers receive an initial instruction; the duration varies according to the [re]sources of each state" (Mexico website). In Uganda, "in the FAL programme, instructors were trained initially for five days followed by a two-day refresher course. … Facilitators in the REFLECT programme (and in the programmes of other NGOs) had received intensive basic/initial training followed up with regular refresher courses, support and supervision" (Carr Hill 1998:116).

> "In 1991, the Third Indonesia Non Formal Education Project proposed training its tutors in most areas for 5 days and those in the 'intensive' areas for 8 days. In the following year, 1992, the Ghana Literacy and Functional Skills Project provided for 3 weeks (15-16 days) of pre-service training, to be followed first by 4 days of follow up training, and later, for the second year of the course, by 10 days of refresher training. In 1999, after a mid-term review, the Bangladesh Non Formal Education Project extended the training for teachers from a total of 15 days to one of 20 days. (The original 15 days comprised 10 for pre-service, 3 for refresher and 2 for orientation to the post-literacy phase. The revised 20 days comprised 12 for pre-service, 3 for refresher and 5 for the post-literacy phase.)" (Oxenham 2003:94)

8.4 Residential training: Some agencies are running intensive residential TALF programmes away from the trainees' homes. In some cases, this is forced onto providers because of distances, but in other cases, it is adopted specifically to try to ensure quality time with the trainees. The Literacy Crash Course run by Astha had as "one of its objectives ... to prepare young village people to be innovative literacy teachers … through a camp approach" (Astha 1999): "we were working close to ten hours a day … The approaches varied: working with the whole group, in small groups and as individuals". Such programmes are normally conducted by the full time staff of the providing body, usually a NGO. In Gujarat, a training programme for NGOs which included literacy consisted of an eight-day residential course followed by four months of work in the NGOs followed by a second eight-day residential course (Shah 2004:46); in Brazil, some TALF consists of one week residential, then experience of teaching followed by a second week residential programme. In Egypt, GALAE ran residential TOLE programmes of two weeks duration, and Botswana too provides some residential TALF sessions. The contents and methodologies tend to be similar to those of the short-term non-formal courses but the extra time and interaction enables the courses to engage in more fully participatory activities including a

---

[32] Various reports indicate something of the range of initial or pre-service courses provided: Riddell 2000:10-12 days and 9 days; El Salvador, 5 days pre-service and a planned 4 days in-service, Betts 2000a: 240-1; 120 hours intensive in Brazil, Esteves 2004:250; Senegal, two weeks intensive, Fagerberg-Diallo 1999; 4-5 days (24 hours) India TLC, Shah 2004:37; Bangladesh, two weeks residential, Rashid and Rahman 2004:169, or 5-10 days DAM case study; Nepal, 9-12 days, WE(N) case study; Somalia 2 days Somdel case study; Jamaica 10-20 hours, website; Egypt 20 days, Potter:4; three weeks Namibia, Lind 1986:33 etc.

share of content decision. The cost of residential training will of course be higher than for the more common non-residential training programmes. But relatively little has been written about these programmes, and the evaluations, such as they are, are contained within the reports of each project and not made more widely available.

FORMAL TABETT

5.10 Formal TABETT courses are strong in southern Africa and in parts of Latin America, and appear to be just starting in parts of Asia directed towards NFE programmes. Some also exist in Francophone Africa with an emphasis on social psychology and animation techniques.

5.11 There are two main forms of TABETT – institutional-based training and open and distance learning (ODL); a few programmes combine both forms. Most are one-year certificate, two-year Diploma courses or three-year degree courses within educational further or higher education institutions (Mpofu and Youngman 2005:12-13). There are a few other models, for example, the three months full-time course in Zimbabwe in which "the [trainees] are exposed to skills in the design and implementation of literacy education and are given a teaching certificate to work in both government and non-governmental organisations providing literacy" (Maruatona:3).

5.12 Formal TABETT courses teach to a more or less formal academic curriculum ranging widely over adult education as a profession and largely determined by the examinations which conclude the training programme. Literacy tends to be one component among some courses and in some cases is an option; few courses are mainly focused on literacy. Thus in Francophone Africa, "a new trend is unfolding … [with] high intellectual demand": the concentration on literacy techniques characteristic of the 1970s and 1980s has been replaced with a focus on development in general: "it is no longer almost exclusively focussed on literacy but has become fully focussed on adult education as a holistic concept" (Hagnonnou 2005: 12-16). Some courses (for example, in Brazil) include pedagogical methodologies. In Anglophone Africa, undergraduate certificates appear to have the highest amount of practical work: "normally the practice element is an undergraduate phenomenon" (Mpofu and Youngman 2005:21-22). Literacy does not seem to appear at continuing education (i.e. follow up training) level. Few of those who take such courses actually teach literacy to adults but some do in their role as teachers/ lecturers in institutions of ABET/NFE. The majority of the students as listed in the reports are women but there are many men in these programmes. Perhaps the most significant finding is that, although the majority of the students are older persons already employed (mainly by government agencies but some NGOs) most of whom return to their existing employment, increasingly the students are being drawn straight from school; this is pre-selection training (see 5.53 below).

CONTENTS AND METHODS OF TOLE

The purposes of training of literacy educators

> "The choice of methods seems to depend on the purpose for which the literacy provision is designed in each nation, and this influences the training content" (Maruatona:7).

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

5.13 Content based on needs? Every training programme for literacy educators is created to meet the needs of the trainees as they are identified and assessed by the planners: "Our trainings are need-based – i.e. we design the trainings depending on the requirements of the group" (Nirantar case study). Planners of TALF however rarely take adequate account of the huge range of variation among the ALEs; the needs are more usually very generalised. On occasion, needs assessments may be conducted with the trainees themselves, but on the whole this is rare. Indeed, a number of courses are brought in from outside without any or much adaptation (see below, Manuals); others are more extensively adapted.

5.14 *The nature of the ALLPs:* The nature of the training depends of course on the nature of the adult literacy learning programme in which these educators teach. We have already seen that there are at least three main kinds of ALLPs - the more or less stand-alone literacy class or circle with or without some developmental/livelihoods messages attached; the literacy learning that goes on within developmental programmes; and the literacy learning that goes on within institutions of adult basic education and training. This is reflected in the TALF programmes. Increasingly training for teaching literacy is being embedded within wider training for adult education programmes: for example, "This project aims to strengthen teaching-learning approaches and methods in non-formal education classes to help improve the quality of literacy and continuing education programmes" (APPEAL 2001:2).

5.15 *The nature of the literacy educators:* Here is the nub of this paper - for the provision of training for adult literacy educators depends on their context and the perceived roles they perform. The nature of the ALLPs in which they operate will have important implications for the literacy educators. They may teach literacy skills only. They may be called upon to teach other skill development or awareness programmes (e.g. women and legal rights). They may teach in teams with various teaching roles shared out. Or they may teach literacy as one relatively small element in a wider curriculum of ABET which they are required to 'deliver'. Such considerations will affect the training and support they need, even if it is not the training they receive. Then training of adult literacy educators is totally unlike the training of primary school teachers, for everything depends on the context of their employment and the kind of learning programme they are asked to provide.

5.16 Wide range of ALFs: As we have seen, the people who teach literacy skills to adults are very varied indeed. Some are full-time teachers of adults based in educational institutions of one kind or another, but most are part-time. Some teach only one group, others teach several groups in parallel. For some, this will be their first and only experience of teaching adults; others have been doing it for many years[33]. Some are not paid, others are paid, usually "a small honorarium" (Maruatona:5) although in Egypt ("approximately half the salary of a regular primary school teacher", Potter:4) and Namibia (where "the unique practice of hiring literacy teachers on a contract basis" has led to what has been called "the best paid cadre" in sub-Saharan Africa, Maruatona:5) they are paid at a rate well above that of other countries - a factor which influences their participation in programmes of TALF. "In India, the adult education functionary at the grassroots level has generally either been an ill-paid local worker or else a volunteer with some

---

[33] Our research showed at least one facilitator in south India who had been doing it for nineteen years, yet was still required each year to attend training programmes (Rogers 1987).

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

degree of social commitment" (Dighe 2005:57). "Many facilitators have domestic and agricultural responsibilities ... but few have second paying jobs" (Potter:4).

5.17 This variety is widely recognised but sometimes is over-simplified. "In Tanzania, [the] adult education teachers who teach adults the three Rs … are divided into two groups: the volunteer[34] teachers who have received no pedagogical training for teaching adults; and primary school teachers who are also not necessarily trained to teach adults" (Ligate 2004:73).

5.18 Educational levels: Their educational levels thus vary widely. Some (on the whole, I suspect, very few) are those who have passed through ALLPs themselves and have no formal schooling (Senegal,Fagerberg-Diallo 1999:11; Rashid and Rahman 2004:169). Others have between five and ten years of primary school only[35], but there are signs that facilitators are being recruited with higher educational levels than in the past[36]. Some are already trained and qualified teachers in other sectors of education[37], some are students still in formal education ("youth currently enrolled in or who have completed secondary school or official teacher training", Brazil, Esteves 2004:242). In Bangladesh, it is alleged that "by 1999 nearly 90 per cent of the male and two-thirds of the female facilitators had completed their full secondary schooling" (Oxenham 2003:94). In Egypt, facilitators are "young graduates from either secondary school or the universities" (Potter:3), and in Latin America, it is reported that "the majority of those who teach youth and adults are school teachers who receive only rushed and poor quality additional training to prepare them for working with adults" (Youngman and Singh 2005:14; Esteves 2004:248-10). Some are professional persons who "could afford to donate some of their leisure hours to a national cause" (Oxenham 2003:92) working as social volunteers. In Tunisia in 2000, "the program gave work to more than 2500 [persons] with experience as instructors and teachers,

---

[34] On the use of the term 'volunteer', see above.

[35] Standard 6 or Grade 8 in Namibia for initial literacy, Lind 1996:32.   In the World Education (Nepal) programme, "all of the persons selected for training have tenth grade or higher - about 15% have school leaving certificate or higher. The majority have no previous teaching experience", WE(N) case study. Laos apparently recruits facilitators with grades as low as 3 to 5 (Doronila Summary11), but it may be that the primary school grades in Laos are different from those in other countries. I have found no programme which agrees with Oxenham in his suggestion that "Setting a minimum level of school certification as a criterion for recruiting educators appears unnecessary. Simple empirical verification of a person's ability to demonstrate and impart the skills is preferable. Any person who is willing to act as an instructor/facilitator and who can demonstrate ability to teach literacy and facilitate groups of adult learners, should be welcomed as a resource for an NFE program", Oxenham 2003:13,17.

[36] "Most facilitators are women and [their] minimum qualification is VIII standard. Nowadays Secondary School Certificate level facilitators are getting preference" (DAM case study); "The average qualification ranges from 7 to 12 years of schooling" in sub-Saharan Africa "for those who teach the lower stages of literacy. … The highest qualification was in Zimbabwe where educators were required to have completed Form Four of Secondary School" (Maruatona:4).

[37] "Just over half the sampled facilitators in Indonesia were primary school teachers" (Oxenham 2003:95). In Senegal, "the teachers were recruited mainly from regular schools and trained for the program" (World Bank 1987); in South Africa, "school teachers have been retrained and redeployed for the ABET program" (S Africa website); in Tanzania, Namibia and Swaziland, "primary school teachers were encouraged to teach adults as part-time staff after being exposed to an initial adult literacy educator training", and "teachers are … hired on a part time basis ... [and] are trained to use adult learning strategies in Zanzibar" (Maruatona:5,14).

36

including many with university training" (Tunisia website). "The types of instructors can range from the crusading secondary school students mobilized by the revolutionary governments of Cuba and Nicaragua to the paid teachers of Namibia; from public servants placed in a duty station to people requested by their neighbors to teach them" (Oxenham 1999:p21). However,

> "as regards instructors for the literacy courses, the tendency is to encourage participants to recruit their own from among their schooled friends. The programmes hope for people who have completed full secondary school or at least eight or nine grades, but are prepared to train people with less schooling, if they exhibit the right attitudes and aptitudes for assisting their neighbours to learn new skills. They accept that a single preparatory session of training is insufficient to make these non-specialist lay persons fully effective literacy instructors and that these non-specialists need regular support and periodic refresher training. They also accept that, although the literacy instructors are non-specialist, part-time workers … most come from relatively poor households" (Oxenham 2002:18).

5.19 The educational requirements for admission to the more formal TABETT programmes are of course on a much higher basis. In Zimbabwe, all literacy educators must have Form Four of Secondary School, and "Policy in Namibia requires Standard Eight and five years of experience as a teacher for those teaching at Stages One and two" (Maruatona:4).

5.20 Contracts and conditions of employment: Most government programmes contract adult literacy educators on a part-time short term (maximum one-year) basis; and most NGOs do the same. Thus "trained literacy teachers are not employed on a full time basis and are free to move off to greener pastures any time". The result is a "massive turnover" of adult literacy facilitators: "most teachers leave the programme as soon as they have other opportunities because they are not employed on a permanent basis. The volunteer status makes them feel insecure, and while they are very committed to helping their communities, they are left with no option but to [take other employment when it is offered]. … in spite of the central role they perform in all countries, governments cannot afford to hire literacy instructors on a permanent and pensionable basis" (apart from Namibia) (Maruatona:14, 12). From the point of view of the literacy educators, however, "they are not assured of another literacy class when the one they are teaching is completed. Turnover among literacy facilitators is high, so ... there is a continual need for more facilitator training" (Potter:7). In part, this is the result of the agreed approach to recruit literacy facilitators locally (often by the local community) rather than centrally.

Perceived roles of adult literacy educators

5.21 Literacy teacher: Training of course depends on the perceived roles which the literacy educators are expected to fulfil. These roles are seen in one of two models – the conventional teacher or the transformative change agent and development worker. And this will determine both the contents and the methods used in the training programmes for adult literacy educators. In every case, of course, they are seen to be the 'teacher'. All the traditional educational roles of teaching - curriculum development, identification and use of teaching-learning materials, "formative and summative evaluations of learning and outcomes" (Potter:2), etc are required of the ALEs. But even in this respect, their roles are usually seen in wider terms than those of school

teachers: apart from recruiting the literacy learners, they are required "to develop, organise, promote, teach and evaluate modes of learning of adults" (Youngman and Singh 2005:3,4); they are called upon to recruit and motivate the participants and to "avoid drop-out" (Lind 1996:59-60)

5.22 Change-agents: Most agencies however see ALFs not simply as instructors of literacy to adults but as change agents. Teaching literacy to adults "is not just about literacy and numeracy. The objective of any genuine NFE program is to bring about qualitative changes in the lives of the learners. This would involve changes in their Physical, Social and Cultural environment. Thus the NFE Facilitator, who must play the most crucial role in the process, must learn to be a change agent, one who can help to initiate meaningful changes in the lives of the learners and the community in which they live. Any training program for the NFE facilitators should take care of this aspect" (Kumar:1). "The educators working in the South African literacy programme are expected to do far more than teach literacy and basic education. They are required to promote the ideals of democracy and human rights, to enable learners to eke out a living for themselves in some kind of informal employment activity, and to work in the context of strategies that focus on poverty eradication and improved livelihood" (Singh and McKay 2004:14; see also McKay 2004: 116). In Brazil, "literacy education aims to educate individuals to exercise citizenship. It is the development of a critical and contextual understanding of reality for the conscious transformation of reality, and a reflection on a community culture to develop reading and writing skills", a daunting task for even the highest educated and trained teachers (Singh and McKay 2004:17).

5.23 Wide roles and TALF: Such views will of course affect the training offered to the literacy educators. "Training ABET practitioners in basic and generic skills allows them to work in a variety of specialised areas, including literacy, numeracy, primary health care and HIV/AIDS, English as another language, small business development and environmental education" (McKay 2004:118). But at the same time, such views may well be at odds with the roles as perceived by the literacy educators themselves – and this clash of views will affect the effectiveness of the training programmes.

5.24 High expectations of ALFs: "The problem appears to involve not only the training, but also - and perhaps much more - the inordinate expectations of what the facilitators might achieve" (Oxenham 2003:95). Attitudinal development as much as pedagogical skills forms the core of much TALF. ALFs are expected to run their programmes in a participatory way, to "use a learner-centred methodology that ensures active participation of all the learners" (Potter:2) - although that has not been their experience of school. Indeed, impossibly high standards are frequently set - and these of course frame the planning of programmes of TALF, for training is seen as the only way to bring the ALFs up to the standard required: thus in India, the TALF "methodology ... helped in designing a people-centred, locally relevant training programme ... and depended on the total commitment of the trainers and trainees" (Shah 2004: 46). "The successful implementation of adult learning … depends in large measure on the availability of knowledgeable, skilful, sensitive, and socially committed adult educators…. it is essential that capacity for research, knowledge production and materials development is enhanced in the training of adult educators" (Youngman and Singh 2005:3-4). They must be able to conduct research into the daily lives and attitudes of the community in which they are teaching (Kumar:2-3). Literacy educators are expected to be community leaders and development workers and show "high dedication" (Maruatona:5). Like extension workers in health and agriculture, "Their work

is not only in the classroom and school but also in the community" (Campos 2005: 27); they must "have skills of social negotiation … a problem posing approach" (Potter:2). In Latin America, "popular educators work in community education programmes that focus on issues such as citizenship, human rights, health, gender, indigenous education, literacy, local development and education for work" (Messina and Enriquez 2005:38-39). A good deal of the TALF in El Salvador, for example, both in the REFLECT programmes and in the local NGOs reveals something of a "missionary zeal" for community development: "the national agency had a slightly idealised view of the process, tied in very much with ideologies around liberation, conscientization etc. ... the major point from my experience would be around the scope to politicise TALF, particularly in a Latin/Central American context (theology of liberation etc)" (Betts 2000a: 108 and pers comm)[38]; and elsewhere in Latin America, adult literacy is expected to increase commitment to citizenship: at least one programme of TALF "sought to foster in the grassroots groups the emergence of a literacy methodology congruent with the collective principles of the project … As a participatory and democratic party, it proposed a new conception of politics, in which previously excluded sectors of the population would be empowered to speak for themselves" (Stromquist 1997: 43).

5.25 Adult literacy educators and needs: There is however at the same time a tendency to view all literacy educators in negative terms, as 'needful': "Adult educators often have low self-esteem as a result of low salaries, job insecurity, limited training opportunities and lack of professionalism"; "One of the main weaknesses of the voluntary educators is their lack of pedagogical training and lack of understanding of how to establish an atmosphere conducive to adult learning" (Youngman and Singh 2005:10; Messina and Enriquez 2005: 39). Training is almost always conceived in a deficit model. But this is not the whole story. A number of literacy educators have long experience and considerable confidence in what they are doing. "The strength of the voluntary educators is their commitment to the community and their closeness to the problems of the adults" (Messina and Enriquez 2005: 39).

5.26 *The pedagogical purposes of TALF:* Because of this divergence of views about the role of the ALFs, the form of TALF also varies. Some is conventional and educational: "The training [programmes] of literacy instructors use different methods because they convey different contents ranging from teaching instructors how to teach using rigidly prescribed primers to those [by which the educators] are empowered to work with learners to discuss what should constitute the content. Most government operated training courses focus on how to teach from primers and some prescribed booklets" (Maruatona:7). Much of the content of these programmes is teacher-centred: it relates to delivery of the curriculum as set more than to personal development. Going through the teaching-learning materials, managing the classes and learning groups, keeping registers etc form the core of the TALF. "The contents of the initial training have centred ... on the recognition of the characteristics of the model [of the programme], materials, methodology, forms of evaluation, registration procedures, accreditation and certification. Also ... the so called Automatized System of Accreditation and Monitoring"(Mexico website). (See 5.32 below).

---

[38] The Solidarity Programme in Brazil "distributes a document called Guiding Principles to all its partner institutions. It is designed to provide political-pedagogical references for the practices developed in the classrooms", Ireland:7.

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

5.27 *The personal development purposes of TALF:* On the other hand, several agencies do not see TALF as simply a matter of training in technical aspects of helping adults to learn literacy skills. They see it more in terms of the personal development of the ALFs, especially confidence building. In some courses, "the content teaches them to become studious learners if they are to be good teachers and [they] should view themselves as animators rather than teachers" (Maruatona:8). Thus once again high standards are set for the goals of TALF programmes: "programmes that integrate theory and practice, enable collaborative and participatory learning, encourage critical reflection, address personal values of the adult educator, and show greater concern for adult education's social and political role" (Youngman and Singh 2005:8). In Brazil, "intensive educator training ... involved promoting the relationship between education and culture accompanied by seminars which are linked to reading and writing" (Singh and McKay 2004: 19).

5.28 *Rhetoric and reality:* Such is the rhetoric. It is important to appreciate that many of these objectives are alien to the environments within which TALF is being conducted. External propositions such as learner-centred and participatory education are contradictory to many local cultures. Critical reflection will be resisted in contexts where rote learning and memorisation are the norm. Much is insensitive to local gender constructs, calling for approaches which are inappropriate for the particular context. It is not surprising that it can be written by external assessors that much TALF "is narrowly conceived and basic, focussed for example on the implementation of a particular curriculum" (Youngman and Singh 2005:8); but in many contexts, radical Western views are not culturally appropriate. Freire is not universally popular. The demand for the technical skills of pedagogy from many ALEs contrasts with the rhetorical intentions of many trainers. This gap between the rhetoric and the reality, this lack of cultural sensitivity may help to account for the relative failure of much TALF (and equally of many ALLPs). To attempt what amounts to a cultural revolution within the short timeframe of TALF is a task beyond hope; it is very difficult even in the longer time span of TABETT. (See 10.18 below).

Subject matter

5.29 Lists of contents: A great deal has been written about the subjects in individual programmes of TALF. Many lists of contents have been provided for this survey[39]. It is hard to generalise from such lists. But some issues arise however.

5.30 Formal and informal contents: The difference between the longer full-time professional courses which are institution-based (TABETT) and the more informal short-term courses (TALF) is very great indeed. Certainly the former appear to be more academic and less practical in nature, especially those which in distance learning mode "take literacy out of performance into theory".

5.31 Globalisation is as rampant here as elsewhere in education. Thus several programmes take their programmes from international agencies such as UNESCO PROAP - and with it the list of topics to be covered. Others have turned to international agencies for specific proposals. For example, in Guinea Conakry, the IIZ/DVV outline for NGO training consists of four main

---

[39] e.g. India, Shah 2004:37; South Africa, McKay 2004:121-4; Bangladesh, Rashid and Rahman 2004:169, 174; Guinea-Conakry, Leumer e-mail; Nigeria, Adineroye e-mail; Uganda, LABE case study: 4; Nepal, World Education WE(N) case study; India, Nirantar case study; Brazil, in Esteves 2004: 250 etc.

elements - andragogy, needs analysis in context, approaches to literacy learning (the traditional approach, the conscientisation approach of Freire, and the functional approach), and fourthly the development of teaching-learning materials (Leumer e-mail). As with formal schooling, there is a growing similarity between the contents of courses throughout the developing world: as we have already seen, in Bangladesh, there is "no fundamental difference between the various providers with regard to the training presented to grassroots level facilitators" (Rashid and Rahman 2004: 168).

5.32 Pedagogy: We have already seen that in much TALF, the subject matter tends to concentrate on the delivery of the curriculum – going through the materials prepared for the literacy learners or going through ways to run the class/group. It is training in technical skills in its narrow sense, "drilling in pedagogy". It is primer-based where primers exist. "In Botswana, [it consists of] instructions on what to do to start teaching and how to teach using Primers. … In Malawi, trainers use a … conventional method where literacy instructors are taught to teach learners to read vowels, syllables and use them to construct words and complete sentences. … This method restricts the potential for literacy instructors to be innovative, as it prescribes all aspects of their work" (Maruatona:6-7). There are very few attempts to set out a range of different approaches to helping adults to learn literacy skills such as the language experience approach, the whole language approach, the real literacies approach, etc (Save the Children 2002), and to encourage the facilitators to exercise real choice according to the needs of their student-learners. "They were trained to teach rather than facilitate adult learning" (Hagnonnou 2005:37). Nor is there much in the way of opening up issues such as perceptions of literacy and its role in social practices. The 'why teach literacy?' is almost always answered in strictly practical terms (to avoid cheating, for example) rather than in challenging social norms. More of this is done within TABETT courses. It is as if there is a hidden assumption that graduates can reason and exercise choice at this level but facilitators cannot.

5.33 Development content: The curriculum of most TALF and TABETT programmes includes material relating to development apart from literacy. The main subject matter other than literacy seems to be health and HIV/AIDS, with some gender, agriculture, environmental issues, income generation skills and community mobilisation. "Trainees are exposed to essential skills on how to facilitate adult group discussions in class, to use information from the media and daily life experiences of the learners to nourish discussions. … In Botswana, trainees … are taught skills on how to infuse information on HIV/AIDS, income generating skills and health preventative skills in their … primer-based teaching" (Maruatona:7-8).

5.34 Balance between literacy and development content: The balance in TALF between literacy training and training in other areas of development varies. It can range from 50%:50% to 20% literacy and 80% other developmental materials. In TABETT, adult literacy is often less than 20%. In India, for example, "the training curriculum gave 50% weightage to the literacy primer and to primer-based training", the rest of the time being devoted to other subjects (Dighe 2005: 59; Shah 2004: 37). In World Education programmes of TALF, the TALF programmes are designed to reflect the balance within the literacy learning programmes themselves, for in many cases, these concern both literacy and wider developmental topics, especially health.

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

5.35 Adult learning: Despite the fact that most programmes have some areas devoted to 'adult learning', it can still be written that "there was little emphasis on adult psychology and adult teaching styles and learning styles, which are crucial for the effective mediation of the curriculum" (Dighe 2005: 59). Even where this is provided, it becomes more often than not generic: "The facilitators were not trained to handle people of diverse age groups and from different socio-economic backgrounds". Although many adult classes have children attending, there is nothing on multi-grade teaching.

Training materials

> *"Before organizing a training course, training manuals are developed which contain training curriculum, session guide, relevant materials etc" (DAM case study).*

5.36 Many programmes of TALF use training material, usually in the form of manuals which are treated like literacy primers, to be worked through systematically (e.g. Betts 2000a: 240-1; WE(N) case study).

5.37 International manuals: Some manuals have been compiled internationally by official bodies such as UNESCO and international NGOs, and they are used with more or less adaptation as is felt necessary. One of the biggest such programmes concentrating on literacy learning is that of UNESCO Bangkok (the APPEAL series of publications) distributed widely throughout Asia through its Resource and Training Consortium. Other UNESCO training manuals are pressed into service (e.g. Haggs 1995); in Pakistan, a UNESCO manual has been adopted in some programmes, while at the same time more locally "a small manual for literacy facilitators in Urdu has been developed" (Afzal e-mail). There is a manual for the Pacific region (Jones 1992). Donor agencies too have produced training manuals for TALF. OxFam has its Literacy Handbook, USAID, Save the Children (US) and Ford Foundation have also developed such materials, and IIZ/DVV has "started developing two manuals: one *TOT Manual for Livelihood Skill Training Programmes* and one *TOT Manual for Non-Formal Adult Education/Literacy programmes*" (Leumer e-mail). There seems to be less awareness that "training activities developed in one context may not be relevant in other contexts" (Youngman and Singh 2005:4).

5.38 National manuals: Some national bodies have developed their own TALF manuals. "In Uganda, the Ministry of Gender, Labour and Social Development has (with the help of consultants) developed a *Training of Trainers Manual for Non-Formal Adult Education Programme.* It is not yet published but it is a quite comprehensive manual to train trainers for the National Adult Literacy Sector Investment Programme (NALSIP)" (Leumer e-mail). NGOs also produce manuals for use nationally: in Uganda, an elaborate LitKit (Literacy Learning Kit) has been produced by LABE with donor support (LABE e-mail ; Sandhaas e-mail) and is used widely throughout the country.

5.39 Not just literacy manuals: Many of these manuals however do not relate specifically to literacy. They are more generic, especially on participatory approaches to facilitation without much in the way of specific reference to literacy - manuals such as *Visualisation in Participatory Process (VIPP)* used in some parts of Nepal. Jamaica uses a generalised manual called *Scope and Sequence*; throughout much of Africa and further afield, the three volumes of *Training for*

Transformation are widely used. In India, the FAO Bay of Bengal Programme developed two training manuals, *Towards Shared Learning*, and these were taken up by the Indian Government and adapted into a single training manual. Lyra Srinivasan's manual for participatory training produced for PACT is often used by World Education, as is also *From the Field: tested participatory activities for trainers* (Cristine Smith e-mail). OxFam's gender manual is also used in some TALF programmes. PRA manuals and others, such as a training manual for water resource management, have also been used (Cristine Smith e-mail). The REFLECT Mother Manual has been used to develop a number of local REFLECT manuals in various countries and these have been used more widely in TALF programmes to encourage participatory classroom activities. But their literacy learning component is small or indeed none.

5.40 Handbooks: These manuals almost invariably consist of handbooks of teaching-learning or group techniques. There is no discussion of theory behind them. It is once again as if there is doubt that facilitators can cope with theory issues. On the other hand, there is evidence that many facilitators are looking for techniques of teaching rather than discussion of principles.

5.41 Self-learning: Some manuals are intended not only for group use but also for self-learning. "The level of detail in [some manuals] would allow for a self-taught [facilitator] as well" (Potter:8).

5.42 Guidelines: Where manuals do not exist and local agencies are encouraged to provide their own training programmes and materials, Guidelines are often produced. BGVS in India "developed detailed training guidelines and curricula" for the Total Literacy Campaign (Dighe 2005:59). In Brazil, "Each higher education institution has the autonomy to plan and conduct its literacy teacher training, but these components [as listed] should be incorporated into the pedagogical practices of the training" (Esteves 2004: 250).

5.43 Developing teaching-learning materials as TALF: Some TALF consists in helping the potential facilitators to develop teaching-learning materials for their literacy learners. In several countries, packages for use in class have been produced in TALF. Much of this is in the in-service part of the TALF, but some is done in the pre-service part. In Nepal as elsewhere, TALF and the production of teaching-learning material sometimes go together (PACT 2001).

METHODS OF TRAINING

5.44 Methods and contents cannot be separated: As is apparent from the discussion of the use of manuals and the development of teaching-learning materials, it is not always possible to separate contents from methods of training.

5.45 Adult learning methods: It is generally understood that the methods used in TALF and to some extent in TABETT programmes should exemplify those of adult education itself - ideally "a transaction between equals, entirely free from compulsion, unrelated to career advancement, unencumbered by examinations, grading and accreditation, open, and a self-transforming learning system" (Duke 2000:361-2). This is of course a hundred miles away from the true nature of adult

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

literacy learning programmes. Nevertheless, TALF programmes are claimed to represent the best practice of adult learning, partly because the trainees are themselves adults and partly so that the trainees might experience such methods and then use them in their own literacy learning activities. Thus some courses are planned to "model the sorts of activities that could be replicated inside literacy classrooms … all the recommended literacy activities are modelled in the training sessions with trainers acting as facilitators and participants ... taking the role of learners" (Potter: 6,10).

5.46 Participatory: Thus most training programmes, both long and short, claim to be "participatory, with small group work and varied activities from the start; lecturing mode is kept to a minimum" (WE(N) case study); but the exact meaning and implications of 'participatory' varies. Very few involve the trainees in the selection of the contents of the training courses - participatory in this case tends to mean 'using active learning methods' like games and role play and songs (Betts 2000a:100) etc. One course claims that it uses "appropriate methods; these include lecturettes, demonstration, simulation, group discussions and role plays" (LABE case study). PRA methods are used from time to time in some courses. A glowing account of one such programme can claim:

> "Facilitator training undertaken by organisations that have professional trainers are based broadly on a participatory approach. A variety of methods are used by the different organisations in presenting the different lessons. Some of these are brain storming, small group discussions, lectures and discussions, role-plays, question-answer, buzz group discussions, card collection and clustering, games and simulation exercises, field visits and environmental walks, study circles, case analysis, picture analysis and expert interviews, demonstrations, value mapping, visualised presentation, problem-solving, micro-teaching, alphabet song, chain drill, flashcard games, three-station discussions and story telling. The methods are invariably adapted to learners' daily life situations, which makes the sessions more lively and relevant" (Rashid and Rahman 2004: 170-1).

While this may be the case in some programmes, a more realistic assessment would appear to be as follows:

> "Ultimately, it can be said that a high degree of arbitrariness marked the entire [training of literacy facilitators] scenario. While a lot of stress was placed on small groups, participation of the trainees and so on, this was more on paper. Participation for instance was reduced to doing as you were told. This involved more than anything else how to complete the primers" (Mitra:13).

5.47 Top-down transfer of information: Thus most evaluations indicate that TOLE programmes are in fact top-down transfer of information processes. "The training methodology followed … has been lecture-based and top-down, and often reduced to mere knowledge transmission" (Dighe 2005: 58). "The workshop discussions revealed the continuing hiatus between theory and practice, between 'lecturing on how to sing group songs' and 'actually singing them.' Actual training sessions continued to be lifeless and uninteresting" (PRIA 4:10). "The training is sometimes reduced to knowledge transmission guided by the instructor and not conceived of as multi-dimensional, interactive, participative and learner-centred" (Singh and

44

McKay 2004: 5). "The training which was designed to be based on participation, sharing and dialogue with learners, largely assumed the shape of a rigid formal classroom situation with heavy dependence on 'lecture' method" (PRIA2). Malawi is not the only country where it can be said that "as they are being trained, literacy instructors take notes on how to teach and ask very few questions … there are other courses where learners could be described as mainly passive" (Maruatona:7).

5.48 Practical teaching experience: Partly because of the short nature of TALF and the centralised nature of much TABETT, there is almost no practical work in TOLE programmes. There are few class visits, very few internships or teaching practice sessions; one or two of the longer term programmes use these but sometimes the students are required to find their own teaching placements which has not always proved satisfactory. Some have micro-teaching exercises (e.g. PNG, Doronila Summary:7,8) although video-recording and playing back such sessions for immediate feedback is on the whole rare. The most common form of practical work is demonstration lessons by the trainers.

5.49 Reading and writing in TOLE: The use of manuals and other forms of handouts means that the reading skills of the trainees are enhanced incidentally. And some TALF programmes involve the trainees in some writing exercises and taking notes. But not all of them do. There is rarely any specific concern to enhance the literacy practices of ALFs. The limited nature of the literacy skills of some literacy educators has more than once been given as a reason for this: "Even among … the literacy teachers, the social use of written language is restricted and usually involves letters and cards and some professional necessities." (Brazil: Esteves 2004:251). However the practice of developing teaching-learning material for literacy learning as the basis of training, even in initial pre-service training courses, encourages some literacy development among the literacy educators. There is more concern to develop the academic literacies of the students in TABETT programmes.

ACCREDITATION OF TRAINING

5.50 Informal courses and accreditation: Few of the short courses of TALF provide accreditation; where it is done, it is almost always a certificate of attendance rather than a certificate of achievement. One concern here comes from the teaching unions with their fear of a back door into the teaching provision by underqualified and undertrained 'teachers'. The Brazilian Literacy Solidarity Movement does provide certificates but the facilitators may only be employed for a period of six months, and provision is made that they do not become formal teachers; but in other programmes in that country, "students who take part in the training courses offered by the inter-University Network Unitrabalho [32 hours initial training and 32 4-hour weekly meetings] are certified as specialist teachers in the field of adult and youth education" (Ireland:8). Few programmes use any form of assessment. "During the course, participant (self- and peer-) evaluation is conducted every day. No formal test is administered but a certificate of completion is provided at the end" (WE(N) case study). In Somalia, "Certificates are not awarded but this is under consideration" (Somdel case study). In Botswana, however, as in some other countries in Africa, "a test is administered to the literacy instructors to ensure that they can teach

effectively" (Maruatona:10). The demand for, use of and dangers of, certificates are areas which are occupying attention.

5.51 Formal courses and accreditation: In the longer full-time professional training (TABETT) courses for adult educators, formal assessments are held and formal qualifications are awarded. In part, this is a recognition of the previous educational experience of these student trainees which is higher than that of some of the facilitators. In part, however, it is due to the developing relationships between TABETT and primary school teacher training – training for UBE becoming more like training for UPE. Some countries have even tried to combine both forms of training (e.g. Eritrea and Tanzania).   It has been alleged that it is this which has made these courses more theoretical and academic in nature and less useful for the actual practice of teaching literacy skills to adults, but we do need to recognise much good practice in such TABETT programmes. The interaction between primary school teacher education and TOLE needs further research.

TAKE-UP AND COMPLETION OF TRAINING

5.52 There is a lack of data concerning the informal TALF. "The take up and completion rates have not been easy to establish because of lack of access to records" (Maruatona:11). But some aspects of take-up and completion can be provided.

5.53 Selection first or train first? Some providing agencies select their literacy facilitators first and then send them for training. "Generally, most of the instructors in the region [sub-Saharan Africa] have to be exposed to initial training immediately after successful recruitment" (Maruatona:5). In Botswana, literacy educators are chosen locally, "given an initial training … and then tested; if they fail, they are dropped "(Maruatona:4). In some cases, local persons can recruit a group of literacy learners and then apply for appointment as facilitator, requesting training before being paid for their work. Thus the majority of trainees in TALF are already committed to teaching a specific group. On the other hand, a few agencies train a group of potential educators first and then select some for the job, using performance in the training as one criteria for selection. In Guinea, World Education trains two facilitators for every class they plan to run. Elsewhere, "training is delivered before selection for teaching; about 10% of facilitators are selected for training beyond what is required to fulfil the commitments of the programme. Completion of the course is a requirement before employment as literacy facilitators" (WE(N) case study). The Ze Peao School project in Brazil recruits university students, trains them and "at the end ... the co-ordination [management] of the school with the aid of worker-students, selects and classifies the number of teachers which it requires for the year" (Ireland:12). The TABETT programmes also have a mixed practice in this – some trainees are already employed by ABET institutions, others are seeking employment after the training is completed. In Zimbabwe, educators "are posted to both NGO and government programmes" after their extensive training (Maruatona:3).

5.54 Drop-outs: Some courses report 'drop-outs': the "lifeless and uninteresting" nature of TALF "was felt to be an important factor behind the large drop out rates in the volunteer training camps" (PRIA 4:10). However, others can write, "All the trainees complete the course - the drop-out rate is reported as being 'almost none'" (WE(N) case study). This is apparently particularly

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

true of supplementary training: "it is rare for a facilitator to drop out of the training for other than health reasons and even health-related excuses are very unusual" (Potter:7). There is however no quantification of this.

5.55 Payment for attending: A few agencies pay their ALFs for attending TALF programmes, but this seems to be on the whole rare: "They are not paid for attending such courses but expressed the desire to be paid for it" (Somdel case study). Some ALFs have to pay for their training, and this is more common in the formal TABETT programmes.

5.56 Take-up of training is very patchy. A distinction needs to be drawn between those contexts where the supply of facilitators exceeds demands and those where ALFs are in short supply. In the latter case, providers find they need to 'woo' volunteer adults to take up the work and feel inhibited from making too pressing demands on such 'volunteers' for training.

5.57 Untrained ALFs: The number of persons who start teaching literacy skills to adults without any training at all is large. "In most developing countries, there are huge numbers of literacy and basic education workers who need training, but due to paucity of resources and limited expertise at the local level, only a small percentage of field practitioners get trained" (Singh and McKay 2004:5; Ligate 2004: 70). In one survey in Uganda, only 78% of literacy educators had received the initial training of one or two weeks, 38% had participated in follow-up training, and only 23% had refresher training (Uganda 1999:84). Even in Namibia with its high level of commitment and resources, 9% of the 'promoters' are untrained and many others had not received the full training[40] (Lind 1986:34). "Based on … extensive fieldwork [one evaluator] notes that due to the practical difficulty of spending a few days continuously on training, about 20% of VIs [Volunteer Instructors in India's Total Literacy Campaign in one state] remained 'untrained'" (Shah 2004: 38). In Senegal, "new literates with almost no training volunteer to teach literacy classes" (Fagerberg-Diallo 1999:11). In Tanzania, "most of the primary school teachers and the voluntary teachers did not have the requisite training and experience in adult education work" (Ligate 2004:73). "Because the training is offered only once a year (usually in July when the formal schools are not in session), many of the literacy facilitators [in Egypt] begin [their teaching] before they are officially trained to do so" (Potter:4). Because of the large numbers of literacy "educators who drop out and need to be replaced, … some [new educators] are hired on a temporary basis, teach in the programme for a while and are trained later… Some are locally trained by their supervisors and would only go for a formal initial training as soon as it is organised in their district" (Maruatona:9). In Brazil, "only approximately a third have teacher training" (Ireland:7). This is not surprising when the large numbers of ALEs and the scattered nature of their distribution, especially in rural areas where local persons are often chosen by the local community to work part-time, are considered, but it militates against the effectiveness of the programmes.

---

[40] It must be noted that here – as elsewhere – several of the literacy educators have received some other forms of training, and some of these are in the education or training areas; see Lind 1986:35.

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

6. FOLLOW-UP TRAINING OF LITERACY EDUCATORS

6.1 Need for follow-up: As we have seen, most TALF programmes include (at least in planning) some provision for follow-up training. It is widely recognised as being necessary: "If there are major gaps in their initial training, as is common in the training of teachers of youths and adults, continuing development must be of a very high standard if it is to successfully help teachers improve their performance"(Campos 2005:22).

6.2 Forms of follow-up: Few programmes plan a systematic approach to on-going training. There are always of course exceptions, but in general there seem to be three main forms of such activity "called by different names" (Maruatona:10):

a) *regular (usually monthly) meetings* of facilitators from any one area, often at the providing agency's head offices and (if remunerated) at the same time as they collect the monthly honorarium. In Namibia, "one Saturday in every month" is designated for such meetings (Maruatona:10). In Brazil, two hours every week is required of all facilitators (Ireland). At such meetings, issues affecting the programme and the facilitators, mainly administrative like keeping registers etc, are discussed. "Facilitators' meetings are held each month. They discuss their reports and the supervisor assesses and records the overall progress being made with the programme" (Rashid and Rahman 2004: 170). While some facilitators report that no discussions take place of matters which will help them to teach more effectively, in other cases there is a good deal of further training at such sessions: "The monthly visits to the municipalities become a forum for … discussion of the different teaching-learning issues. These visits encourage ... training continuity" (Esteves 2004: 252).

b) *refresher courses:* Some agencies provide longer term refresher courses. In Uganda, LABE provides such a course "some two or three months later"; in the National Adult Education programme (NAEP) in India, it consisted of "a refresher course of ten hours after six months" (Shah 2004: 43). In programmes which use a staged primer, such a short course (maybe one or two days) is often provided at the stage when the second or third stage primer is to be started; in Egypt, "only in the cases that facilitators continue to teach official literacy classes" is refresher training provided (Potter:4).

c) regular or irregularly timed *workshops on specific topics*. "Training is organized periodically to follow up and update the knowledge and skills of the trained personnel" by means of workshops (DAM case study). These are most often on topics which may be in the literacy primers but which are not directly related to literacy - e.g. health, population education, gender, HIV/AIDS, forestry, political issues etc: "specific training exists for various of the modules' themes – e.g. about sexuality, education of youth, mathematics or language" (Mexico website).

6.3 Some agencies provide **self-learning materials** for the in-service training of literacy facilitators (e.g. Somdel). But there is little monitoring of these to see if and how well they are being used.

6.4 Development of materials workshops: Some of the in-service training consists of the development of more teaching-learning materials, using the facilitators to try to ensure relevance

of this material to the literacy learners. In one case in Brazil, for example, in relation to some "collective texts" which one of the grassroots groups used, it was not clear "whether the monitors ... had designed them during the inservice workshops" (Stromquist 1997:100).

6.5 Lack of structure: The follow-up programme is very ad hoc, and it has been suggested that it lacks focus or system. "Most in-service training is narrowly conceived and basic, focussed for example on the implementation of a particular curriculum" (Youngman and Singh 2005:8). "There is a lack of a clear direction for the training sessions compared to the initial training sessions" (Maruatona:11). This programme is usually conceived as "a succession of events" (Campos 2005: 22), not combined into a planned and sequenced programme of training. It has not to my knowledge been evaluated.

6.6 Lack of follow up: But even when planned, it was not always implemented: in India, "follow-up training was rarely organised ... mainly due to what the reviewer called 'the perfunctory attitude to training' and the short duration of the campaign" (Shah 2004: 38).

6.7 Participation: Such evaluations as exist reveal relatively small participation in follow-up training and declining numbers at each successive stage.

6.8 Supervision: Supervision is often stated to be part of the follow-up training and on-going support for adult literacy facilitators, but in most programmes, the supervisors do not (and in most cases are not able to) provide any further training during their supervisory visits - the supervisor rarely has the field experience to help the facilitators. Most of these are (and are felt by both the facilitators and the supervisors and their managers to be) 'inspections' rather than mentoring or support visits. In one programme in Brazil, "The majority of the *monitoras* reported that meetings with the supervisor were not useful in terms of instructional guidance" (Stromquist 1997: 120).

6.9 NGO ongoing support: The exception to most of this is in those cases where the full-time staff of NGOs carry out the functions of follow-up training and supervision. Here generally there is more care for the facilitators. We need of course to beware of making simplistic distinctions between 'good NGOs' and 'bad government programmes', for there are exceptions on both sides; but more evidence comes from the NGOs of systematically planned and more effective longer-term continuing training, while government supervisors are more concerned with the regulatory roles of the manager of ALLPs.

7. EVALUATION OF TRAINING OF LITERACY EDUCATORS

"The evaluation of training is an area that desperately needs close examination in future in order to better appreciate the performance of the teachers" (Maruatona:12).

7.1 Few training programmes evaluated: Very few initial TOLE programmes and even fewer follow-up courses have been evaluated as a whole, except in very local and general terms. "The case studies show that systematic evaluation, monitoring and documentation of training was, by

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

and large, missing …" (PRIA4:8). Even World Education, a major provider of TALF programmes, admits that "The programme has not yet been evaluated". "There is no evidence of the impact of the actual teacher training programmes in any of the countries" under review; "the impact of the training can only be deduced from comments made about the performance of the literacy instructors in different countries" (Maruatona:11-12). Informal evaluation, especially of NGO programmes[41] and of supplementary training, is however often made in terms of the trainees' sense of satisfaction: "the facilitators report that the training prepares them for the needs of the literacy classes and they thus feel largely satisfied with the training" (Potter:4). While we need to be careful to accept such judgments at their face value, this is formative evaluation which on occasion leads to changed training programmes.

7.2 Training not carried over: Such assessments of TALF as exist suggest that they have limited value and yet use considerable resources. Participatory training, for example, using active learner-centred approaches, "was spread over a long period and depended on the total commitment of trainers and trainees. While this methodology may be very effective for training a small group, it may be difficult to use when training large numbers" (Shah 2004: 46). There are constant references to the ineffectiveness of such participatory approaches. ALEs do not carry out what they have seen and heard for themselves, either in content or methodologies. Many of those trained in small groups do not use small groups in their adult literacy classes - they continue with whole class teaching. An evaluation in Botswana "noted that the training … leaves little room for the [literacy facilitator] to take the initiative to broaden the discussions which restricts their creativity" (Maruatona:11). Peer learning is not a feature of most ALLPs. To cite one recent and authoritative report out of many such examples,

> "The audit of the First Indonesia Non Formal Education Project remarked, 'As far as the teaching-learning process is concerned, the tutors tend to dominate the process by lecturing, while learners have a low level of participation. This, in spite of the instructions given to tutors and *peniliks* (government supervising adult education officers) to use more learner centered methods such as discussion, problem solving or project-oriented approaches' (World Bank 1986.29.2.38). Similar remarks appear for the Third Indonesia project (Dikmas.1998.2-14), Ghana (Korboe.1997.22.3.1) and Bangladesh (ACCC.2001.75.81). Over a period of 20 years then, moving facilitators to conduct their learning groups in the manner in which they were trained to do appears chronically impossible" (Oxenham 2003:94).

Again in another context, "Despite … extensions of pre-service and refresher training, 'most of the teachers did not follow the teachers' guides, hardly used examples from real-life situations and rarely arranged co-curricular activities.' (ACCC.2001.75) … The steadily rising scholastic levels of the facilitators makes this apparent unresponsiveness to training puzzling, but the available reports include no study of why this might be so. However, they incline to the view that the training that the facilitators undergo might be inadequate in either length or quality or both" (Oxenham 2003:94). "To achieve more [than what is already achieved in ALLPs] in terms of knowledge, behavioral change and poverty reduction would appear to require rather more

---

[41] There is a tendency in the literature to characterise government programmes as excessively formal and NGO programmes as substantially participatory.

investment in supporting and enabling them [the facilitators] to make the time to grow into the role of social change-agent" (Oxenham 2003:95). It is more likely to be due not only to a lack of confidence on the part of the ALEs, but even more to the local cultural expectations of both the ALFs and the literacy learners who may refuse to join in such devices as small groups and discussion sessions, who may feel it is inappropriate to question the teacher or to 'create their own knowledge'. (see 5.28 above and 10.18 below)

7.3 Need for more and diversified training: What is clear from almost every statement by planners, organisers and trainees is that the training is inadequate. "Their training as instructors is brief. Most are unlikely to be able to master the skills of conducting group discussions on development themes at the same time as they are attempting to master the skills of teaching reading, writing and calculation" (Oxenham 2003: 96). Others have commented upon the uniform nature of the training and call for more diversification: "it is too amorphous and needs to be suitably differentiated" (H S Bhola cited in Lind 1986:37).

7.4 Demand for more training: There is then some demand for more training, despite the acknowledgement that much of it is ineffective. "Some of the trainee-teachers said that the training was not enough although others stated that 'two days of training were sufficient'. They have asked for more on skills and basic pedagogy and for more experience of teaching, for more conceptual and technical knowledge" (Somdel case study). "Adult education grassroots fieldworkers and their trainers have strongly expressed the need for training and retraining" (Tahir 2004: 160; see Lind 1986:35, where "30% [of the literacy educators] think the training was too short") - which is surprising, since the take-up and completion rates are often poor. Much of this demand relates to specific (non-literacy) training areas.

8. INNOVATORY APPROACHES

8.1 Several innovatory approaches to the TOLE have been identified. Except for the ODL programmes, these are normally on a localised scale, and those mentioned here can only be taken as indicative of the fact that there are such activities.

8.2 Zimbabwe: In Zimbabwe, "the Zimbabwe Adult Learners' Association[42] founded in 1994 by a group of non-literate women … has been deeply involved in the training of literacy facilitators. … The training of teachers gained them acceptance in government circles, and their trainees were hired in both Government and NGO literacy projects and programmes … [this] did not only raise the profile of the organisation but also mitigate against government hegemonic control of the literacy curriculum" (Maruatona:13-14).

8.3 Upgrading of the educational levels of facilitators: Another innovation relates to the upgrading of the literacy educators in terms of their formal education through literacy training

---

[42] One of a number of national Adult Learners' Associations set up in Africa following the successful launch of the Kenya Adult Learners' Association in the early 1990s

programmes. "In Mozambique, literacy instructors with Grade 7 [of schooling] are allowed to upgrade to Grade 9 through a fulltime course and receive some training as literacy teachers and can be employed as fulltime teachers in the programme" (Maruatona:6).

Open and distance learning

8.4 Growth of interest in ODL: There has been a good deal of recent literature on the use of ODL for TOLE (Yates and Bradley 2000; Dodds 2004; Singh and McKay 2004 etc). This is a large and complex subject and needs much more research than has been possible here. Some of it relates to a number of experimental programmes in which ICT has been used for literacy teaching at grassroots levels.

8.5 Several factors have come together to promote ODL in TOLE. In part, the growth of interest in ODL and TOLE reflects the increasing use of ODL for the training of school teachers in many countries, especially in Africa (Shah 2004: 52). In part, it reflects the increasing concern for the training of a profession of adult educators, for most of such courses are formal - with a set curriculum and formal processes of assessment: "professional expertise is limited and thinly distributed and could be enhanced by IT-supplemented training" (LitAfr:19). In part, it is an effort to try to ensure more effective TALF. "A number of research studies have attributed the ineffectiveness of ABE and literacy programmes to the poor quality of training. A strong, renewed approach to training will be inevitable for the success of ABE and literacy programmes … [including] an examination of the potential of ODL for training literacy workers in the field of ABE" (Ligate 2004: 70-71).

8.6 ODL in non-formal TALF: Few ODL programmes have been offered for the very local part-time educators of adult literacy, normally as follow-up training (e.g. Mongolia). Most ODL programmes so far have tended to be long term and formal, although there seems to be a growing interest in low-tech more informal and participatory ODL. It has been recognised that such programmes could be beneficial to literacy facilitators, particularly as on-going support programmes, and that they would encourage the facilitators to develop further their own reading and writing skills in formal (educational) literacies. In some places, video tapes[43], "radio and television programs have been used … to contribute to the motivation and training of volunteer teachers" – for example, TOTAL (Training of Teachers of Adult Learners) (Jamaica website) and Solidarity in Brazil (Ireland:8).

8.7 ODL in formal ABET courses: ODL is more often used in formal TABETT programmes including those for NFE teachers. Examples of such programmes can be found in all parts of the world. In Bolivia, "training of facilitators and teachers by distance education was made possible by co-operation between the state, civil society, universities and international agencies" (Singh and McKay 2004: 12). In India, it is claimed that "the achievements with this method of delivery far exceed those of programmes using other approaches to training … [but] its use was limited"

---

[43] See www.literacy-for-all.com/trainingwksheet.htm accessed 15 02 2005. We also need to note the growing interest among some agencies in the use of mobile phones for the on-going training and support of development workers.

52

(Singh and McKay 2004:16); indeed most of such courses were "for grassroots level functionaries in the development sector", not literacy educators (Shah 2004: 34).

8.8 UNISA: The most widely known such programme is that of UNISA (University of South Africa), now being adopted in several other countries. It specifically set out to remedy the faults of the shorter training programmes for adult literacy workers: "Unlike other initiatives which rely on volunteers who have received only short periods of training, the Unisa-SANLI [South Africa National Literacy Initiative] campaign volunteers have been trained for at least one year. In fact, many have been trained for up to three years and a significant number hold postgraduate qualifications" (McKay 2004: 132).

8.9 This is normally a pre-service course with flexible entry standards by academic norms. Most of those who teach literacy to adults in other countries would however not qualify for entry. It covers a wide range of subjects, including some teaching practice or internships: it "seeks to develop the adult education skills of practitioners and thus formalise their roles as adult educators" (Mpofu 2005: 75). "The trainees hoped through this to obtain long term employment in the adult education sector rather than teach literacy as a one-off course. Literacy is therefore only one component, and not all of those who take it will end up teaching literacy to adults, although it claims to have trained large numbers of literacy workers" (Tuchten e-mail). Like all such accredited formal courses, it is often more academic in nature than practical. As with all such initiatives on such a large scale, it has its critics within its own context, but it has made a significant contribution; an independent evaluation would be able to point out the important lessons to be learned from such an experiment.

8.10 Concerns about ODL: A number of concerns about ODL in TOLE have emerged. These include the difficulties around avoiding a transfer of knowledge model of training and around encouraging a critically reflective approach to teaching literacy to adults, the possibility that such programmes discriminate against low income countries, and the possible gender-controlled nature of such programmes in contexts where some women may be inhibited by local custom even from posting a letter, let alone accessing the web. These and other hesitations may account for the fact that in practice, ODL at present plays a small part in the training of adult literacy face to face teachers, although it plays a larger part in the training of ABET and NFE teachers. Much more research is needed into the cultural and resource gaps which characterise ODL and basic education.

8.11 STANDARDS-BASED TRAINING: In South Africa, a second trend can be observed. Following "intense demand … to produce viable and useful qualifications which could be offered by local ABET/adult literacy providers", an ABET Standards Generating Body (SGB) was established in 2000 – "a team of very different ABET practitioners brought together to design qualifications and unit standards for ABET educators" to be recognised by the South African Qualifications Authority. Four qualifications were developed. "The biggest advantages of having these unit standards-based adult literacy/ABET qualifications are: There is national recognition of the qualifications of adult educators; the training is substantial (not one-week, one-off training courses); the participants actually learn how to teach/communicate/plan/assess adult learning. This is in contrast to many university-based adult education courses, which though very valuable, focus on more social and theoretical dimensions of adult education. At present, the most

interesting uptake of the unit standards-based qualification ... is happening in the mining industry. Training of adult educators is taking place on an in-service (learnership) basis. It is very large scale and very widespread. The qualification being offered is at NQF level 5, which is about one year post school level. It is funded through the National Skills Levy, a tax taken off the national wage bill and used to fund training in each industrial sector. ... It is gratifying ... to see the training of facilitators being done in the best traditions of transformative adult education, using money from the private sector. ... This might ... be adult literacy/ABET work for real empowerment in the workplace" (Tuchten e-mail). Here is an attempt at a more formal course of TALF which leads to a qualification but at the same time tries to retain the practical and radical elements of literacy education. It is training after selection and indeed after employment.

REFLECT

8.12 One 'movement' which has developed innovative approaches to TALF is REFLECT, now adopted in many countries of the world[44]. "Reflect began as an approach to adult literacy and community empowerment; however, over the years Reflect has broadened" (Newman:1). It started out using PRA methodologies, but it has developed in two main ways - first, by encouraging each country (and smaller units where appropriate) to reinterpret the approach to suit its own needs; and secondly, under pressure from the participants, to concentrate more on non-literacy aspects of development than on literacy learning. Reflecting the priorities of the participants themselves, some REFLECT circles do no literacy learning at all, although all circles focus on strengthening communication skills. In addition, some have substantial elements of literacy learning but these are held in sessions apart from the main work of the development circles. It is therefore very difficult to generalise about REFLECT.

8.13 Training in REFLECT: Since a good deal of the literacy work of the facilitators who lead these circles consists of developing teaching-learning materials (flash cards and other texts) which are based on a group analysis of the local reality and arise from the specific developmental tasks which the circles have chosen and adopted, the providing agencies for REFLECT has recognised the need for extensive training of the REFLECT facilitators; indeed, it tries hard to get away from the notion of training as top-down expert-to-ignorant transmission of expertise. "Reflect has re-conceptualised training, emphasising the importance of both the trainer and participants learning and contributing to the overall learning environment, highlighting that both are able to create new knowledge" (Newman: 2). A strong system covers all forms of training - orientation, initial or pre-service training (which might last for 12 days), ongoing support through REFLECT forums, exchange visits etc, and refresher training on specific themes such as gender analysis and facilitation skills. "Facilitators' forums ... enable facilitators to see learning/training as a continuum rather than an isolated event or activity" (Newman: 3). The programmes themselves vary from country to country - for example, an orientation workshop may consist of two hours or three days. A Mother Manual was prepared which included a section on what should be contained in a training programme, but now each programme is free to use it or parts of it or to replace it with their own training programme. Other bodies such as IIZ/DVV have also prepared

---

[44] A number of agencies have adopted the REFLECT approach and the Mother Manual without any link with Action Aid; it is being used in Belgium, the UK and the USA in other educational contexts. So although in many cases, REFLECT is limited to small scale interventions, its overall impact is much larger. However, its impact on adult literacy learning is now relatively small.

54

REFLECT manuals for work in Africa (Ethiopia and Guinea). These training programmes and materials are being used by both governments and NGOs.

8.14 Training for literacy and PRA in REFLECT: Since the objectives of the pre-service training are given as being "to understand REFLECT methodology, to acquire facilitation skills, to raise gender awareness, to use participatory training methods - to stimulate creativity and self-reliance in trainees, to ensure trainers show respect for trainees' existing knowledge and abilities, to build a team of facilitators", it would seem that the training of the REFLECT facilitators for teaching literacy is not separate from the training of facilitators for the more developmental activities of the developmental circles. Indeed, it is hard to see the specific nature of literacy training which is subsumed within the PRA training. The training of facilitators in REFLECT reflects the balance of interest among the REFLECT circles, and literacy is not a high priority among many REFLECT circles. However, in most training workshops, there are specific exercises on how to move from graphic representations and discussion to literacy learning and how to introduce relevant externally produced materials; this is the reverse of much concern in TALF which tries to encourage the facilitators to move from literacy skill learning to discussion.

8.15 TALF in REFLECT: "On literacy, … the focus of REFLECT is to help people to deal with the links between the practice of literacy and the practice of power" (Newman). There is less stress laid on the acquisition of the skills of literacy than on understanding the practice of literacy within specific contexts. The training programme of REFLECT is a structured and elaborate programme for facilitators but the literacy elements within it are less important than such elements as PRA and community analysis etc. This can be seen in the manual prepared in El Salvador (Newman) and the manual in draft form for REFLECT in Ethiopia (Sandhaas). In South Africa, IIZ/DVV reports, "We do training of REFLECT trainers which includes the literacy elements. We have produced in one of our projects VUKUZENZELE for the training of these trainers. We do a lot of training of facilitators in the field of HIV/AIDS on prevention and treatment literacies. That however assumes [the participants are] already literate" (Leumer e-mail). Ongoing training support is also offered by REFLECT (Newman 5)[45].

---

[45] This is not always possible: in Nigeria, Reflect reports that "there is very little ongoing training for facilitators ... ongoing training has tended to focus on very specific skills such as screen-printing, rather than deepening their ability to facilitate or analyse" (Newman: 6).

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

V

TRAINING OF OTHER PERSONNEL

"The importance of training, not just the grassroots educators but also functionaries at various levels, has to be understood" (Dighe 2005:65).

9.1 Programmes for others: An increasing number of training programmes, both formal and non-formal, have been launched for other personnel involved in the provision of adult literacy learning programmes. These include training of adult educators and of non-formal educators, capacity training for leaders (under various titles) of Community Learning Centres (under various titles such as Literacy Resource Centres in the Pacific region) (ACCU 2002; Oyasu 2002; Doronila), and especially for supervisors and managers of ALLPs (e.g. Philippines, Doronila Summary:8).

9.2 Formal ABET/NFE training: The formal and long-term certificated courses of ABET training are mainly aimed not at literacy educators but at the other personnel involved, such as organisers and managers. NFE training in Asia is not so formalised and only part of it is accredited.

9.3 Training for material developers: Many programmes, both in Asia (ACCU) and Africa, are focused on the development of those who prepare teaching-learning materials for adult literacy learning – "to develop low-cost and learner-centred learning materials on a mass scale[46] and to train workers who are engaged in literacy and continuing education" in their use (ACCU 2001, 2002; Doronila Summary). As one such handbook puts it, "This Handbook can be used as a training manual for materials development. Possible trainees are village literacy class teachers, CLC [community learning centre] facilitators and materials developers at district or higher levels. If district level officials find it necessary for the local level facilitators to acquire materials development skills, they can organize training courses for facilitators based on the information provided in this handbook. The training course suggested here may be organized separately or can be integrated with basic or refresher training courses" (ACCU2001).

Supervisors:

9.4 Most programmes have staff equivalent to supervisors (co-ordinators; project officers; promoters in Nicaragua, and elsewhere; district education officers etc): most supervisors are "long term agency employees". In Egypt, "many supervisors are personnel from the formal schools doing the work part-time" (Potter:4,8). They have been accused of "only concentrating on administrative issues" (Maruatona:8). "The supervisors were supposed to be full-time. Yet many of the supervisors ... had other occupations" (Mitra:10).

9.5 Supervisor training: Courses for supervisors are relatively common. In Uganda, "LABE is called upon at district and at sub-county levels to train government supervisors who are paid

---

[46] The tension between 'learner-centred' and 'mass scale' has not been resolved in this programme.

government employees. … While some [supervisors] are trained already in adult education, most have a general community development background with no in-depth training in adult literacy" (Bown et al 2000:21). Supervisor training is sometimes separate from TOLE, sometimes included. "To ensure that literacy facilitators have classroom support for 'innovative' methods, both classroom supervisors and representatives from the [government] administration are included in all steps of the training process from inviting facilitators through attending the training programs to classroom observations and decentralized training site support" (Potter:5). In Nepal, "A 3-day training course is provided for local supervisors but there is no known training available for managers and project officers" (WE(N) case study). But some others report the existence of such training. "A three to four-day training course is necessary to develop supervisory skills" (Rashid and Rahman 2004:170).

9.6 Manuals for supervisors: As with TOLE, one approach to the training of supervisors is through training manuals. In Bangladesh, "In order to ensure that the UEWs (supervisors) are properly trained, PROSHIKA had developed a distance education course for them. This is presented using written text and through a three-day orientation contact block at which the training manual is introduced. Thereafter, the UEWs are required to work through the manual independently (or with their peers) whilst working at the various sites" (Rashid and Rahman 2004:174). Many supervisors are also the trainers in the TALF programmes, and their training as supervisors and as trainers is sometimes doubled.

Managers and others

9.7 Training of managers is relatively scarce. UNESCO PROAP in Bangkok have run training workshops and produced materials for planning and management of literacy and continuing education programmes (APPEAL). Save the Children (US) has produced a training manual for those who provide and manage adult literacy programmes, but its use has been limited. One programme reports that "training of adult literacy and basic education personnel is available for course facilitators, supervisors at the implementation level and management personnel" (Rashid and Rahman 2004: 177). Most of the more formal programmes of training for adult educators (TABETT), whether in full-time courses or distance learning, are in fact aimed at these levels. One unusual training programme was that funded by DFID and run for a number of years at the University of Reading (UK) by Education for Development for full-time staff of various Bangladeshi NGOs and government programmes. Three month courses in modern approaches to adult literacy in a mixture of practical and theoretical training activities and leading to the award of a university certificate of attendance were followed up with short visits to the trainees in Bangladesh. One brief training programme for senior officials of the agencies involved was also held. But as elsewhere, such efforts seem to be time-bound and not sustainable. "In the initial years of the Total Literacy Campaigns [in India], concerted efforts were made to organize training programmes for the myriad functionaries at various levels. Over the years, these training programmes have become scarce" (Dighe 2005: 58). Elsewhere, one-off training workshops are provided for "planners, organizers, managers, trainers, community workers etc" and for "NFE personnel especially planners, monitors, curriculum and material developers ... of government and NGOs" (DAM case study).

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

9.8 Training programmes for members of village literacy committees and other bodies such as parent teachers' associations which in some programmes support adult literacy classes and village librarians have also been recorded on occasion (e.g. Riddell 2000:15). But again little is known about these and evidence of how effective they are is scarce.

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

VI

SOME ISSUES

10.1 Lack of data: As with most forms of non-formal education (see Rogers 2004), there is no firm data and very few evaluations: "Literacy instructor training is one of the weakest points in terms of information" (Maruatona:8). There are a few places where data is or will soon be available – in Brazil for example where a national register of "all those who are involved in literacy work within the National Programme [only one of many programmes in that country] contains 76,110 entries for 2004" (Ireland:13), and in some programmes in South Africa, but these are not yet adequate for general conclusions to be drawn. There is therefore little in the way of firm research-based conclusions about all aspects of TOLE.

10.2 Lack of research: There is a lack of much needed research into TOLE, especially the non-formal programmes (Singh and McKay 2004: 25). For example, there are some signs that TOLE is not available to all those who need it; in South Africa, "far from urban centres, where the need for ABE is the greatest, these [TABETT] courses are seldom offered" (Land 2005: 2). And some have started to argue that the educational level of the ALFs does not correlate with the effectiveness of their literacy teaching or their participation in TALF programmes (Burchfield Bolivia 2002; Stromquist 1997: 120). Uncertainty and research questions abound. The lack of research is probably due to the marginalisation of adult literacy (and with it the training of literacy educators), since it does not attract funding and therefore the attention of researchers, especially university staff. A vicious spiral exists: adult literacy learning is marginalised, especially in EFA; therefore, except in the ABET formal professional training programmes, the training of adult literacy educators is also marginalised; so research into adult literacy training is also marginalised.

10.3 Quality of ALLPs and EFA goals: What relatively new concern there is with the training of literacy educators at all levels today is in part related to the EFA goal (goal 6) of improving quality of learning outcomes, just as teacher training is currently in focus for improving primary education. The lack of concern with monitoring and evaluation in training programmes for adult literacy educators is therefore surprising. However, since it is recognised that the 'quality of outcomes' in adult programmes will be different from one set of learners to another, the range of skills needed by the adult literacy educators will vary within different contexts; this in turn impacts on both TOLE and TOT.

10.4 Complexity and diversity: One reason for the marginalisation of adult literacy learning today is the recognition that the complexity and diversity of adult literacy learning is in contrast to the universalising tendency of Education for All; hence the attempts to turn adult literacy learning into a kind of universal basic education common to all adults. Some people however feel that adult learning and teaching are very different from primary schooling, and the tendency of Ministries of Education (who often but not always manage adult literacy learning programmes) to develop uniform programmes across wide swathes of the country with uniform textbooks (primers) and with this uniform TOLE programmes, may not be helpful to the enhanced effectiveness of these programmes.

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

10.5 Training as a panacea: At least one substantial review of TALF programmes has identified that it is sometimes called upon to solve problems inherent within the ALLPs themselves. Training can sometimes be seen as a panacea for all the ills of the programmes. "Can training fill gaps created by problems external to it? (for example, the magnitude of the task, available resource base, time span, lack of complete organisational planning and limited mobilisation of volunteers). It would not be appropriate to expect fulfilment of TLC [Total Literacy Campaign] objectives solely by training 'events'" (PRIA 4:9).

10.6 Rhetoric is stronger than practice: The training of adult literacy educators – while it is acknowledged in theory to be important, indeed essential – is however in practice less frequently taken seriously, and certainly not as seriously as the training and education of primary school teachers. There is still "a common misconception that 'it's easy to teach adults' and that hence there is no need to be trained in this area" (Youngman and Singh 2005:9); "The general attitude often was that teaching literacy is easy, just follow the primer and the rest will come automatically" (Mitra:5). "In case of motivated volunteers, it is assumed that motivation alone can make up for the lack of training, whereas in case of school teachers, it is assumed that they are already trained" (PRIA 4:10). The complexity of teaching literacy to adults is not in general recognised. Where formal training of adult educators is developed, this is more for professional status and employment reasons than for the development of effective teaching skills, and it tends to concentrate on quantity (the numbers of trainees and the number of days spent in training) rather than quality. The increasing institutionalisation and formalisation of training for adult education does not appear to be helping the effective teaching of initial literacy skills to adults in most countries.

The educationalisation of the training of literacy educators

10.7 This discussion is part of a wider trend. The strong internationalisation of TOLE encourages the view of TALF – as of ALLPs more generally – as education rather than development. The increasing importance of the educationalisation of adult literacy and the weakening of its developmental role can be seen. This is not just a matter of the professionalisation of adult literacy educators; it is more a matter of bringing adult literacy learning and with it TOLE closer to schooling models. In Africa, formal training has moved from a focus on literacy to adult basic education and indeed adult education in more general terms; even among NGOs, literacy training is being replaced with training in non-formal education (Mpofu and Youngman 2005; Hagnonnou 2005). There are significant demands for "the closer engagement of adult education with the wider education system" and thus for the closer engagement of TOLE with the training and education of formal school teachers; some of those who write about the training of adult educators see this in terms of "teacher training" (Campos 2005)[47].

> "A key issue [is] the status, professionalisation and training and support for the cadres of adult (field) educators. The improvement of the quality of adult educators would have to

---

[47] see also Campos 2005:26 which speaks of "incorporating the training of adult and youth educators into formal training systems"; and Messina and Enriquez 2005:41, where it is regretted that "training programmes for adult educators have been developed independently of teacher training for the formal system". In Tanzania, the Ministry responsible for teacher education is also charged with the training of adult literacy educators (see note 16 on page 9 above).

take cognisance of the underlying principles: either they remain volunteers, with great commitment but little education and training, or core groups are nurtured to the point that they can be recognised as professional educators with corresponding status and conditions. The choice would determine whether educator training would be limited and ameliorative or more extensive and radical. Furthermore it would define whether the bulk of the ... learning development work will take place at central level, with central direction of the work to be done by the grassroots educators, or at regional and local level ... with central backing … The development and continued nurturing of professionalism among adult educators is not only important from an equity perspective, but also has great relevance in relation to the diverse roles that adult educators play in communities" (Hoppers 2004:230).

This of course is not an either-or issue – a large band of volunteers or a small cadre of trained professional staff. Indeed, there is a debate in various contexts about whether **all** literacy educators should become formally trained and qualified professionals or whether the future of adult literacy will depend on a core of professional staff over-seeing a large cohort of part-time non-professional facilitators, more on an extension staff model.

10.8 *Resistance to educationalisation:* For there are many who resist the 'educationalisation' of adult literacy learning, seeing adult learning as different from schooling and closer to development work. "There is ambivalency and controversy among adult educators about the extent to which teacher education for adult education should be integrated with or separated from general teacher education. … Despite close links between adult and school-oriented teacher education … in some countries, it is likely that a degree of separation, with distinct philosophy and methodology, will generally be sustained" (Duke 2000:361, 369). It has been argued that this debate "can be an entry point for opening up policy discourses around basic education and lifelong learning, their current state and options for the future" (Hoppers 2004: 236).

10.9 Different training needs for *adult* learning: This debate about the relationship between TOLE and the training of school teachers hinges on whether teaching literacy to adults is similar to or different from teaching literacy to children. Unfortunately, this debate is conducted almost exclusively in practical terms rather than in terms of fundamental principles of adult learning: "The primary school curriculum involves more hours of instruction in a wider array of subjects and topics under the leadership and supervision of full time, salaried professional personnel, who in the main have had one or two years of training, and who for the most part use specialized - even if inadequate – facilities. … In contrast, adult/youth basic education programs tend to call for around 10-12 hours of instruction per week, focus on a relatively narrow range of topics, utilize part time, minimally trained, often unpaid volunteer or virtual volunteer instructors, who make do with whatever facilities happen to be available - sometimes just the shade of trees" (Oxenham 1999: 14). The training needs of such facilitators are felt to be very different from those of prospective school teachers; as Newman points out, it requires much unlearning (Newman: 10). And dealing with the varied educational backgrounds of the facilitator-trainees and mixed ability groups requires skilful trainers.

10.10 Professionalisation and performance: The relationship between on the one hand the increasing professionalisation of adult literacy educators and on the other hand the improvement

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

of performance is uncertain. It is not clear that the quality of learning in adult literacy learning programmes towards which the EFA goals are directed depends on the greater professionalisation of adult educators.

10.11 Accreditation and learning: We also need to note that the link between accreditation and the quality of teaching is disputed. Qualifications do not necessarily mean better teaching and learning – indeed, some argue that they lead to the opposite. Almost everywhere we read that the (qualified) trainers do not have direct experience: "Literacy teachers are trained by university staff who do not necessarily have previous experience of teaching literacy to adults" (Ireland:7). The search for appropriate and relevant qualifications which will give adult literacy educators formal recognition may not lead to more effective teaching-learning.

10.12 Scale of TALF: In part the processes of professionalisation and institutionalisation which can be detected in TALF are a matter of scale. In countries like India, South Africa and Uganda where hundreds and thousands of adult literacy educators are required, it is not possible for any one TALF programme or agency to cope with training on such a scale. In addition, sometimes policies have expanded the numbers of literacy educators to be trained: the Brazilian Solidarity in Literacy (PAS) programme has a policy to "select new literacy teachers for each module based on the argument that 'training new literacy teachers with every module means more opportunities for more people to receive training. It also encourages those who have already gone through the training process to become part of the official school system'. According to data compiled by PAS, between 1997 and 2002, the programme had trained 170,000 literacy teachers" (Ireland:7)[48]. Two strategies have been adopted so far to cope with the question of scale. On the one hand, there is the cascade model (for example in India and Bangladesh). On the other hand, ODL has been pressed into service in South Africa. There are other approaches. In Uganda, a national curriculum for TALF has been proposed and ways are sought to implement training on a national scale (Bown 1996; Robinson and Katahoire 2003). Reflect also faces issues of scaling up: "Where REFLECT is under consideration ... to be upscaled beyond NGO projects, the major cost of training, refresher courses and supervision … together with the cost of materials, is an issue re the sustainability of the programme" (Riddell 2000:6). Whether the gains compensate for the losses in this move remains doubtful, for scaling up often leads to a reduction in the quality of training. There are those especially among the participatory school of training who urge that the positive value of small-scale training, the capacity to reflect upon and consider local contexts and to reply to local learning/development needs all have to be set against the cost gains (if any) of large scale training.

10.13 Training and careers: One result of the growing professionalisation of teachers of literacy to adults (which some have seen as a move towards increased control by governments and other bodies) is to emphasise the difference in status between the adult literacy facilitator and the adult educator (and equally the primary school teacher). One very clear difference is in the career prospects of the facilitators. Few facilitators plan a career in teaching literacy to adults; they do it year after year on one-off contracts. They do not have the luxury or incentives of investing time and money in long-term training for a future which is not certain. Only for those

---

[48] Another programme in Brazil, MST, trained "15,000 adult educators in partnership with 59 universities" in 2003, Ireland:9.

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

who plan to become full-time professional adult educators within an ABET or NFE system will there be the willingness to participate in extended formal training and qualification seeking. For most facilitators who actually teach literacy skills to adults, a short 'injection-type' single shot training is considered what matters, despite the attempts at follow-up training. And most agencies feel that expensive training cannot be provided to part-time staff who are employed on a casual basis.

10.14 Adult literacy educators and development: The short term and technical nature of most TALF training programmes would seem to be inadequate to achieve the high-minded goals of TALF, with its emphasis on creating developmental workers with commitment, innovative approaches, reflective practice etc. In many TALF programmes, facilitators are regarded as being agents of change working with target groups (the so-called 'illiterates'). And yet their training is nowhere as extensive as those of health extension workers or agricultural extension officers who are also regarded as change agents working with specific target groups. TALF is relatively rarely regarded as a development programme in its own right aimed at a group of literacy educators. There are exceptions – in some of the popular education programmes in Latin America and in the REFLECT programmes, the facilitators are seen as a developmental target group, and some TALF programmes include sometimes substantial elements of personal development in terms of attitudes and values and confidence building. The more effective approaches to the training of adult literacy educators are those which seek to develop a full programme of personal development which help to equip them for their role of development worker.

10.15 Literacy practices of ALFs: With the limited nature of the educational background of many of the facilitators, it is not surprising that their own literacy practices are very meagre. Although this varies in different contexts, many TALF programmes do not focus on the enhancement or consolidation of the literacy skills of the facilitators; some even avoid using too much writing during TALF courses on the grounds that the trainee facilitators are not able to read or write much. Apart from several programmes in Latin America, few of the non-formal courses require much reading except the teaching-learning texts or the training manual; few require much in the way of extended writing. And such literacy activities as are required are confined to the training centre; there is less concern for the daily life literacies of the facilitators. Many facilitators are not encouraged by their training to become role models to the literacy learners of people who engage in literacy practices extensively.

10.16 Language and TALF: Language is a sensitive issue. Much TALF is conducted in a nationally approved language, frequently an international language. "All training has been delivered in English. Consequently, not all promoters and DLOs [literacy educators and supervisors] have been able to get the maximum benefit from their training, due to their limited communication skills in the English language" (Lind 1986:36). And many ALLPs are also in a national language which may be unpopular locally[49]. But the work of the literacy educators is often in a local language. The result is the "awkward and difficult task of asking an instructor to

---

[49] "Bihar for instance has three major dialects, and the standard colloquial Hindi was more often than not a foreign language to them [the literacy learners]. The literacy facilitators were not trained to handle such situations. This was more pronounced in the tribal areas where ... Hindi ... was the medium of literacy acquisition. Effectively, it became teaching a foreign language, and very often the facilitators were themselves not well versed in the ... language", Mitra:6.

take training in one language and then apply it in another, with no indication of how that process might work" (Robinson and Katahoire 2003:22).

10.17 Lack of carry over of TALF: There is a lack of systematic evaluations of TALF and its impact on the literacy teaching programmes. Very few trainers (except for those supervisors who also act as trainers) visit the classrooms to see if and how the training is carried out. Nevertheless, there is a general consensus that much of what is contained in the TALF programmes is not being implemented in the literacy learning programmes: "most of the teachers did not follow the teachers' guides, hardly used examples from real-life situations, and rarely arranged co-curricular activities" (ACCC 2001:75 cited in Oxenham 2003: 94). It has been argued that the short nature or the poor quality (or both) of most non-formal TALF courses help to account for the failure of the facilitators to carry over the training they experience into their own literacy learning contexts: as Oxenham has written, "It is still uncertain … what training methods will ensure that literacy instructors of varying educational attainments apply the 'modern' methods in which they have been trained, rather than fall back on rote drilling and lectures; what duration of training is needed and whether the duration varies according to the level of trainees' previous education levels" (Oxenham2003:95). An evaluation of Botswana's programme concluded that the training the literacy educators had received did not prepare them for interactive teaching of literacy: "extensive observations of class sessions ... concluded that [the educators] did not encourage interaction with the whole group by providing explanations, facilitating dialoguing or stimulating group discussions. They primarily resorted to question-answer sessions, where learners reacted to the [educators'] impulses" (Maruatona:11). This is not of course unique to adult literacy learning programmes; the same comments are made from time to time about formal school teacher training.

10.18 Cultural gaps in TOLE: The fact that the failure to carry over teaching-learning approaches from training into classroom activities is also characteristic of other forms of teacher training suggests that this is not a matter of the failure of TALF but has deeper causes. Much TOLE consists of the transfer of concepts and practices from one cultural context to another: "It was assumed that what worked in one socio-economic context would necessarily work in another" (Mitra:13). Much training is based on Western concepts of critical reflection, learner-centred, active learning and participatory approaches – concepts which are often alien to both the literacy educators and the literacy learners. This raises questions about the appropriateness of such approaches in TOLE as well as the inadequacy of the time available for such radical changes in cultural understandings. We note for example the case where the facilitators (and their trainers) "were looked upon by the people to provide solutions to their more pressing and immediate problems. The [trainers and facilitators] had not been trained themselves to face such situations" (Mitra:6). Many learners who want swift responses to specific questions will often be unwilling to spend time on discussion of general issues. It is likely that this accounts for much of the ineffectiveness of current approaches to TALF. It is however important to remember that, even with very limited experience of school and even more limited experience of literacy training, many women and men face groups of adult learners with literacy material in regular classes, and much is achieved – even if not enough for the providing agencies: "There have been success stories no doubt, but a lot of it has been contingent on the work/performance of individuals and does not reflect any institutional change/process of intervention" (Mitra:12). And if literacy learning programmes fail to challenge the status quo, that may not be the fault of the training or

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

the literacy facilitator; it may be that this is the intention of both the adult educator and learners within their own context.

10.19 New Literacy Studies and TALF: This being so, the inability of non-formal TALF programmes to change perceptions of literacy held by the ALFs towards the newer conceptualisations of the New Literacy Studies with their view of multiple literacies always associated with power is understandable (see Dighe 2005: 65). The failure of many of the trainers to appreciate the significance of the new conceptualisations is however less understandable in view of the strong weight of evidence of multiple and local literacies that has been accumulated for more than a quarter of a century (e.g. Street 1984, 1885, 2001; Prinsloo and Breier 1996; Robinson-Pant 2004). In part, this relates to the relative lack of research for TOLE: "Training is not adequately related to research" (Messina and Enriquez 2005:44). There are a few centres which link research and training together but they seem to be rare. And the training of literacy educators does not encourage them to become researchers into the existing literacy practices of their literacy learners.

10.20 Numeracy: The lack of provision for training in numeracy learning, despite its importance in the lives of the literacy learners and its importance to the economies of almost every country, is striking. There appears to be some demand for numeracy from the literacy participants (and from some non-participants); but the main problem appears to be the command of basic mathematics and the lack of confidence on the part of many literacy educators. The poor teaching-learning of numeracy and the lack of specific training in numeracy learning help to account for the fact that many adults find learning numeracy more difficult than literacy skills. Several recent studies on ethno-mathematics have been undertaken and there exist a number of studies on the teaching of mathematics/numeracy to adults in literacy learning processes, but these have not yet found their way into many ALLPs or TOLE programmes. "Teaching numeracy was difficult as the examples followed or the symbolism used were very often outside the cognitive horizons of the facilitators and the learners too. As has been pointed out by Anna Robinson-Pant (2001: 97), the learners in the villages often use bases other than 10, on which most of the contemporary numeracy teaching is based. The bases are often 20, 12, 8 or even 6 depending on what is being numerated. Volumetric measures as well as those of land are all the more complex. The issue here is that the facilitators are not taught how to transcend this cultural barrier and teach mathematics according to the local norms" (Mitra:6).

Gender and literacy educators

10.21 Again there is very little mention of gender issues among the writings on TALF. Gender is almost always considered as a matter of female disadvantage, but in parts of the world (e.g. the Caribbean and parts of Latin America) there is a question of male disadvantage: in Brazil, for example, "the number of male illiterates is higher than the number of female illiterates" (Ireland:3). Several commentators note that most of the trainers and supervisors in the programmes under review are men while most of the facilitators are women[50], but the implications of this are rarely explored. "Most literacy instructors in the region [sub-Saharan

---

[50] "Eleven percent of the [facilitators] were men, while 77 percent of the supervisors were men" (Mitra:9); in Namibia, more than one quarter of the 'promoters' were men, Lind 1986:33.

Africa] are women, and their appointments give them economic opportunity to leverage decision-making in their households" (Maruatona:5); in the Brazilian National Programme, 85% of literacy workers are female (Ireland:13). Again generalised views of the gendered nature of ALFs persist: "Most of the … facilitators are women" ; "in many cases female facilitators have a lower level of education than male facilitators ... Many female facilitators are chosen from among the neo-literates. They are given more intensive training to assist them to read the instructional materials" (DAM case study; see also Syria website etc). Elsewhere, "with few exceptions, male classes are run by male facilitators and female classes by female facilitators" (Rashid and Rahman 2004:168-9).

10.22 Gender training: "As part of the activities undertaken by the Gender in Education Network (GENIA), several countries (Cambodia, Laos, Thailand and Vietnam) with the support of APPEAL have begun to provide gender training to provincial level education planners and implementers" (Doronila Summary :1); and several other national and international agencies such as ASPBAE run training in "gender frameworks and analytical tools towards enhanced capacities for integrating gender perspectives in the relevant thematic programmes" for various groups including literacy groups (Doronila Summary:3), but there seems to be less at facilitator level. While gender is almost universally included in the contents of TALF programmes, this would seem to be largely confined to discussion of stereotyped women's issues and practical ways of overcoming discrimination rather than any exploration of the gendered nature of society as a whole. There will always be exceptions, of course, especially in Latin America and among some NGOs where more radical approaches to literacy within empowerment and socially transformative programmes are espoused: in Oman, "Although gender roles were made very clear, alternatives to being a housewife and mother were shown, e.g. presenting a female police officer ... or a female literacy teacher engaged in discussing why women were interested in reading. In general, finding this variety of topics in a reader used by male, female and mixed classes is surprising" (Oman website accessed 24/02/05). There is more conscious gender material in the supplementary training: "One of the recent trends in the [Egyptian Integrated Health and Literacy] IHL literacy program is to be more sensitive to the needs of men learners. Because all the IHL facilitators and most of the literacy learners are women, women have been the primary target group. However, there is a growing concern that men should be given more consideration. Although the [training] booklets are not gender specific, the … booklets were in fact designed with a female target audience in mind. Increasing the gender equity in the … program is an issue that is currently being examined" (Potter:10-11).

10.23 Gender contexts: The context will determine everything in gender terms in ALLPs and therefore also in TOLE. Contexts vary: it has been reported that in some social settings, carrying a literacy textbook through the community may be almost the only acceptable mode of a woman widening her space; in other contexts, such a textbook would need to be hidden. It is impossible to be dogmatic about gender changes in different cultural and power contexts. It is however important to recognise that while on the surface there may be little challenge to existing gender paradigms, much more sensitive changes may be taking place hidden within the existing gender context. Some would argue that too direct approaches to challenge gender inequities in TOLE may be counter-productive.

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

Costs of training

10.24 There is very little empirical evidence about the costs of TALF. Many projects do not apparently cost TALF separately; it is hidden within the programme costs, especially material production. Rarely is there a separate budget line for TALF, probably because there is little basis on which to build such a budget. For different elements are included or excluded in different assessments of costs – e.g. the salaries of the trainers, subsistence, cost of use of rooms etc. However, in Brazil, the government has set figures which suggest that some 20-30% of the staffing budget should be devoted to training[51]. In the World Education's PACT programme, 15% of the budget was devoted to training and material development, which might suggest something like 7.5% of the total budget on training (both TALF and TOT) (PACT 2001: 21). Supplementary training courses are more usually costed; a report on the World Education training of literacy facilitators in health-related literacies in Egypt suggests that "cost is the primary reason that the program is not sustainable" (Potter:9).

10.25 However, it has been suggested that the costs of TALF are high. In one budget in post-war Afghanistan, the cost of training of all levels was set as equal to the costs of producing all teaching-learning materials (Afghan website 2). "Unfortunately ongoing training and support are time-consuming and costly, and are not always invested in sufficiently when programmes are designed" (Newman: 10). Riddell noted that in some countries the costs of training in the REFLECT programmes are high in terms of both finance and personnel; "the higher costs of training compared with the traditional approach" were identified as an issue in Ghana (Riddell 2000:17). In one programme (Uganda 1999:84), the only district where all facilitators were trained was where an international donor funded the programme, which suggests that lack of funding is restricting the provision and uptake of TALF. Apart from the fees payable for most forms of TABETT, some facilitators pay for their training, for example in parts of Latin America. In South Africa, it is reported of one NGO providing training that its courses were considered to be expensive: "We calculated that, although trainees paid only a fraction of the cost of training (since the organisation had external funding), the training actually cost as much per trainee as it would cost to send them to university" (Land 2005). Some training agencies charge fully for their services: "ProLit has ensured its survival by selling its services to big business and this is reflected in its fees" (Land 2005 2).

10.26 So far as it is possible to see, the funding of training is shared. Much appears to come from donors, other funding comes from governments and NGO providers. In the Pacific, the "budget for training comes mainly from the government" (Doronila Summary: 1), although many of the costs are also borne by international agencies such as UNESCO PROAP and ACCU, IIZ/DVV, Japan Funds-in-Trust etc. "In Lao PDR, the main resource for training comes from NGOs"

---

[51] A literacy instructor in the Brazil National Programme in 2003 could be paid at the rate of R$15 per student up to a maximum of R$325; and a further R$80 was to be devoted to the training of the facilitator [i.e. about one fifth of staff costs]; these figures were revised in 2004 to a maximum of R$295 and R$120, a much higher figure for training which was split into R$40 for initial training and R$10 per month for 8 months continuing training; Ireland estimates training costs at 50% of the costs per student for the literacy learning programme, Ireland:4,7.

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

(Doronila Summary: 1); one programme in Brazil "receives financial support from the national oil giant Petrobras" (Ireland), and rubber and mobile phone companies, as well as lotteries and charitable bodies also support the literacy training programmes in that country; while in southern Africa, firms regularly support work-based literacy learning programmes including the training of the literacy educators. In some places, the local community and the trainee literacy educators also contribute to the costs of their training. The allocation of human resources to training tends to lie within the programmes concerned – many governments and NGOs use their own staff as trainers without additional remuneration, which makes costing TOLE very difficult.

10.27 ICT and TALF: On the whole, ICT has not been used for TALF except for the ODL programmes. In Uganda, a pilot project is being developed: "The immediate objective ... is to develop a prototype training programme for local literacy/non-formal education personnel in developing, accessing and exchanging information and resources" (Uganda- 2004)[52]. The use of ICT for programmes of ABET was intended to bring about mass training at lower costs but on the whole ODL is confined to the formalised longer term professional training programmes. It has not yet been adapted to the shorter non-formal training programmes which, being non-prestigious, do not attract the investment which all ICT programmes require. Concern has been expressed about the impact of ICT on low income countries, increasing their disadvantage, and on the rural poor.

10.28 Sustainability of TALF: It is being argued that TALF is not sustainable unless it becomes mainstreamed and institutionalised; hence the growing formal long-term adult education training courses. If however such courses will not meet the direct needs of those who actually teach literacy to adults face to face, alternative ways of making such a programme sustainable need to be sought. At the moment, ABET and NFE training courses seem to be pursuing an academic route; an alternative model for the non-formal adult literacy learning programmes and for the part-time literacy educators who work in them might be found in the training of extension workers in health and agriculture etc.

11. THE LAST WORD

"Facilitators are key to the success of [the programme] and should be well supported They are the people who have an ongoing direct link to participants and control over whether the process is really an empowering transformatory one or if it replicates school-based learning and deskills learners further. Training can not only enhance the skills of individuals and the impact of [the programme] but can also play a key role in motivating and retaining facilitators. ... [they can] appreciate the opportunities of linking to others, of feeling part of a bigger initiative, learning and sharing from others"
(Newman 10, concerning Reflect).

---

[52] Since the trainees included functional adult literacy educators, health workers, religious leaders, school teachers, community-based mobilizers, traditional birth attendants, cultural leaders, local councils, journalists and others (Uganda 2004), this can hardly be called a TALF programme. It was actually a training course in how to use a computer. This is an example of the problem throughout the literacy world where many different forms of training are all given the designation 'literacy training'.

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

Bibliographical note:

Most of the general literature relating to the training of literacy educators comes from international conferences and agencies; I have balanced these out with case studies and ground level evaluation reports. Please note that I have accepted at face value the statements made in this literature; not all of these can be verified. However, it is clear that in several cases when describing training programmes, some of the agencies making submissions were talking about training in other spheres than in adult literacy teaching – e.g. training of community learning centre managers.

REFERENCES AND BIBLIOGRAPHY

ACCU Manual for adapting APPEAL training materials for literacy personnel (ATLP) for indigenous peoples

ACCU 2002 Report of 19th regional Workshop on Capacity Building for Trainers of CLC Facilitators in Rural Areas in Asia and the Pacific, Tokyo: ACCU

ACCU 2001 Handbook for Adult Learning Materials Development at Community Level, and Guide for Trainers, Tokyo: ACCU

Aderinoye R and Rogers A 2005 Urban literacies: the intervention of the literacy shop approach in Bodija Market, Ibadan, Nigeria, in Rogers A (ed) forthcoming *Urban Literacy: communication, identity and learning in developing contexts*, Hamburg: UIE

Andabi T, Das J, Khwaji A I, Zajonc R, nd, Religious School enrolment in Pakistan: a look at the data (I owe this paper to Dawood Bareach)

APPEAL 1999 APPEAL Manual on Functional Literacy for Indigenous Peoples Bangkok: UNESCO PROAP

APPEAL 2001 Handbook, Non-formal Adult Education Facilitators, Bangkok: UNESCO PROAP

ASPBAE 2000 Beyond Literacy series: case studies from Asia and the South Pacific, Mumbai: ASPBAE

Astha 1999 Om Shrivastava, Literacy Crash Course: an experience with tribal women, LRC Activity Report

Betts J 2000a Marching Onwards: The Social Practices of Literacy in Usulután, El Salvador, Oxford D Phil thesis

Betts J 2000b Literacy and Livelihoods, *Adult Education and Development* Bonn: IIZ-DVV 58: 61-66

Bown L and Karauhije E 1996 A Plan for Sustaining and Continuing Literacy in Uganda (report for World University Service and LABE)

Bown L, Kwesiga J, Baryayebwa H, Mace J 2000 Evaluation of the work of LABE (Uganda) from 1995 to the present, London: World University Service and Kampala: LABE

Burchfield Shirley et al 2002 *Women's Literacy in Bolivia* report, World Education

Burchfield Shirley et al 2002 A longitudinal study of the effect of integrated literacy and basic education programs on women's participation in social and economic development in Nepal, report, World Education and Harvard University

Campero Carmen 2005 Training adult and youth educators: the experience of the Academy of Adult Education, National University of Education, Mexico, in Youngman and Singh 2005

Campos Magaly Robalino 2005 The professional and personal development of adult and youth educators in Latin America and the Caribbean, in Youngman and Singh 2005

CARE nd Preliminary Concept Paper Draft Proposal for a Project Aiming to Develop the Training an On-going Support of Adult Literacy Facilitators Through Distance Learning Working Title: Training for Literacy at a Distance

Carr Hill Roy 1998 Evaluation of Functional Adult Literacy Programme (draft); see Uganda 1999

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

COLLIT 2004 Glen Farrell, ICT and Literacy: who benefits? Experience from Zambia and India, Vancouver: Commonwealth of Learning.

DFID 2002 Background Briefing: Improving livelihoods for the poor: the role of literacy

Dighe A 2004 The use of communication technology for literacy, in Singh and McKay 2004a

Dighe Anita 2005 Improving the Quality of Training Adult Education Functionaries in the South Asian Region: Some Considerations, in Youngman and Singh 2005

Dodds T 2004 Open and Distance Learning: training and support for adult educators in the field, in Singh and McKay 2004a

Duke C 2000 Training of Adult Educators, in Titmus C (ed) *Lifelong Education for Adults: an international handbook,* Oxford: Pergamon:360-370

DVV 2004 Training of Trainers on REFLECT, Paper (unpublished) Addis Ababa, Ethiopia: IIZ-DVV

Esteves R C V 2004 The solidarity in literacy programme: a strategy for literacy training for the youths and adults of Brazil, in Singh and McKay 20045a: 241-260

Fagerberg-Diallo Sonja, 1999 Searching for Signs of Success, paper for ARED Senegal,

Fentiman Alicia 2003 SOMDEL: Somali Distance Education Literacy Programme (unpublished report)

Fordham Paul 1997 *Training Adult Educators in African Universities*, Bonn: IIZ/DVV

French Edward 2002 The Condition Of Abet 2002: Qualitative Abet Sector Review, Contribution to the HSRC review of Education and Training for the ETDP SETA, unpublished paper, Johannesburg

Gerasch P 2004 ICTs and open and distance learning for training trainers in the context of the labour market and lifelong learning in Central America, in Singh and McKay 2004a

Haggs Sheila 1995 *EFA: Teacher Training* Package Paris: UNESCO

Hagnonnou Bernard 2005 Survey of TOT provision by higher and non-academic adult education institutions in Africa/Asia-Pacific: case studies Francophone Africa, unpublished paper for IIZ-DVV

Hoppers Wim 2004 Open learning in basic education for adults and the contribution of international co-operation, in Singh and McKay 2004a: 223-238

Jones Adele 1992 Training adult literacy tutors for the Pacific, Institute of Education, Univerrsity of the South Pacific

Kumar Krishna K K 2002 Training the NFE facilitators to be change agents, www.accu.or.jp/litdbase

Land Sandra 2005 Impressions on current trends in South Africa, and more specifically in Kwa-Zulu Natal, for the training of ABE educators: unpublished paper

Lauglo Jon 2001 Engaging With Adults: adult basic education in SSA, World Bank

Lave J and Wenger E 1991 *Situated Learning: legitimate peripheral participation* Cambridge: Cambridge University Press

Ligate N E 2004 Training initiatives in the field of adult basic education in Tanzania: exploring the potential of open and distance learning, in Singh and McKay 2004a: 69-107

Lind Agneta 1996 *Free to speak up: overall evaluation of the National Literacy [programme in Namibia* Windhoek: Ministry of Basic education and Culture.

Lind A and Johnston A 1986 *Adult Literacy in the Third World* Stockholm: SIDA

LitAfr 2000 Literacy in Africa, Paris: UNESCO

Literacy For All: nd Teacher Training Worksheet

LitKit 2003 Materials for Adult Literacy and Numeracy Learning, Resource File for Instructors/ Facilitators of Adult Literacy and Numeracy, Kampala: LABE

Maddox B 2001   Subaltern Literacies: Writing, Ethnography and the State, PhD thesis University of Sussex

McKay V 2004 Methods of distance education for training adult educators in Asouth Africa, in Singh and McKay 2004a

Messina Graciela and Gabriela Enriquez 2005 The training of adult educators in Latin America, in Youngman and Singh 2005

Mitra Amit and Reza Shamsur Rahman 2002 Mapping the Profile of Learners: A Study In Three Districts Of Bangladesh Dhaka: DFID Bangladesh

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

Mitra Amit 2004 Terminal Evaluation of the Basic Education for Hard to Reach Children, final report, New Delhi: DFID

Mpofu Stanley 2005 Issues in the training of adult educators: an African perspective, in Youngman and Singh

Mpofu Stanley and Frank Youngman 2005 Report on the survey on training of adult educators in institutions of higher education in Anglophone Africa, unpublished paper for IIZ-DVV

Namibia National Literacy Policy statements

Niekerk Jonathan van 2001 Adult Basic Education In South Africa From Apartheid To Democracy. Lessons Learned And Not Learned: unpublished paper presented at Eighth International Literacy and Education Research Network Conference on Learning, July 2001, University of the Witwatersrand, Johannesburg, South Africa.

NRDC 2003 Research review: Adult literacy and numeracy interventions and outcomes, London: NRDC

NRDC 2004 Research review: Adult numeracy: review of research and related literature, London: NRDC

Oxenham John 2003 Review of World Bank Operations in support of adult basic education with literacy in Indonesia, Ghana, Bangladesh, Senegal and Cote d'Ivoire 1977 – 2002 (draft 2003)

Oxenham John 1999 Including the 900 Million+ (second draft)

Oxenham et al 2002 Skills and Literacy Training for Better Livelihoods, World Bank Africa

OXFAM 1995 *Adult Literacy: a handbook for development workers,* edited by Paul Fordham, Deryn Holland and Juliet Millican, Oxford: OXFAM

Oyasu K 2002 Capacity Building of Non-formal Adult Education Facilitators, www.accu.or.jp/litdbase

PACT 2001 Pact's Women's Empowerment Program in Nepal, by Jeffrey Ashe, Kathmandu

Papen Uta 2002 TVs, textbooks and tour guides: uses and meanings of literacy in Namibia, unpublished PhD thesis, London: King's College.

PRIA 1 Master Training Programme for Adult Educators in Bihar 1988, unpublished report

PRIA 2 Learning for Education: a case of participatory training, unpublished paper nd

PRIA 3 Review of NLM training, unpublished paper

PRIA 4 Report of National Workshop on Training Strategy under Total Literacy campaign, 1992, New Delhi: PRIA

Rahman Tariq 2005 Madrassa: religion, poverty and the potential for violence in Pakistan http://www.ipripak.org/journal/winter2005/madrassas.shtml accessed April 2005.

Rashid Habibur Ur and Rahman ANS Habibur 2004 An NGO perspective on training grassroots facilitators in literacy and adult basic education in Bangladesh, in Singh and McKay 2004a:163-188

REFLECT Global nd Global REFLECT Survey, CIRAC Paper 2

REFLECT nd Facilitator's Guide for Orange Farm REFLECT Learning Circle Facilitators

Ribeiro Vera Masagão nd National Functional Literacy Indicators – Brazil, unpublished paper

 Riddell Abby 2000 A Review of 13 Evaluations of REFLECT (unpublished paper) Action Aid

Robinson Bernadette, report on Mongolia website

Robinson Clinton and Anne Katahoire 2003 Literacy and Continuing Education in Uganda 2000-2005, mid-term review, unpublished, London: Education Action International

Robinson-Pant A 2001 *Why Eat Green Cucumbers at the Time of Dying?* Hamburg: UIE

Robinson-Pant 1997 The link between women's literacy and development, D Phil thesis, University of Sussex

Rogers Alan 1987 *Partners in Literacy*, Uppingham: Uppingham Press

Rogers Alan 2002 Staff training and development for adult literacy, in Wagner et al 1999: 329-336

Rogers Alan 2004 *Non-formal education: flexible schooling or participatory education?* Hong Kong: University of Hong Kong, and Dordrecht: Kluwer

Sandhaas Bernd nd Community based non-formal livelihood skills training for youths and adults in selected regions of Ethiopia (EXPRO)[i], IIZ/DVV Director East Africa Region (unpublished paper)

Sandhaas Bernd 2005 Report of Training of Trainers Workshop for REFLECT, Tigray

Saldanha Denzil 2003 BGVS, Organisation, Intervention and Perspectives in the Literacy Campaigns, India (unpublished report)

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

Save the Children (US) 2002 Widening Literacy: Manual for Managers of Literacy Programs, Westport, CT: Save the Children.

Shah S Y 2004 Approaches to training grassroots level workers in literacy and adult basic education: the Indian scenario, in Singh and McKay 2004 31-68

Singh M and McKay V 2004b Improving the quality of adult basic learning and training adult educators in Singh and McKay 2004a

Stromquist N 1999 *Literacy for Citizenship* New York: SUNY

Tahir Gidado 2004 How are training policies responding to training needs in Nigeria, in Singh and McKay 2004a: 139-163

Torres Rosa Maria 2001 Lifelong Learning: where and how does adult basic education fit? a new momentum and a new opportunity for developing countries, Stockholm: SIDA

Uganda 2004 Report of the training on the development of literacy and non-formal education through ICT, Kampala: UNESCO National Commission

Uganda NAL Strategic Investment Plan 2002-2007, Ministry of Gender, Labour and Social Development and World Bank, Kampala.

Uganda FAL Strategic Investment Plan 2001-2006, Ministry of Gender, Labour and Social Development and World Bank, Kampala.

Uganda LitNet 2001 Uganda National Literacy Network, unpublished paper: LABE, Kampala

Uganda 1999: Report of Evaluation of Functional Adult Literacy Programme in Uganda by A Okech, R Carr-Hill, A R Katahoire, T Kakooza and A N Ndidde, Ministry of Gender, Labour and Social Development and World Bank, Kampala.

UIE 2001 Reflecting on Lifelong Learning in Asia in 21st Century, Hamburg: UIE.

UIE 2003 The potential of distance and open learning in the training of adult educators and grassroots workers involved in literacy and non-formal adult education, report of workshop in South Africa (unpublished)

UNESCO 2003 Literacies – the new meanings of literacy, Paris: UNESCO

UNESCO 2004a The Plurality of Literacy and Its Implications for Policies and Programmes, Paris: UNESCO

UNESCO 2004b Adult Literacy Initiative: Literacy Initiative for the Excluded, Paris: UNESCO

UNESCO-Beirut 2003 Literacy and Adult Education in the Arab World, Hamburg: UIE

Wagner D A, Venezky R L and Street B V (eds) 1999 *Literacy: an international handbook* Boulder, Colorado: Westview Press

World Bank 1987 *Review of World Bank Operations in NFE and Training,* Romain Ralph I and Armstrong Lenor, World Bank Education and Training Series Discussion Paper 63, Washington DC: World Bank World Bank 2003 Rethinking World Bank Policy and Practice in Support of Adult and Nonformal Education, by Peter Easton, Maman Sidikou, Aya Aoki and Luis Crouch, Washington DC: World Bank.

World Bank 2001a BELOISYA - Basic Education and Livelihood Opportunities for Illiterate and Semiliterate young adults, report of workshop, Washington DC: World Bank.

World Bank 2001b Distance learning seminar: Use of Outsourcing in the implementation of literacy and non-formal basic education programs, Washington DC: World Bank.

World Education Egypt: nd Integrated Health and Literacy: Supplementing the National Literacy Curriculum in Egypt (unpublished)

Yagi R 2001 Process Analysis of a Total Literacy Campaign in India: a case study of Udaipur District, Rajasthan, unpublished D Phil thesis, Oxford University.

Yates C and Bradley J 2000 Basic Education at a Distance, London: RoutledgeFalmer

Yates C 2004 Can open, distance and flexible learning assist with adult basic education? pursuing the concept of quality in the context of education for all, in Singh and McKay 2004a:191-222

Youngman F 2003 Training the Post-CONFINTEA Adult Educator. *Adult Education and Development* 54:285-299

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

Youngman F and Singh M 2005 Strengthening the Training of Adult Educators: learning from an inter-regional exchange of experience, Hamburg: UIE (version used here is text in advance of publication, by kind permission)

Zaman M Q 1999 Religious education and the rhetoric of reform: the madrasa in British India and Pakistan, *Comparative Studies in Society and History* 41/2: 294-323.

Case studies written for this study
Fentiman Alicia (SomDel), Somalia
Dhaka Ahsania Mission, Bangladesh
LABE, Uganda
World Education, Nepal
Nirantar, India

PAPERS written for this study
Mitra Amit
Ireland Timothy D
Potter Kristen E
Doronila Maria Luisa C
Maruatona Tonic
Newman Kate

some of the more important websites accessed in February 2005
rrz-uni-hamburg.de/UNESCO-UIE/literacyexchange: country files – Afghanistan, Brazil, India, Jamaica, Mexico, Mongolia, Nicaragua, Oman, Somalia, South Africa, Syria, Tanzania, Tunisia,
www.col.org
literacyforall.com
uppinghamseminars.org
literacyonline3.org
unesco.org/education
Harvard.edu
ACCU
Action Aid
www.elabrojo.org.uy
www.iiz-dvv.de
www.literacy.org
NCSALL
www.pactpublications.org
www.pria.org
www.projectliteracy.org.za
www.unesdoc.unesco.org
www.worlded.org
www.nald.ca

ABETT – adult basic education and training teacher; ALE – adult literacy educator (of all kinds, both facilitator and ABET teacher); ALF - adult literacy facilitator; ALLP- adult literacy learning programme; TABETT – training of ABET teachers; TALF - training of ALFs; TOLE – training of literacy educators (of all kinds); TOT – training of trainers of adult literacy educators

e-mail messages received and cited in connection with this study.

Aderinoye	Rashid
Afzal	Tabassum
Alam	Kazi Rafiqul
Archer	David
ASPBAE	
Ballara	Marcela
Berner	Rebecca
Betts	Julia
Castle	Jane
Cheffy	Ian
Chitrakar	Roshan
Christians	Eunice
Daswani	CJ
Deyo	Lisa
Diallo	Sonja
Eccher	Celita
Einarsdottir	Marta
Farah	Iffat
Fentiman	Alicia
French	Edward
Ghose	Malini
Gil	Carolina
Greaney	Vincent
Greany	Kate
Hildebrand	Henner
Hinzen	Heribert
Howard	Lindsay
ICAE	
Iskandar	Laila
Kalman	Judy
Kapur	Aanchal
Katahoire	Anne
Kell	Cathy
Khan	Maria
Khan	Nafiz Uddin
Kiirya	Patrick
Kisira	Simon
Kolia	Chrysanthe
Kowalski	Marita
LABE	Uganda
Land	Sandra
Leumer	Wolfgang
Lillis	Kevin
Lind	Agneta
Lovegrove	Bernie
Mace	Jane
Maddox	Bryan
Masagão Ribeiro	Vera

McCaffery	Juliet
Merrifield	Juliet
Miller	Andrew
Millican	Juliet
Morgan	John
Omolewa	Michael
Oxenham	John
Packer	Steve
Papen	Uta
Pennells	Jason
Peppler Barry	Ulrika
Poznyak	Svetlana
PRIA	
Rahman	Shaheen Attiqur
Rampal	Anita
Robinson	Clinton
Robinson Pant	Anna
Rosser	Jane
Sabri	Aisha
Saldanha	Denzil
Sandhaas	Bernd
Schlicht	Patricia
Schrof	Alex
Schrof	Alexander
Shah	S.Y.
Shrestha	Chij Kumar
Simonetti	Beatriz
Singh	Madhu
Smith	Cristine
Steinberg	Carola
Street	Brian
Tandon	Rajesh
Torres	Rosa Maria
Tuchten	Gwyneth
Van Niekerk	Jonathan
Verbole	Alenka
Wagner	Dan
Watson	Keith
Williams	Dona
Yates	Christopher
Youngman	Frank
Zubair	Shirin