RESEARCH DESIGN FOR FUNCTIONAL LITERACY

Report of a Sub-Regional Workshop

Seoul, Republic of Korea
26 April - 1 May 1993

UNESCO PRINCIPAL REGIONAL OFFICE FOR ASIA AND THE PACIFIC
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Chapter One

INTRODUCTION

1. Background

The Asia-Pacific Programme of Education for All (APPEAL) was launched by UNESCO in 1987 to provide basic education for all children, youth and adults in Asia and the Pacific through (1) universal primary education; (2) literacy programmes for youth and adults who have not completed primary education, and (3) continuing education to provide opportunities to learn continuously in order to improve the quality of life of the people. The Education for All (EFA) Movement was reiterated and strengthened by the World Declaration on Education for All adopted by the Jomtien Conference in 1990 on the occasion of the International Literacy Year 1990.

The UNESCO Principal Regional Office for Asia and the Pacific (PROAP) has been co-operating very closely with the Member States to implement APPEAL activities especially through the National Co-ordination Committee of APPEAL in the countries in the Region. The Primary Education Programme has already made a remarkable progress in the region. But there are still about 600 million illiterates in the region who have never enjoyed primary education, and more than one billion youth and adults who have only limited literacy competencies because they have had no secondary education. UNESCO/PROAP has developed APPEAL Training Materials for Literacy Personnel (ATLP) to help member countries improve their literacy programmes. Similarly, it is developing APPEAL Training Materials for Continuing Education Personnel (ATLP-CE) to help improve the continuing education programmes of Member States.

At present, a large number of people have acquired basic literacy skills through primary schooling or through literacy programmes in many countries in the Region especially in East Asia, Southeast Asia, Pacific and other Sub-Regions. But due to the rapid progress taking place in these countries, people with limited literacy skills are finding difficulty to be full participants in and beneficiaries of the development processes; thus they need to improve their literacy competencies from the basic to advanced levels.

At present, some countries are depending mainly on census reports to establish the number of literates and illiterates. These countries have yet to develop scientific methods to measure literacy competencies of the people.

Towards this end, UNESCO/PROAP, the Korean National Commission for UNESCO and the Korean National Co-ordination Committee of APPEAL jointly organized a Sub-Regional Workshop in the Republic of Korea from 26 April to 1 May 1993 on Research Design for Functional Literacy Levels.
Research design for functional literacy

2. Objectives

The objectives of the Workshop are:

2.1 To develop a consensus view of the concept of functional literacy including its scope and sequence;

2.2 To design a research methodology to assess the literacy levels of people living under different social, economic, and cultural contexts;

2.3 To develop instruments and procedures for carrying out the research; and

2.4 To write proposals for carrying out research in the participating countries in cooperation with UNESCO.

3. Participants

The Workshop was participated in by senior officials and academic experts on literacy and continuing education of some Member States; China, India, Indonesia, Malaysia, Philippines, Republic of Korea and Thailand. (Annex III gives the List of Participants)

4. Officers and consultants of the workshop

Participants of the Workshop elected the following officers to conduct the Workshop:

Chairperson : Dr. Zainudin Arif [Indonesia]
Rapporteur : Dr. Eligio Barsaga [INNOTECH]

Consultants of the Workshop were:

Dr. G. Rex Meyer [Australia]
Dr. Maria Luisa C. Doronila [Philippines]
Prof. Jong-Gon Hwang [Rep. of Korea]
Dr. Han Zunsang [Rep. of Korea]

Mr. T.M. Sakya of UNESCO PROAP was the Co-ordinator of the Workshop.

5. Opening ceremony

The Workshop was formally opened by Dr. Chung Hee-chae, Secretary-General of the Korean National Commission for UNESCO. In his opening address, he underscored the literacy problem in the Asia-Pacific region where 70 per cent of the world’s illiterate population reside. Through the Education for All (EFA) movement, he optimistically said, illiteracy will be eradicated in this century. He was very much concerned about the illiteracy problem among the marginalized groups of the population, the sectors that are difficult to reach -- hill tribes, women, slum dwellers, subsistence farmers, among others. He aptly expressed the need for functional literacy primarily because of the scientific and technological demands in many
countries and societies. Lastly, he was hopeful that the present workshop would lead to a very fruitful exchange of ideas and produce something that could be used in the different countries.

A welcome address on behalf of UNESCO/PROAP was given by Mr. T.M. Sakya, Co-ordinator of Asia-Pacific Programme of Education for All (APPEAL). He informed the body that while quite a number of countries in the Asia-Pacific Region have already attained high basic literacy rates, these are based on census results whose validity and reliability are at times questionable. Besides, census-based methodology measures only simple or basic literacy rates. Thus, there is an urgent need for a methodology to determine the real literacy status in the countries of the region.

He expressed UNESCO's heartfelt thanks to the Korean National Commission for UNESCO and the Korean National Co-ordination Committee for APPEAL for hosting the workshop in Korea, providing generous financial and technical resources.

Prof. Pham Minh Hac, First Vice-Minister of Education and Training and Vice-Chairman of the National Commission for UNESCO, Viet Nam looked forward to receiving the workshop results which he felt would be a significant contribution to his country's literacy programme. He expressed his sincere thanks to UNESCO APPEAL and Asian neighbouring countries which have extended assistance to his country's illiteracy eradication efforts.

The opening session was immediately followed by the presentation of the technical papers of the consultants, and in the afternoon by the country paper of the Workshop participants.

6. Open forum and special lecture

One of the highlights of the Workshop was the Open Forum, attended by more than 200 adult educators of the Republic of Korea invited to their special session.

Speakers at this session were:

1. Dr. Chung Hee-Chae
   Secretary-General
   Korean National Commission for UNESCO

2. Mr. T.M. Sakya
   Educational Adviser and
   Co-ordinator, Asia-Pacific Programme
   of Education for All
   [APPEAL], UNESCO/PROAP

3. Dr. Lee Young Duk
   President
   Myong Ji University
4. Mr. Kim Jae-tae  
President  
Korean Society for Adult Literacy

5. Prof. Pham Minh Hac  
Vice-Minister of Education and Training, and  
Vice-Chair, Vietnam National Commission for UNESCO

The main points of their speeches are given below:

Mr. T.M. Sakya noted that the Region is very diverse and complex and that while some countries are already industrialized or newly industrialized, others are developing or least developed. Mr. Sakya also highlighted the changing definitions of literacy. It is no longer sufficient that an individual simply knows how to read, write and perform computations. He or she must be able to cope with changing conditions created by technological and scientific developments and industrialization.

Dr. Lee Young Duk, President of Myong Ji University, expressed his formal greetings and welcome to the workshop participants and the Korean adult literacy educators who attended the open forum. He expressed optimism that the UNESCO workshop on research assign for functional literacy levels will eventually lead to the practice of adult education in the participants’ countries. Mr. Kim Jae Tae, President of the Korean Society for Adult Literacy and Basic Education, was delighted at having the workshop held in the Republic of Korea. He said that the workshop provided an opportunity to renew old relationships and form new relationships between and among people in the Asia-Pacific region.

Dr. Chung Hee-Chae, Secretary-General of the Korean National Commission for UNESCO, assured the participants and guests of the continuing support of the Korean National Commission for the UNESCO objectives and programme on literacy.

In this workshop, he said, there shall be no distinctions between guests and hosts. He fully subscribed to the common goal of basic education for all (EFA) and hoped that the workshop could come up with literacy measures that are applicable to the Asia-Pacific region.

The next session of the Workshop featured a special lecture from Dr. Jong-Ha Han, President of the Korean Development Institute (KDI) delivered a special lecture on science and technology for all. He raised four issues related to current science and technology education for all in Korea. He pointed out that:

- What students learn in school is out-dated science, but what they see in everyday life is advanced technology.

- In view of the present development trends, Korea is expected to develop into a highly industrialized society by the year 2000.

- Majority of science teachers lack the teaching skills to promote and develop problem-solving ability, creativity and an inquiring mind in students.
Introduction

- Students feel that science subjects are too difficult for them to understand. The teaching of science is still essentially academic-oriented with too much emphasis on abstract theories.

Given these issues, Dr. Jong-Ha Han proposed as an alternative the adoption of the Science, Technology and Society (S/T/S) model of science teaching in Korea in order to strengthen the present science curriculum and to ensure that all adults become scientifically literate. The S/T/S model, among others, prepares individuals to use science for improving their own lives and for coping with an increasingly technological world. It prepares students to deal responsibly with technology and society issues and provides students with an accurate picture of the requirements and opportunities involved in the multitude of careers available in the S/T/S area.

7. Adoption of the Draft Report of Proceedings

The workshop participants as a body discussed and approved the draft report of proceedings presented by the Workshop Rapporteur.

8. Closing session

Mr. T.M. Sakya gave the closing statement on behalf of UNESCO/PROAP. He mentioned that in the past it was quite difficult to get adult literacy educators and non-formal educators to be interested in research as they were more preoccupied with day-to-day problems of education. Today, however, they have realized the importance of research in the development of more functionally effective education and training programmes. He stated that the outcomes of this Sub-Regional Workshop should stimulate appropriate research in this field. Mr. T.M. Sakya expressed, on behalf of UNESCO/PROAP, his very sincere thanks and appreciation to the Korean National Commission for UNESCO and its staff, the Korean Society for Adult Literacy and Basic Education, the Myong Ji University, and other agencies which made the holding of the workshop possible in the Republic of Korea. The hospitality, support and assistance extended to the workshop participants and consultants and the UNESCO/PROAP staff during the entire period of the workshop were crucial in the achievement of the Workshop Goals and objectives.

Prof. Jong-Gon Hwang, overall Workshop Co-ordinator, was very pleased to see the workshop end successfully with all expected outputs accomplished in due time. He also expressed his gratitude and appreciation to UNESCO/PROAP and the Korean National Commission for UNESCO for giving the Republic of Korea the opportunity to host the workshop.
Chapter Two

SUMMARIES OF PAPER PRESENTATION

by Workshop Consultants

Providing information and inputs to the Workshop were four papers presented by Mr. T.M. Sakya of UNESCO/PROAP and by the three UNESCO consultants, namely: Dr. Rex Meyer (Australia), Dr. Zunsang Han (South Korea) and Dr. Maria Luisa Doronila (Philippines).

Dr. Meyer’s paper discussed, among others, the 1989 study on levels of literacy in the Australian adult community.

Dr. Han’s paper included a proposal on the concept of adult functional literacy in Korea, which could be used in undertaking literacy studies in the country. He defined adult functional literacy as a context-bound continuum of skills, progressing from simple to complex. It involves the capacity of individuals to understand written information available and necessary in their daily lives.

Dr. Doronila’s paper focused on three major considerations towards the development of a functional literacy programme for Philippine communities which would have implications on similarly situated communities in other countries in the region. These considerations were on: (1) major problems related to the understanding of functional literacy, (2) major approaches to the development of functional literacy, and (3) a possible research design for a naturalistic, context-specific study of functional literacy.

Executive summaries of the four papers are as follows.

Paper No. 1: Learning Society: A Myth or a Reality by T.M. Sakya

As early on 1987, and long before the Jomtien Conference, the countries in Asia and the Pacific recognized the value of basic education for all when UNESCO launched the Asia-Pacific Programme of Education for All (APPEAL). APPEAL has for its aim the universalization of primary education, the eradication of illiteracy, and the provision of continuing education for development. Twenty-three Member States have actively participated in the Programme, forming National Co-ordination Committees to promote it in their countries.

One of the major projects of APPEAL that have proved to be very helpful in improving the literacy programme in the Asia and Pacific Region is ATLP (APPEAL Training Materials for Literacy Personnel). These materials are developed taking into account the three defined levels of literacy (i.e., basic, middle level, and self-learning level) and are now widely used in the Member States.
APPEAL, in general, and ATLP, in particular, is one big step towards the realization of the vision of a "learning society" as embodied in the famous report, Learning to be: The World of Education, Today and Tomorrow," Paris, 1972. In this new society, everybody will be learning throughout life and at the same time everybody will be teaching others all the time. Thus, it is not only schools and colleges, but all organizations such as factories, business enterprises, non-governmental organizations, people's organizations and informal associations, whether religious, economic, socio-cultural, which will serve as education providers.

Since the formal education system in many countries is relatively structured and rigid, the burden of promoting lifelong education has rested on the shoulders of out-of-school non-formal education (NFE). However, the problem is that in many countries in Asia and the Pacific Region there is a lack, if not the absence, of a national policy, plan or organizational structure for out-of-school NFE. It is in this context that APPEAL has to work closely with the member States in order to improve their policy planning, management, curriculum and materials development, staff training, research and evaluation for out-of-school continuing education.

Through ATLP-CE, APPEAL has proposed an organizational structure, a planning and management system to address the problem. At the heart of the system is the concept of a learning centre. It shall be established in every community as multi-purpose centres providing the resources for library work, discussion, sports, vocational training, socio-cultural and other education- and training-related activities. This learning centre is the basic building block of continuing education, or more generally, of the life-long learning system.

APPEAL is trying to define the roles of government and non-government sectors in the development of life-long learning system. The role of governments would be to provide the necessary support systems by way of overall policy direction, planning, guidance and counseling, personnel training, and so on. The role of the non-government sector would be more central as it will be the main education providers.

In the course of implementation of APPEAL since 1987, with the "learning society" always in mind, the implementors' lack of interest and expertise in undertaking research on out-of-school continuing education has always been one of the major weaknesses encountered. It is hoped, therefore, that this workshop will encourage the practitioners and academicians engaged in out-of-school continuing education and life-long learning system to promote and strengthen research activities in their respective countries.

**Paper No. 2 : Assessing Functional Literacy : Problems and Challenges**

by G. Rex Meyer

Current trends indicate that defining adult literacy in terms of technical aspects of reading, writing and numeracy alone is inadequate. In addition literacy is now seen as including those skills necessary for adults to function adequately in society and which contribute to their personal development as autonomous members of society.

In Australia the term, literacy, is currently defined as "using printed and written information to function in society to achieve one's goals and to develop one's knowledge and potential".
Research design for functional literacy

Recent surveys in the United States have indicated that census definitions of literacy are inadequate since it has been shown that over 30 per cent of the adult population cannot perform basic reading, writing and numeracy tasks necessary to function adequately in a modern communication-based society.

In 1989 a study of levels of literacy was undertaken in the Australian adult community. It adapted a procedure used in the United States in 1987 under the National Assessment of educational Progress Project (NAEP). Literacy achievement was defined according to five levels of difficulty: (1) rudimentary, (2) basic, (3) intermediate, (4) adept, and (5) advanced in the use of the documents, prose and quantitative materials. It was found that only 70 per cent of the adult population could function at the advanced level and that quantitative and technological areas were the weakest. This was broadly consistent with the findings in the United States. Factors related to levels of achievement included levels of formal education, age, literacy resources in the home, occupation and ethnicity.

In undertaking research into levels of literacy achievement attention should be given to achievements in technical aspects of literacy, in the development of functional aspects, in actual levels of mental ability and perhaps in other areas such as learning styles. The aim should be to identify causes of low achievement and to suggest strategies for improvement.

Paper No. 3: A Proposal on the Concept of Adult Functional Literacy in Korea, by Zunsang Han

There have been several studies conducted on adult functional literacy in Korea. However, those studies were undertaken without a clear definition of what the levels of adult functional literacy should be.

In western countries, literacy is defined as the capacity to acquire and exchange information through the written word, and functional literacy as the possession of competencies and information required to accomplish transactions which an adult wants to engage in and entailing reading, writing and numeracy. This definition is in a sense applicable to literacy studies undertaken in Korea.

It is thus not wrong to say that functional illiteracy in Korea is a situation reflecting an absence of sufficient skills to make adequate use of various types of written information in everyday life. It is also true that adult functional literacy refers to information processing skills needed to compete for economic efficiency and to effectively use daily printed matter at work, at home, and in the community.

Functional literacy in terms of information processing skills must include the three core skills of reading, writing, and numeracy along with communicating and thinking skills. This type of definition is necessary for empirical and operational studies to investigate skills required for daily living.

In conclusion, adult functional literacy should be defined and characterized by the following:
Summaries of paper presentation

1. It involves more than having the basic and core reading and writing skills. It involves the capacity of individuals to understand written information in everyday life.

2. It is context bound. It concerns skills that are necessary within a specific community. Necessary skills would vary from individual to individual, depending on specific situations;

3. It forms a continuum. It consists of a complex of skills which an individual can have at his or her disposal, depending on the criteria of functional literacy in present Korean society.

Paper No. 4: Towards the Development of a Functional Literacy Programme, by Maria Luisa C. Doronila

This paper discusses some considerations towards the development of a functional literacy programme for Philippine communities, to include the following: (1) major problems related to the understanding of functional literacy, (2) major approaches to the development of functional literacy, and (3) a possible research design for a naturalistic, context-specific study of functional literacy. These considerations have implication for similarly situated communities in the region.

The major problems related to the understanding of functional literacy have been delineated by Wagner (1987) after a comprehensive review of the literature. These are: (1) the problem of definition, (2) the problem of literacy acquisition, (3) the problem of retention, (4) the problem of individual consequences of literacy (and its opposite), and (5) the problem of the social consequences of literacy (and illiteracy).

Definitions. Two general definitions from Gray (1956) and UNESCO (1987) affirm the context-specificity of functional literacy but UNESCO goes further by advancing the concept of a continuum of skills, thus opening the possibility of deriving general and specific categories of skills and abilities.

Literacy Acquisition. Issues related to this problem are: (1) the understanding of the range of abilities required by the social context for a given written language in order to specify the range of reading abilities, (2) the role and sources of motivation in literacy acquisition, (3) general approaches to the teaching of literacy, and (4) the special phenomenon of individuals who have learned to read and write on their own.

Retention. This problem is ultimately connected with educational wastage particularly at the formal education levels, retention capacities of school leavers at different grade levels, and the conditions under which literacy is retained or lost.

Individual Consequences of Literacy. A study of functional literacy should contribute to the individual consequences of literacy to individual development, conceptualized in terms of self-concept, further motivation to learn, values related to empowerment (e.g. ability to take initiative, participation in community efforts, orientation to change, risk-taking, adaptive capacity for scientific -- technological change and processes).
Research design for functional literacy

Social consequences of literacy. Little research has been done in this area, particularly the relation between literacy and social participation, and capacity of marginalized groups to get involved in development efforts.

General Approaches to the Study of Literacy. Two approaches are current in the literature: the levels concept which is dominantly psychological and hierarchical, and the activity theory which postulates that the integral units of human life can be conceptualized as activities involving both specific actions and operations. Activities may be classified as to (1) economic, (2) socio-cultural and (3) political-civic. Operations required for these activities include aspects of literacy and numeracy which could then be broken down into particular skills classified by level of complexity.

The research design that follows from the theoretical approach using the concept of activity incorporates all the five problems related to the understanding of literacy, given earlier.
Chapter Three

SUMMARY OF COUNTRY EXPERIENCES IN LITERACY PROGRAMMES AND LITERACY RESEARCH

As part of the inputs to the workshop on research design, country representatives presented papers detailing their own experiences in organizing literacy programmes and conducting literacy research. This enabled the workshop participants to share experiences with one another, making each one aware of what their neighbours are doing to minimize if not totally eradicate illiteracy. This idea exchange provided them with various models of literacy programmes and research which they could adopt or adapt for their respective countries.

Country Paper No. 1: *Literacy and Functional Literacy Education in China* by Mr. Chen Tixian

China is the most populous country in the world with a big population of non-literate. The success of literacy programmes in China is of great significance to the progress of the world as well as to the development of humankind.

Before the founding of the People's Republic of China in 1949, illiterates made up more than 80 per cent of the population. After 1949, literacy became an important item on the agenda of the government. As a result of its unceasing efforts, a total of 180 million people have become literate. The illiteracy rate of the general population continues to be scaled down year after year. The Fourth Population Census in 1990 indicated an illiteracy rate of 15.88 per cent. At present, the illiteracy rate among the 15-40 age group is less than 10.4 per cent of total population.

Functional illiterates are those who have reached the requirement of basic illiteracy but have difficulty in coping with the present reality of social life and in self development. For example, they do not know how to fill in the forms to apply for bank loans, apply for public financial support, and for medical and health allowance. Functional illiterates come into being along with social progress and the development of science and technology, which make social life more complicated. The standard of functional literacy varies according to the level of development of each individual country and region. Generally speaking, the criteria of functional literacy must be dynamic and development.

Post-literacy education refers to educational activities catering to neo-literates. The purpose of these activities are: (1) to help neo-literates, (2) to improve their adaptability to social development, (3) to prevent relapse into illiteracy, (4) to enable them to master more sophisticated learning and technical skills needed for independent learning, and (5) to acquire other skills needed in modern life and in individual development.
Research design for functional literacy

Functional literacy programmes in China are still at the starting and exploring stage. The present programmes are integrated with literacy and post-literacy programmes. The development of literacy skills and the development of functional literacy skills are combined. A common practice is to add knowledge of practical life into the existing curriculum of literacy materials according to the local needs and situation. For instance, there are literacy and science programmes for literacy in science, literacy and law for literacy in law, literacy and health programmes for improving the living standard of the people, literacy and practice for improving the ability in abstract thought and the ability to solve problems. The assessment and evaluation will be made against these respective contents.


The specific objectives of this research project included: (1) establishment of a new literacy conceptual model, (2) development of the tool to measure literacy levels, (3) identification of the literacy status of a sample of Korean adults, (4) overview and analysis of literacy education history in Korea and its implications to literacy education policy strategies, (5) analysis of current literacy education institutions and programmes, (6) drawing policy implications for enhancement of literacy levels and functional literacy education.

The measurement tool in the present research was developed through two rounds of a Delphi survey. A series of pilot surveys was also conducted whose results fine-tuned the findings of the Delphi to develop the final measurement tool.

The research instrument consisted of three levels and phases: (1) Level I (Rudimentary literal literacy), (2) Level II (Basic 3R literacy), (3) Level III (functional life-skill literacy). Twenty items were developed according to the three levels in this instrument.

The research instruments were administered to a sample which included 2,116 Korean adults randomly drawn from the population 13 years old and over. Face-to-face structured interviews were used to ensure the accuracy of the survey.

The average overall literacy was found to be 14.9641 from the maximum possible score of 20; 31.8 per cent of the respondents scored below the average, with 5.8 per cent of these scoring zero or totally illiterate.

The overall literacy status was as follows:

1. Completely Illiterate Group (Literacy Score : 0) 5.8%
2. Rudimentary Literate Group (Literacy Score : 1-9) 8%
3. Basic 3R Literate Group (Literacy Score : 10-15) 23.9%
4. Functionally Literate Group (Literacy Score : over 15) 62.0%
Country Paper No. 2.1: History and Current Problem of Literacy in Korea,
by Yoon Bok-Nam

The campaign for literacy education was initiated and characterized as a national movement of enlightenment for independence and modernization during the period of Japanese colonial rule. It was sustained by volunteer students and teachers during summer and winter vacations and sponsored by newspapers and other voluntary organizations. However, the number of literates remained at 18 per cent at the time of liberation in 1945. The massive campaign for literacy education was actually started after 1945 by local schools and voluntary organizations. Government encouraged the establishment of civic schools throughout the country which were responsible for literacy and basic education for those who had missed their primary education opportunities.

In 1953, a Five-Year Plan for the eradication of illiteracy was launched by the Ministry of Education, mobilizing high school students and local teachers to organize adult classes in public schools and other civic facilities. As a result, the literacy rate increased from 18 per cent in 1945 to 94 per cent in 1960 according to the Ministry of Education Report. Since then literacy work has been totally ignored and neglected by the government as well as by the general public.

One of the problems regarding literacy education is the indifference and apathy about problems of illiteracy on the part of the government as well as the general public in Korea. One of the reasons for this disregard of illiteracy problems may be caused by the complacency on the part of the government and the general public, and the inaccuracy of the illiteracy data reported by the government in 1950s. This fact might also be explained by the vagueness of the concept, ambiguity of criteria and inaccuracy of methodology for data collection.

However, since the middle of the 1980s, literacy education has been stimulated by the re-examination and discussion of literacy issues by adult education groups such as the Korean Association of Adult Education. Advocacy has been initiated by UNESCO, and materials provided by other international organizations of adult education.

There have been two literacy surveys conducted by the Korean Association of Adult Education (H.J. Hwang B. Yoon) in 1984 and the Korean Educational Development Institute (U. Choi) in 1990. While the former was a case study for women in selected urban areas, the latter was a national survey with elaborate measurement tools. According to the KEDI study, 11.9 per cent were identified as illiterates.

The specific recommendations of the study were:

1. Further elaboration and clarification of the conceptual model of literacy.
2. Development of diverse literacy measurement tools including new areas of literacy.
3. Follow-up research effort to identify the causes of illiteracy and to develop policy measures for the functional illiterate groups.
Research design for functional literacy

Country Paper No. 3: Adult Literacy and Post-Literacy Programmes in Malaysia
by Hj. Ibrahim B. Hj. Mohd. Yunus

The Community Development Division under the Ministry of Rural Development in Malaysia states its main objectives as follows:

'To change the attitude of the community to be self-reliant and to create awareness towards nation building so as to improve their quality of life.'

Mass literacy campaigns were launched in 1961 to eradicate illiteracy amongst the rural Malays and to teach the reading and writing of the National Language to Non-Malays. These campaigns were carried out under the Adult Education Division which was renamed in 1970 as the Community Development Division. Its functions were expanded to include the following components:

- Basic communication skills (3 Rs)
- Life and occupational skills
- Economics, civics and political consciousness

By 1970, illiteracy eradication had been gradually phased out in West Malaysia, but top priority was still given to Sabah and Sarawak (East Malaysia) where illiteracy rates are still high. At present there are 347 functional literacy classes with 233 CD workers and 5,860 learners.

The aims of this Programme are:

1. To instill knowledge, skills and attitudes in reading, writing and numeracy based on the needs and problems of the clientele;
2. To raise awareness concerning the causes and alternative solutions to the problem;
3. To help learners actively participate in their personal development and the development of the society; and
4. To improve their quality of life.

The functional concept is based on important areas of social concern with four major categories namely: female life, economics/income, health and civic consciousness.

Levels of literacy skills are divided into three: Basic Level, Middle Level and Self-Learning Level which requires at least 200 contact hours to achieve a level of literacy which enables adults (15 years and above) to continue learning on their own, including time for practising skills. The instructional time has been apportioned over three levels in the proportion of 3:2:1.

The Community Development Division under the Ministry of Rural Development in Malaysia states its main objectives as follows:
Summary of country experiences in literacy programmes

"To orient the rural people for involvement in national development and to make them more self-reliant and capable of improving their economic and social status of their own accord."

Country Paper No. 4: The Literacy Situation in India, by Mr. P.K. Tripathi

In order to bring about improvements in literacy levels, emphasis was given to expansion of the school system. Simultaneously, attempts to educate the adults were made through a number of programmes. In 1978 adult literacy was placed on the national agenda and a national adult education programme was launched. With a change in government in 1980 and due to failure to provide a mechanism for generating a demand for literacy, significant achievements could not be made. In 1988 the National Literacy Mission Authority was created. The objective was to make 80 million people literate by 1995.

The success of the total literacy campaign in `elnakulam' and the replication with successful implementation in other parts of the country have proved that it is possible to achieve literacy in a campaign mode. The TLCs have the following characteristics:

1. They are area specific, time bound, results-oriented.
2. They integrate people's participation with professional management.
3. They are preceded by mass media campaigns to generate and sustain a demand for literacy.
4. They are volunteer based and lead to a people's movement.
5. Both government and non-governmental organizations work as partners.

A new pedagogy called I.P.C.L. (Integrated and Participative Content of Learning) was evolved to provide for literacy in 200 hours as per NLM norms. The main features of I.P.C.L. are:

1. It integrates lessons, drills and tests in three primers.
2. Primers are designed on the principles of progression from stage to stage.
3. The word method is used to instill confidence in the learner.
4. The content of the lesson is related to the lives of the learner.
5. A system of non-threatening testing ensures the motivation of the learner.
6. Teaching is done in a participative manner.

In order to carry out the evaluation of learning outcomes, an expert group under Dr. R.H. Dave, Director of UNESCO Institute at Hamburg was created. The group has converted the NLM norms into specific competencies and also evolved a modern test for testing these competencies through research.
Research design for functional literacy

The country is now facing the challenge of implementing TLC and a post-literacy programmes which would consolidate the gains of TLC and help the learners to move from guided learning stage to a stage of self-guided learning.

Country Paper No. 5: The Learning Package "A" Literacy Programme of Indonesia
by Dr. Zainudin Arif.

During the post-colonial period, the implementation of literacy programmes was assigned to the Directorate General of Non-formal Education, Youth and Sports under the Ministry of Education and Culture. After some years of implementation, it seemed that the illiteracy rate had dropped from 94 per cent in 1945 to 60.8 per cent in 1961 (1961 census). Based on the population survey conducted in 1985, the illiteracy rate had further dropped to 15.4 per cent.

The objectives of the literacy programme in Indonesia have been set as follows:

1. To enable illiterates to acquire skill in the 3 Rs., in basic education and in speaking Bahasa Indonesia;
2. To use literacy programmes as means for further development activities; and
3. To increase the functional knowledge and skills of learners in basic education.

Since 1976 the government of Indonesia has developed a Package "A" for literacy programme. The Package "A" is a series of basic learning materials covering all areas of life which are required by illiterates and primary school drop-outs in order to enable them to become responsible and productive citizens. Package "A" may be studied through a learning group or through self-learning.

Under the literacy programme, evaluation is regarded as a built-in activity through all stages of the programme for continuous improvement. There are two types of evaluation implemented in the literacy programme: (1) formative and (2) as summative evaluation. Formative evaluation emphasizes the on-going process to improve quality; summative evaluation aims to measure the products or results of the literacy programme.

Research studies in the literacy programme have been conducted on an incidental basis. Most of these studies focussed on issues related to learners' motivation, learning materials for literacy programme, relevance and efficacy of programmes, the impact of literacy programmes and learner achievement.

Country Paper No. 6: Literacy in the Philippines: A Status Report
by Dr. Eligio O. Barsaga.

The Report describes the literacy situation of the Philippines and its context, the country's literacy programme as implemented by the Department of Education, Culture and Sports (DECS), and the country's experience in literacy testing and measurement.
The country's literacy growth from the turn of the century until 1990 is quite evident based on the census results. In spite of this increasing literacy trend, however, the number of illiterate Filipinos, ten years old and above, has increased due to yearly accumulation. This was a result of the fact that there are still many children of school-going age who are not in school for various reasons, many of which are poverty-related. The second reason has to do with the low cohort survival rates (CSR) due to dropping out of students before finishing the primary school.

The findings of the Functional Literacy, Education and Mass Media Survey (FLEMMS) in 1989 found that while the country's simple literacy rate is high at 89.8 per cent, its functional literacy rate is low at 73.2 per cent. This means that about 17 per cent of the population do not have the needed skills to carry out simple functions in life and to interact with others in society.

In addressing the country's functional literacy problem, the DECS has come up with a functional literacy programme with three literacy levels representing three levels of the clientele: basic, intermediate and advanced. It has also come up with a curriculum grid that is responsive to the competency needs of the three levels or groups of literacy clientele. Built into this grid are competency indicators for the three literacy levels. These indicators are being used as basis for the development of literacy testing instruments, comprehensive enough to enable literacy programme implementors to determine at what literacy level a particular trainee is or what he has achieved after undergoing the programme.

Considering the validity and reliability limitations of the census methodology in determining the literacy rate of the country's population, two researches have been undertaken to test alternative methodologies. The first one was done in 1985 entitled, "The Development and Utilization of Literacy Measures Project." The second was in 1989 popularly referred to as the FLEMMS (Functional Literacy, Education and Mass Media Survey). A third research project, which is currently ongoing, is aimed to develop a literacy map among provinces identified by the FLEMMS as low in functional literacy.

Country Paper No. 7: The Literacy and Functional Literacy Situation in Thailand, by Wichitra Samanasena

Literacy in Thailand started with a literacy project and a national literacy campaign. In order to cover the vast number of illiterates through a literacy programme, Thai policy aimed to mobilize all possible human resources from community, governmental and non-governmental agencies. Neo-literates who have passed the tests and desire further education can participate in functional literacy skills development.

After this project, adult education expanded to cover continuing education in both general and vocational areas and provision of learning resources such as public libraries, radio and television, museum, audio visual units.

Adult education in Thailand has used a variety of approaches, and techniques according to the different target groups. It has employed an individualized approach, a group approach and
Research design for functional literacy

a community approach. It has operated in a classroom, semi-classroom (such as libraries, radio and television and printed materials) and in interest groups.

Adult education in Thailand has been carried out both independently and co-operatively. It has sought to encourage other agencies to join in the conduct of adult education programmes. It also works with other agencies for integrated development.
Chapter Four

FIELD VISITS TO LITERACY AND CONTINUING EDUCATION PROGRAMMES IN KUMI AND TAEGU

The field trip organized on 28 April 1993 had the principal objective of familiarizing workshop participants with literacy and continuing education programmes in Kumi and Taegu.

All the participants visited Dongkuk Workers High School for Girls in Kumi, then proceeded to Taegu City where the participants were divided into three groups to visit, respectively, the Taegu Women’s Centre (Group I), the Catholic Labour Workers’ Centre (Group II) and the Bok-Myong Lifelong Education Centre (Group III).

The reports for these four visits are given below.

Group I: Visit to the Taegu City Authority Women's Hall

Participants
Dr. G. Rex Meyer [Australia]
Dr. Maria Luisa C. Doronila [Philippines]
Mr. T.M. Sakya [UNESCO/PROAP]
Mr. Park, Byung-Ok [Rep. of Korea]

This institution was founded in 1991 by the city authority as a result of requests from the community to establish continuing education facilities for adult women in Taegu City.

Three categories of programmes are provided namely, (1) vocational courses including hairdressing, cooking, paper hanging, computers and electricity, embroidery and clothing design; (2) leisure programmes such as gardening, calligraphy, music, aerobics, design, poetry, painting, philosophy and foreign languages, and (3) general education to meet the daily needs of housewives such as general culture, tax law, civics, basic science, and commerce. Programmes are widely publicized by the city authorities in newspapers, radio and T.V.

Courses in the vocational strand are each of four months duration and, in the other strands, of three months duration. Classes are held for three hours per day in each subject with timetables from 10 a.m. to 12 noon and from 2 p.m. to 5 p.m. They are practical and participatory in nature.
Research design for functional literacy

Attendance is free and there are always more people wishing to attend than there are places available. The enrolment in the three strands is currently over 1,000 and breaks down approximately 4 : 4 : 2 for the vocational, leisure and general educational strands.

All participants completing the courses receive a Certificate of Attendance. In the case of the hairdressing and cooking vocational courses, successful participants may sit for national accreditation examinations. They are usually highly successful.

There are 34 full-time staff including 12 women and a part-time team of 24 specialist lectures. The facilities of the Centre are comprehensive and appropriate. Equipment and resources are modern and reflect latest technological developments. All classrooms and workshops are well equipped with audio-visual facilities and comfortable furnishing.

Group II: Visit to the Catholic Centre, Taegu City

Participants

Dr. Eligio B. Barsaga [INNOTECH]
Dr. Lucille C. Gregorio [UNESCO/PROAP]
Mr. Jo Woo Ho [Rep. of Korea]

The Taegu Catholic Centre provides Literacy and Vocational Training to (1) trade union Workers, (2) women planning to enter marriage and (3) special groups.

Training for Trade Union Workers is specific to their needs, for example, strategies for negotiating for fringe benefits and salary status, human relationship. The training for women before entering marriage included planning a family, child and maternal care, health and nutrition and others. The programmes for special groups are (1) job-related (e.g. hair science, dress making, calligraphy, knot-tying, gift-wrapping); (2) recreational (e.g. aerobics, swimming); (3) on social behaviour (tea ceremony, table preparations); and 4) on special language studies (learning the Chinese characters, German language).

The Centre started operating in 1972 with initial support from the Women’s Catholic Organization of Austria through the Roman Catholic Ministry of Taegu City. The support terminated in 1992. However, the Centre is now self-sustaining with funding obtained from the fees paid by the Trade Union Workers, local civic organizations and the Taegu City government. The Centre is affiliated with the Yongnam Adult Education Association.

Group III: Field Visit to the Bok-Myung Life-long Education Centre

Participants

Mr. Chen Tixian [China]
Mr. Liu Wanliang [China]
Dr. Zainudin Arif [Indonesia]
Mr. P.K. Tripathi [India]
Literacy and continuing education programmes in Kumi and Taegu

Mr. Hj. Ibrahim bin Hj. Mohd Yunus [Malaysia]
Dr. Bok-Nam Yoon [Rep. of Korea]

On arrival at this centre a briefing was provided by Dr. Bok Nam Yoon. The centre is named after its founders: Bok-Nam Yoon and Myung Sook Kim. It was established in Taegu City in 1987 and has been conducting literacy classes for the urban poor. The participants are mainly female between the ages 17 to 72 years old. The building is rented. This Centre does not receive any grant from the government. The participants have to pay fees in order to join the classes. The fees collected plus a few donations from participants and donors are used to pay for the operational expenses. It was really an interesting visit, where exchange of views and ideas was held.

Visit to the Textile Plant and Worker High School, Tongkook, Kumi City

The entire group visited the Tongkook spinning company in Kumi township. The Government has by enactment provided for creation of educational facilities for the workers within industrial premises. The company is running a girls high school where 720 young girls workers are at present enrolled.

The group visited the science room, cooking room, arts and craft room, classrooms, science laboratory and computer room. The group also met the students and the vice-principal and observed the textile plant in operation.

The plant is fully automated and has increased its turnover from $5,966,000 in 1977 to $97,431,000 in 1990. The facilities and the surroundings were absolutely clean and aesthetically planned.

The girls' high school is meeting the felt needs of the girls workers who come from rural areas, by providing them a safe dormitory within the school premises and helping them to upgrade their skills. The arrangements for their study were adequate given a teacher - pupil ratio below 1 : 30. This helps the factory by attracting competent girls to join the workforce with upgraded skills. Although some percentage of the girls move away to enter the university, what is lost to the plant is a gain to the nation. Moreover, absence of higher educational institutions in the vicinity ensures that there is no exodus of workers and disruption in the activities of the plant.

The group felt that this is a futuristic programme which provides for continual upgrading of skills and deserves to be replicated.
1. The Concept of Functional Literacy

Various Definitions of Functional Literacy

In deriving the working definition of functional literacy used for the research approach recommended in this Report, currently available definitions were surveyed. These were from two sources: (1) definitions in the research literature and (2) definitions presented in the country reports by participants. Annex V gives the specific definitions of functional literacy used as bases for the consensus definition of functional literacy.

Consensus Definition of Functional Literacy

In defining literacy, separation of the concepts of literacy and functional literacy is counter-productive since all literacy should be functional. In ATLP and ATLP-CE, functional and technical aspects of literacy interact and are inseparable. Literacy therefore should be defined in functional terms.

For the purpose of doing research into levels of literacy achievement in the Asia-Pacific region, the Sub-Regional Workshop on Research Design on Literacy Levels defines literacy in this Report as follows:

Literacy is a context-specific, developmental, dynamic and open-ended continuum of skills, attitudes, values and general knowledge which enable an individual to acquire, evaluate, use and exchange written and quantitative information pertinent to livelihood and other social activities, to the level of economic development of the nation, and in fulfillment of self-determined objectives as individuals and as citizens.

The process of achieving literacy is essential for the growth of individuals to their full potential as autonomous members of society able to function creatively in day-to-day life, to contribute to the well-being of the community, and to foster the socio-economic development of the nation.

In developing literacy programmes for various sectors of the national population, special attention is drawn to the needs of specific groups, particularly the socially and economically disadvantaged.
This definition implies the following:

1. The practice and acquisition of literacy is embedded in specific socio-cultural contexts which vary between and within nations.

2. The process of literacy acquisition is phased, developmental and action-oriented, and should ensure that people do not revert to illiteracy.

3. Literacy is a continuum of competencies with definable minimum levels, but no definable upper limits.

4. These specific competencies are used in a global and integrated manner for the purpose of processing written and quantitative information of various types and levels of complexity. Literacy materials include documents, prose and quantitative written materials, and their combinations.

5. Job or livelihood and other functional requirements, levels of economic-technological development of the country and individual motivations and interests are important considerations for the actual practice of literacy. These considerations are essential for the growth of key areas in an information and technologically-based society, in fostering scientific and technological development, and in enhancing productive activities.

6. In any community, there are both general and specific categories of literacy tasks. The first category refers to tasks all adults must perform to function effectively in that community. The second category refers to specific needs, concerns and interests of individuals in their particular situations.

7. Due attention must be given to the actual process of achieving literacy. In particular, this process must
   - be liberating or promoting individual autonomy;
   - contribute to social interaction and mobilization, general mental skills development, adaptation to scientific-technological processes and the creative use of available and local resources;
   - foster such values as social participation, ethical considerations, national identity and unity, democracy and international understanding.

1.2.8 National literacy programmes must be responsive to the needs of specific groups, particularly the socially and economically disadvantaged, make them aware of the causes of their disadvantage and empower them to act to ameliorate their conditions.

1.2.9 Assessment of literacy levels must include achievement levels of clientele in formal- and non-formal education programmes.
2. Proposed Research Design for Functional Literacy

In doing research on functional literacy levels, the following general research questions serve as a heuristic device in developing the methodologies and instrument for data collection.

2.1 What are the standards and levels of adult literacy achievement in:
   a) the country as a whole?
   b) specified situations?

2.1.1 What are the standards and minimum literacy competencies needed by every adult to function effectively in a country as a whole and in specific situations?

2.1.2 What are the actual levels of achievement in terms of the above competencies?
   2.1.2.1 What are the criteria or indicators for each level?
   2.1.2.2 How many people have reached each level in the country as a whole and among specified groups?

2.2 What are the most appropriate methods and programmes of intervention to improve the situation?

2.3 What are the short-term and long-term impacts of the interventions?

These research questions are logically sequenced to show how the research activity should proceed. The first set of research questions will have to be answered first before addressing the second, and the second will have to be tackled next before going on to the third.

For the purpose of this report, only question No. 1 and its sub-questions are the main focus of each country's immediate follow-up research activities.

Research into existing levels of adult literacy achievement is necessary to find out the extent to which the adult population is able to use documents, prose and quantitative printed materials to function effectively in our rapidly changing societies. If we know the percentage of the adult population which has reached defined levels of achievement we can more rapidly develop programmes and other intervention strategies to improve the general levels of literacy achievement in the nation as a whole and for specific groups of people.

Therefore, the research methods described below are of two types. Type A is for a macro-level study, and Type B is for groups or at micro-level.

3. Methods for a Macro-level Survey

3.1 Steps in the Research
   3.1.1 Identify broad areas of competency needed by all citizens to function effectively in society.
3.1.2 Select specific examples of competencies in each area.
3.1.3 Broadly classify competencies in terms of difficulty based on the nature of the task.
3.1.4 Develop a difficulty scale.
3.1.5 Give examples and test items for each point on the scale.
3.1.6 Determine the numbers of adults who have achieved literacy at each level of difficulty.

3.2 Methods
3.2.1 Determine competencies and levels.
   3.2.1.1 Analyze National Development Plans and trends and identify broad areas of competency through document study and opinions of experts.
   3.2.1.2 Prepare a classified list of areas.
   3.2.1.3 Seek opinions from literacy workers, teachers, housewives, farmers, factory workers, and development officers about specific competencies in each category.
   3.2.1.4 Select at least five examples of competencies for each area.
   3.2.1.5 Get experts to sort the competencies on a three to five point scale of difficulty in terms of the nature of the literacy tasks.
   3.2.1.6 Validate the examples of literacy competencies and their positions on the scale through a small-scale sample survey.

3.2.2 Prepare background information instrument
   3.2.2.1 Prepare a background information instrument covering demographic, educational, socio-economic and cultural factors.
   3.2.2.2 Try out the background information instrument and test items in a field survey using a stratified sample. Item-analyze questions.
   3.2.2.3 Write test items for each competency at each level of the scale.
   3.2.2.4 Prepare a test which assesses literacy skills involving the use of prose, documents and quantitative materials and which sample all areas of competency at each level of difficulty. The test should consist of 20-25 items.

   It should have the following features:
   a) Designed to be administered face to face;
   b) Cost effective;
   c) To be administered easily in a non-threatening manner;
Research design for functional literacy

d) To be administered unobtrusively by using real or simulated objects;
e) To be administered in parts and with no time limit;
f) To be scored easily.

3.2.2.5 Recruit and train personnel to administer the test and the background interview instrument.

3.2.2.6 Administer the test and background interview instrument to a representative sample of adults.

3.2.2.7 Analyze and interpret the data collected.

3.2.2.8 Prepare reports which should include

a) percentage of people at each level of competency in each area;
b) discussion of weaknesses in literacy achievement and their causes and make recommendations to the policy makers and practitioners.

3.3 Research Instruments

Two research instruments are needed for the type of study suggested — an interview schedule and a set of literacy test items graded by difficulty.

3.3.1 Interview Schedule

Part A: General Background

Name: ..............................................................
Address: ...........................................................

..............................................................

..............................................................

Sex: .................
Age: ........
Number of years you attended school/college/university: .................

The following is an example only. Appropriate schedules should be developed by each research team according to the situation to be assessed in each particular country.

Number of years your father attended school, etc.: ...........
Number of years your mother attended school, etc.: ...........
What is your occupation? .................................

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Research design on functional literacy

What is/was your father's occupation? ..................

What is/was your mother's occupation? ..................

When you were a child how many books, such as dictionaries, novels, reference books and so on were in your house on average?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>13-16</td>
<td>More than 24</td>
</tr>
<tr>
<td>5-8</td>
<td>17-20</td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>21-24</td>
<td></td>
</tr>
</tbody>
</table>

Factors influencing levels

Among other things, respondents may be asked:

- Was there anything that kept you away from school more than other children. If so what?
- Was there anything that stopped you from writing well? If so, what?
- Was there anything that stopped you from reading well? If so, what?
- Was there anything that affected your schooling in some other way? If so, what?
- How many schools did you go to?
- How often were you read to while you were growing up?
- How good was school for preparing you for the kind of reading and writing tasks you need to do now?
- Did you have various kinds of books and other reading materials in your home while you were growing up?

3.3.2 Single items for a Literacy Achievement Test

The test should be constructed with the help of a specifications grid. An example of a grid is given on the following page. Note that there are three dimensions to the grid (1) levels of literacy difficulty, (2) area of functionality and (3) type of literacy documents, and quantitative. Only twelve example of possible items are shown in the grid. In practice these should be about 20/25 items. Number of levels and areas of functionality would be determined empirically according to the situation in each country.

Examples of possible items are given below.

The number of the item examples correspond with numbers in the cells of the grid. Levels of difficulty shown are arbitrary and are not based on rigorous research. Items themselves come from studies undertaken in Australia, Korea and U.S.A., as mentioned in participants' reports.
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Specifications Grid for Literacy Test

<table>
<thead>
<tr>
<th>Difficulty Level</th>
<th>FUNCTIONAL AREA I</th>
<th>FUNCTIONAL AREA II</th>
<th>FUNCTIONAL AREA III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Financial</td>
<td>City Life</td>
<td>General Skills</td>
</tr>
<tr>
<td>1. Simple</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>3. Intermediate</td>
<td>7</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Advanced</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

Example 1. Write your name in the space given on this credit card.
(Australia)

Example 2. Write one simple sentence including the name of your favourite fruit.
(Korea)

Example 3. How many persimmons are in the basket?
(Korea)
Example 4.  What time is it now? Please write down the time.
(Korea)

Example 5.  Look at this packet of medicine. What dosage would you give a child aged 12 years?

For the relief of pain and discomfort in rheumatic, muscular and neuralgic conditions, headache and colds and following dental procedures. Reduces fever.

DOSAGE: Adult: one to two tablets (maximum 8 tablets per day). Children (7-12 years): Half to one tablet (maximum 4 tablets per day). Take with water every 3 or 4 hours if necessary.

CAUTION: THIS PREPARATION IS FOR THE RELIEF OF MINOR AND TEMPORARY AILMENTS AND SHOULD BE USED STRICTLY AS DIRECTED. PROLONGED USE WITHOUT MEDICAL SUPERVISION COULD BE HARMFUL.

Example 6.  At present, Dr. Han has his clinic at Kangnam. His Office telephone number is 213, 247, 1234. Mr. Kim, one of his patients lives at Ilsan. His telephone number is 242, 742, 2134. Mr. Kim wants to place a long distance call to his doctor. Please tell me the area code of Dr. Hahn's telephone.

(Korea)
Research design for functional literacy

Example 7. Here are the T.V. programmes for Seoul for Saturday, 30 April 1993.

Answer the following questions.

1. What is your favorite T.V. programme on KBS channel 1? Please write down the title of the T.V. programme.
2. What is the title of MBC TV programme starting at 7:00?
3. At 7 p.m. on KBS channel 2, which programme do they provide?

Example 8. Study the following advertisement (Korea)

1. What is being sold?
2. If you want to buy the item how can you contact the sales office?
Research design on functional literacy

It is such a hot summer day. Don't you need a cool breeze? It is our great pleasure to present to you the cool breeze from our electric fan.

We would like cordially to invite you to our office in "Little Shopping Centre (5th floor)," Jamshil Street.

Please drop in at our place and enjoy our new model fan No. 93-A PLUS. Anytime we can serve you please contact us. Our office is open 24 hours and our office telephone No. is 557-9027.

Thank you.

Example 9. Tarry wants to send to one of her friends 10,000 Won. Her Savings Account No. is 12-36-1234. Please fill in each item of the deposit slip below:

<table>
<thead>
<tr>
<th>Deposit Slip</th>
<th>For client</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of deposit</td>
<td></td>
</tr>
<tr>
<td>Account No.</td>
<td></td>
</tr>
<tr>
<td>Receiver's Name</td>
<td></td>
</tr>
<tr>
<td>Sender (Depositor)</td>
<td></td>
</tr>
<tr>
<td>Name :</td>
<td></td>
</tr>
<tr>
<td>Secret No. of Depositor &amp; Code</td>
<td></td>
</tr>
<tr>
<td>Tel. No.:</td>
<td></td>
</tr>
<tr>
<td>Korea Bank Northern Branch</td>
<td></td>
</tr>
<tr>
<td>Service Charge</td>
<td>Amount:</td>
</tr>
<tr>
<td>Thank you</td>
<td></td>
</tr>
</tbody>
</table>

Example 10. Look at the following menu:

1. What change would you get from five dollars if you ordered onion soup and a Cheddar cheese burger?

2. How much would the same order cost on a public holiday.
Soups - Made by our Chef Daily
Onion Soup .......................... 1.60
Soup of the day .......................... 1.60

Hot Dishes
Kingsburgers
1/4 lb. of the finest beef available, seasoned
to perfection and served on a buttered bun --- 3.00
Cheddar cheese burger ..................... 2.45
Pineapple burger ......................... 2.45
Bacon burger ............................. 2.60
Cheddar cheese and bacon burger .......... 3.00

Sandwiches
Sliced Turkey - Garnished .................. 2.50
Turkey Salad - Garnished .................. 2.25
Chicken Salad - Garnished ................. 2.25
Tuna Fish Salad - Garnished ............... 2.00
Sliced Beef Tongue - Garnished .......... 2.50
Grilled Cheddar Cheese ........................ 1.95

Special: Tender roast beef, melted swiss cheese,
home-made pickles on seeded rye. Need
we say more?

Minimum charge - $2.00
Holiday surcharge - 10%
Example 11. Look at the following subway map of Seoul City (Korea)

i) If you would like to go to City Hall Station from Dong Dae Mun Stadium, how many other subway stations must you pass through?

ii) When you go to Yong San Station from Shindorim Station, which stations do you pass through? Please write down the names of the stations.
1.
2.
3.
Research design for functional literacy

Example 12. The story of the Roses shows that developments in technology (Australia) can lead to issues affecting society as a whole. Can you tell the interviewer what you think these issues are?

4. Design for a Micro-level Study

<table>
<thead>
<tr>
<th>1</th>
<th>Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>National goals/developmental trends</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Needs manpower skills and competencies required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing literacy programmes (formal and non-formal). Standards and competencies being developed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Actual competencies of specified groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gap between existing competencies and developmental needs</td>
<td></td>
</tr>
</tbody>
</table>
4.2 Research Questions:

4.2.1 What are the needs in terms of developmental trends?

4.2.2 What are the present literacy programmes trying to achieve?

4.2.3 What are the actual competencies of the specified groups?

4.2.4 What is the gap between existing competencies and developmental needs?

4.2.5 How shall competency levels be determined?

4.3 Research Methodology (for each research question):

4.3.1 What are the needs in terms of developmental goals?
   - Document analysis of national development plans, policy papers, legislation. Education for All (EFA) national action plans;
   - Interviews with people in the private sector;
   - Trends analysis.

Output: manpower needs in terms of
   - functional content areas
   - literacy skills
   - general mental skills

4.3.2 What are the present literacy programmes trying to achieve?
   - Document analysis of literacy programmes in terms of objectives, content areas, literacy skills, curriculum, expected outcomes;
   - Confirmation/validation of analysis through interviews, observations, and case studies.

Output: effectiveness of programmes in terms of expected and actual outcomes.

4.3.3 What are the actual competencies of specified groups?
   - Description of the specified groups in terms of functional content areas in their daily lives, literacy skills, general mental abilities.
   - Survey involving: participant observation, interviews with key informants, survey questionnaires, attitude rating scales, examination of records and documents of the community.

Output: description of the population in terms of functional content areas, literacy skills and general mental abilities.
Research design for functional literacy

4.3.4 What is the gap between actual competencies and manpower needs?
- discrepancy analysis of competencies and needs
Output: discrepancy between actual competencies and needs.

4.3.5 How shall we determine competency levels?
- To set competency levels empirically, the following may be done:
  4.3.5.1 For each target population, identify high level achievement group and low level achievement group through a global test (e.g. Close test for language competence) or other criterion (e.g. highest educational level).
  4.3.5.2 Develop a test targeting specific skills (e.g. Reading skills), using as bases the outputs from No. 1 and No. 3 above.
  4.3.5.3 Administer to both high and low groups.
  4.3.5.4 Determine skills common to both groups. These will be Level I skills.
  4.3.5.5 Determine skills specific to high group only. These will be Level II skills.
  4.3.5.6 Validate listing by administering to similar samples and applying statistical tests.
Output: Listing of skills by competency level.
Norms for specified groups.

4.4 Sample Research Instruments for Identifying Functional Content Areas and Related Literacy Skills for Specified Groups.

4.4.1 Notes:
  4.4.1.1 The micro-level study proceeds from the assumptions that development, including literacy development, begins from the people themselves; their day-to-day activities, problem, needs and aspiration; and that they have the capacity to articulate these using the proper methods. Literacy work as a developmental and liberating process must therefore begin from what they articulate, matching these with the developmental trends in the community and in the nation as a whole.
  4.4.1.2 There are three research instruments in this package: Research Instrument (RI) A is a form for mapping major activities of people in a community, classified into sub-areas of (1) livelihood-economic activities, (2) socio-cultural activities, and (3) political-civic activities.
Research design on functional literacy

Research Instrument B is designed to gather information on the literacy skills required by the activities reported in RIA.

Research Instrument C is designed to gather information on new skills needed by the target population based on their aspirations and what they perceive to be the developmental trends in their community and the nation.

All these instruments are to be administered in one session, designed in the form of a workshop which is perceived as a non-threatening activity.

4.4.1.3 Respondents will constitute a sample drawn from specified target groups (e.g. adult males and females of various age groups from a farming community).

4.4.1.4 Respondents will be grouped by male and female, subdivided into age groups (e.g. 18-27 years, 28-38 years, 39-48 years, 40 above).

4.4.1.5 Each sub-group will be asked to discuss and fill up as a group Research Instruments A and B. Instrument C will be answered individually.

4.4.1.6 The survey administrator will act as facilitator of the workshop.

4.4.1.7 Data from these research instruments will be used as follows:

From RIA: To derive specific functional content areas to be used as items in an attitude scale.

From RIB: To derive items for a test on literacy and numeracy skills which will establish competency levels.

From RIC: To derive test items for a test on higher level literacy skills and new functional content areas.

4.4.2 Research Instrument A: Activity Mapping

Question: What are your major activities in each of the following areas included in the form given below?

Give only the major activities. Write on the appropriate cells, whether the activity is carried out individually, at the level of the family or the group.
Research design for functional literacy

Activity Map

<table>
<thead>
<tr>
<th>Levels</th>
<th>Livelihood Economic Activities</th>
<th>Socio-Cultural Activities</th>
<th>Political Civic Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDIVIDUAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FAMILY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GROUP</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.4.3 Research Instrument B : Skills Mapping

Question: For each of the activities given in RIA, make a list of the materials you have to read and write, and the numerical computation and problems you have to solve.

Recall all that you had to read, write and compute in the past month.

The list should be in this form:

Title of Activity : Farm Practice

Farm Practice

<table>
<thead>
<tr>
<th>Material Read</th>
<th>What you had to write</th>
<th>Numerical computation and problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. E.g. Instructions for applying pesticide in the farm.</td>
<td>1. E.g. Loan form to the Land Bank for agricultural credit.</td>
<td>1. E.g. Computing the proportion of pesticide to water.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.4.4 Research Instrument C : Aspirations (To be answered individually)

Question: If you had a choice, what new activities would you like to engage in?

Related to these new activities, what new skills would you like to learn?
Research design on functional literacy

Answer in this form:

<table>
<thead>
<tr>
<th>My Aspirations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Livelihood</td>
</tr>
<tr>
<td>Economic</td>
</tr>
<tr>
<td>Socio-cultural</td>
</tr>
<tr>
<td>Political-Civic</td>
</tr>
<tr>
<td>New Activities</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>New Skills</td>
</tr>
</tbody>
</table>

4.4.5 Sample Functional Literacy Skills culled from Actual Administration of RIA and RIB (Farmers, all male, ages 25-60, Philippines).

1. Making lists, copying text, taking down notes;
2. Ability to read and comprehend poster especially instructions written on it;
3. Ability to make a poster;
4. Computation/problem solving especially interest rates, ratios, percentages
5. Reading tables and getting information from printed material such as posters, newspapers, etc.
6. Ability to articulate ideas in order to participate in group work;
7. Knowing one's rights and obligations in organizations and as better citizens;
8. Planning, making decisions, becoming a better leader;
9. Scientific thinking (cause and effect)
10. Valuing, setting priorities
11. Making a project proposal
12. Reading, understanding and discussing issues (e.g. land reform, local government code, human rights, co-operatives).

Note that from this list, we can already derive (1) functional areas (e.g. becoming better citizens and leaders, current issues, etc.), (2) literacy skills (e.g. computation, reading tables, etc.), (3) general mental skills (e.g. scientific thinking, setting priorities, making decisions).
Chapter Six

COUNTRY FOLLOW-UP RESEARCH ACTIVITIES

In response to the need for further research on literacy measurement and for improving the learning system delivery for literacy programmes, each country participant developed a draft research proposal. Each country proposal will be revised further in consultation with other agencies, both government and non-government, which will collaborate in the conduct of the research.

NATIONAL FOLLOW-UP OF UNESCO REGIONAL WORKSHOP ON FUNCTIONAL LITERACY (Draft)

The following are the draft research proposals of each country:

1. CHINA

Rationale

China is a populous country with serious literacy problems. Since the founding of the People's Republic of China, the government has introduced massive literacy programmes to eradicate illiteracy. As a result, more and more illiterates have become literate. However, with rapidly changing socio-economic development, many people find that they cannot cope with the change to a modern world. More knowledge and skills are needed to function more effectively in the community. Thus, the issue of functional literacy has become an important item on the agenda of literacy workers and administrators. Since the concept and practice of functional literacy is new to many people, it is necessary to do research in this field. Only if this research is undertaken can we assume that effective programmes will be available to ensure that all citizens can become fully functionally literate.

Objective

The objectives of the research are: (1) to make literacy workers and administrators understand clearly the concept of functional literacy, particularly the standards, criteria and levels of literacy in the community; and (2) to develop appropriate functional literacy programmes. Research will also clarify the relationship between literacy and functional literacy in national development.
Country follow-up research activities

Conceptual framework

The research will focus on the following aspects:

- National goals - development trends - needs.
- Broad areas of competency with specific examples, scales of difficulty levels.
- Assessment of number of people at each level of literacy development.
- Adults in beneficiary group at different levels in different situations.
- Suitable programmes for target groups.

Methodology

- Analyze national development plans and trends and get opinions from experts, teachers, literacy worker.
- Work out areas of literacy competency and scales of difficulty for each area.
- Select examples, draft interview schedule suitable for background information about adults.
- Construct test items and develop a test.
- Train teachers and field research officials to collect data.
- Conduct survey.
- Analyze results.

Expected outcomes

- Clarification of concept of functional literacy, its effectiveness in national development as well as individual and community development.
- Knowledge of levels of literacy achievement in the adult population.
- Programmes to improve standards.

Plan and schedule of activity

The research includes two main activities:

Activity A : Research

- Briefing - May, 1993
- Data collection - June-October, 1993
- Experts meeting - August 1993

Activity B : National Workshop

- sharing experiences - October 1993
Research design for functional literacy

Participants of the Research (Activity A) : People from the State Education Commission of China, education research bodies and local country workers, teachers, literacy workers and other people of Hebei Province.

Participants of Workshop (Activity B) : In addition to those mentioned in Activity A, 60 key literacy workers and administrators from provinces and regions of China will be invited to the workshop.

Budget

The total cost of this project is estimated at 17,000 U.S. dollars. Breakdown is as follows:

Activity A : US$ 9,000
Activity B : US$ 8,000

2. INDIA : IDENTIFYING LITERACY LEVELS OF RURAL FEMALES AGES 15-45 IN TWO DISTRICTS OF A STATE

Rationale

With the setting up of the National Literacy Mission, norms for declaring a person literate have been finalized. The norms relate to level of competencies in reading, writing, computational skills and awareness. It is proposed to carry out action research to evaluate the efficacy of the existing programmes and strategies, to lay down a scale of competencies for the neo-literate females and to evolve interventions for upgrading competency levels.

The total literacy campaigns (TLC) have been adopted as a dominant strategy for implementation of literacy programmes in the country. Some of the assumptions of TLC need to be researched. There is also a need to evolve strategies for retention of newly acquired literacy levels among females. It is also proposed to design instruments to evaluate functionality levels during post-literacy and formulate a plan for continuing education.

Objectives of the study

1. To determine competency levels of functional literacy in rural females in the 15 to 45 age group;
2. To determine the effects of various mass media strategies for mobilization of volunteers and learners;
3. To identify the factors affecting retention of acquired levels of literacy and strategies necessary for sustaining retention in stratified age groups and socio-economically backward groups;
4. To identify new levels of competencies required for females so as to determine the gap between required level and existing levels of competencies;
5. To develop intervention strategies to upgrade the literacy levels of the female population.
Country follow-up research activities

Conceptual Framework

Gap between existing competencies and development needs

Research questions
1. What are the actual levels of literacy for the rural female group ages 15-45?
2. What is the efficacy of the existing programme of literacy for mass mobilization and retention of literacy levels achieved for the rural female population?
3. What are the levels of functional literacy skills required in terms of development initiatives?
4. What are the additional programmes required to bridge the gap and to determine new competency levels?

Research methodology
1. Description of the specified group in terms of functional content areas of their daily life. Establish competency levels for this group using accepted norms for testing functional content. Classify the females by age group (census) and
Research design for functional literacy

S.C./S.T. caste. Actual door to door survey; interview to determine rating scale. Administer test to determine levels.

Output: Description of the rural female population in terms of functional content areas, literacy skills and general mental skills.

2. Efficacy of existing programmes

Document analysis of literacy programme in terms of objective, content areas, literacy skills, literacy materials strategies, curriculum, expected outcomes. Random sample survey of rural female groups age 15-45 in two districts at specified intervals to determine retention level and its correlation with programme duration, gap between literacy and post-literacy and with pedagogy. Interviews to determine reasons for motivation and mobilization of the programme in terms of expected outcomes, reasons for mobilizations and retention.

3. Required levels of functional literacy skills vis-a-vis national goals, interview of the specified age-group to determine needs and aspirations with regard to rural females. Trend analysis of past, present and future projections.

Output: Needs in terms of functional content areas and aspirations of the rural females

4. Gap between existing level and required level. Compare the output of R.Q. No. 3 with R.W. No. 1

Output: Determination of gap between required competency level and actual competency levels.

5. Interview of rural females to prioritize needs and identify strategies in bridging the gap.

Administer questionnaire to identify major felt needs. Discussions with experts to determine new programmes.

Getting competency levels empirically:

1. For rural females, identify high group and low group using existing functional literacy tests.

2. Develop a test targeting specific skills.

3. Administer to both high group and low group.

4. Determine skills common to both groups. These will be level I skills.

5. Determine skills specific to high group only. These will be level II skills.

6. Validate listing by administering to similar samples.

Output: Listing of skills by competency level.
**Plan and schedule of activities**

Constitution of expert group
Inviting research proposal outlines
Scrutiny of research proposal
Selection of research agency/agencies
Develop research instruments
Trial of research instruments
Revise research instruments
Collection of data, tests, survey, interviews
Analysis
Writing the report

**Budget for the pilot study in two districts for female in the age-group 14-45**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop to organize task force, develop instruments</td>
<td>US $2,000.00</td>
</tr>
<tr>
<td>Data collection and analysis</td>
<td>US $5,000.00</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>US $4,000.00</td>
</tr>
<tr>
<td>Transportation and communication</td>
<td>US $4,000.00</td>
</tr>
<tr>
<td>Contingency</td>
<td>US $2,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>US $17,000.00</td>
</tr>
</tbody>
</table>

**Schedule**

- June-August 1993: Organizing task force and develop study instruments
- September 1993: Collection of data
- January 1994: Analysis of Data
- February 1994-May 1994: Reporting
- June 1994: Reporting

**3. INDONESIA: A STUDY ON FUNCTIONAL LITERACY LEVELS IN RURAL INDONESIA**

**Background of study**

It is clearly understood that the Package "A" programme is a nation-wide programme. The objectives of this programme are to develop ability in reading, writing numeracy and in Bahasa Indonesia and functional knowledge utilized by adult learners in daily life.

In the context of the level of competencies, the Package 'A' programme has been divided into 3 levels, namely basic, middle and self-learning levels. The basic level of literacy include the skill to read and write a simple sentence which consists of 3 or 4 words. Also one is
Research design for functional literacy

expected to perform simple arithmetic (addition and subtraction) and to translate a simple sentence into the local language. At the middle level of literacy, one is expected to perform reading, writing and arithmetic at a more complex level and to understand messages of extended or longer materials. The self-learning level is the level where one is expected to perform advanced reading, writing and arithmetic skills acquired at the sixth grade of elementary school, as well as related skills in daily life in order that he/she can function as a productive citizen.

There is no study, so far, to identify, the levels of literacy skill in the country, especially for adults in the rural areas. This study is intended to identify the nature of literacy levels among rural people.

Objectives of the study

The study aims to:

1. Identify the functional literacy status among rural adults in Indonesia;
2. Develop tools to measure functional literacy levels;
3. Analyze the present status of literacy programmes and implications on policies and strategies of literacy programmes.

Conceptual framework

Functional literacy is a dynamic concept. In this study, functional literacy is operationally defined into three levels, namely: basic, middle and self-learning. These three levels of functional literacy can be defined as follows:

1. Basic level of literacy (level 1) is defined as the ability to read and write a simple sentence consisting of 3 or 4 words, to do simple arithmetic, and translate a simple sentence in Bahasa Indonesia into the local language.
2. Middle level of literacy (level 2) is defined as the ability to understand messages of written materials, instruction, to do more complex arithmetic, to translate messages into the local language and acquire livelihood skills.
3. Self learning level (level 3) is defined as having the skills in reading, writing and arithmetic as required at the sixth grade of primary education, the ability to summarize and analyze what has been read as well as to translate these into the local language, and the ability to learn independently certain livelihood and mental skills.

Methodology

Measurement tools shall be developed in this study for each level of functional literacy. The measurement tools cover the four areas of: (1) ability in the 3 R's, (2) proficiency in Bahasa Indonesia, (3) livelihood skills and (4) mental skills.
Measurement tools will be developed through expert meetings in evaluation and literacy. The maximum possible score for this study is 50. The level of functional literacy will be determined as follows:

- 0.5 Complete Illiteracy
- 6-20 Basic Level
- 21-40 Middle Level
- 41-50 Self-Learning Level

To have a more detailed picture of the literacy level for a specific group of rural people, the respondents will be stratified as to occupation and gender. Availability of government services in the village of residence will also be considered as a factor.

In this study the sample will be drawn from the population through random sampling techniques.

**Expected outcomes**

The expected outcomes of this study are as follows:

1. Profile of levels of functional literacy of rural people based on their occupation.
2. Profile of levels of functional literacy of rural people based on gender.

Comparison of functional literacy levels of rural people based on availability of government services in each geographic area.

**Plan and schedule of activities**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6.1 Organizing research team</td>
<td>1 August 1993</td>
</tr>
<tr>
<td>3.6.2 Developing research design</td>
<td>4-6 August 1993</td>
</tr>
<tr>
<td>3.6.3 Organizing experts meeting</td>
<td>10-13 August 1993</td>
</tr>
<tr>
<td>3.6.4 Try out measurement tools</td>
<td>20-27 August 1993</td>
</tr>
<tr>
<td>3.6.5 Revision of measurement tools</td>
<td>1-10 September 1993</td>
</tr>
<tr>
<td>3.6.6 Data collection</td>
<td>11 September - 20 October 1993</td>
</tr>
<tr>
<td>3.6.7 Analysis of research findings</td>
<td>25 October 1993 - 30 November 1993</td>
</tr>
<tr>
<td>3.6.8 Developing research report</td>
<td>1-20 December 1993</td>
</tr>
</tbody>
</table>

**Budget**

The budget of this study is projected to be about US$ 10,000 and will come from UNESCO with matching funding from the government of Indonesia.
Research design for functional literacy

The budget will be spent for the following activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost (US$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of research design</td>
<td>500.00</td>
</tr>
<tr>
<td>Experts meeting</td>
<td>2,000.00</td>
</tr>
<tr>
<td>Development of research instruments</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Try-out of research instruments</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Data collection</td>
<td>3,250.00</td>
</tr>
<tr>
<td>Materials development</td>
<td>750.00</td>
</tr>
<tr>
<td>Research report</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Administration</td>
<td>500.00</td>
</tr>
</tbody>
</table>

4. MALAYSIA: A STUDY OF FUNCTIONAL LITERACY LEVELS IN MALAYSIA

Background

Programmes to eradicate illiteracy have been implemented for some time now to improve the quality of life of the rural communities, geared towards the achievement of national goals.

Evaluation and assessment of the programmes is undertaken once in every ten years at the national level to find out only the overall view of illiteracy rates in the country.

The Community Development Division is directly responsible for running the programmes and it should now go to the grassroots level to study the impact of the programme, to evaluate the achievements of the programme and establish the actual levels of competency of the target groups.

From the investigations, plans could be drawn for further improvements and actions could be taken to overcome the problems of the clients in achieving a better quality of life.

Objectives of the study

1. To evaluate the overall progress of functional literacy programmes;
2. To assess the standards and levels of competencies being developed;
3. To determine the needs and problems of the target groups;
4. To identify the levels of functional literacy in the rural areas.
5. To determine and assess higher levels of functional literacy needed in the rural areas based on development plans and projections.

Conceptual framework

Specifically, there are three levels of functional literacy defined as follows:
Country follow-up research activities

1. **Basic Level (Level 1)**
   Adults of 15 years and above who have never been to school or who have dropped out of school before acquiring literacy skills; and who are unable to read simple words, paragraphs or written statements without the help of a teacher.

2. **Middle Level (Level 2)**
   Adults who have completed the basic level and/or have acquired basic skills.

3. **Self-Learning Level (Level 3)**
   Adults who have completed Level 2 or who can study independently and are willing and able to use other resources in search of new knowledge.

**Methodology**

1. Observation of degrees of participation of the target group by using a prepared check list.

2. Interviews with the target group using standard forms.

3. Case studies in selected areas using standard formats with various indicators comprising the four major categories of functional knowledge namely: family life, health, economic/income, civic consciousness.

4. Tests involving rural communities of different groups: e.g. farmers, primary school children, fisherman, industrial workers (males and females) to find out the comparative literacy levels amongst the groups.

5. Any other suitable method to confirm and validate findings such as dialogues, discussions and informal meetings with the clientele.

**Expected outcomes**

The expected outcome upon completion of the study would be:

1. The identification of the literacy and functional literacy levels of the target groups.

2. The determination of the needs and problems of the target groups.

3. The determination of the standards and levels of competencies being developed in present programmes.

4. A more knowledgeable overall view of the progress of functional literacy programmes as a whole.

5. The determination and testing of higher levels of functional literacy needed in the rural areas based on development plans and projections.
Research design for functional literacy

Plan and schedule of activity

1. Organize the research team involving various agencies.
2. Observation, interviews and case studies of various groups.
3. Develop research instruments.
4. Try out the research instruments and revise them.
5. Conduct research surveys and analyze the research findings.
6. Write the research report.

Budget

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of tools and materials</td>
<td>US$ 1,000.00</td>
</tr>
<tr>
<td>Revision of research instruments</td>
<td>US$ 500.00</td>
</tr>
<tr>
<td>Data collection</td>
<td>US$ 500.00</td>
</tr>
<tr>
<td>Undertaking of research and case studies of target groups</td>
<td>US$ 1,000.00</td>
</tr>
<tr>
<td>Formation of research teams</td>
<td>US$ 1,000.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>US$ 1,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>US$ 5,000.00</strong></td>
</tr>
</tbody>
</table>

5. KOREA (REP. OF) : NATIONAL FOLLOW-UP STUDY ON ADULT FUNCTIONAL LITERACY IN KOREA

Background of the study

Korea has embarked on an adult basic education programme that emphasizes the learning of the basic skills in literacy. These adult education programmes are extremely important considering that the skills in literacy are crucial in everyday life. Several research institutes in Korea have carried out several small surveys. One important study was on the functional literacy identification study done by KEDI in 1990. However, there is a need for an elaborate national follow-up study of adult functional literacy based on a new research design and conceptual framework proposed by the UNESCO regional workshop held in Korea in 1993.

Objectives of the study

The objectives of the study are derived from the following research questions:

1. What are the more advanced measurement tools for adult functional literacy?
2. What achievement levels in functional literacy have been attained by Korean adults in various sectors?
3. What intervention strategies may be evolved and implemented to raise adults' functional literacy level?
Country follow-up research activities

Answers to these questions will result in the revision and elaboration of measurement tools of functional literacy, identification of adult functional literacy achievement levels, and development and implementation policy measures to enhance the literacy levels of Korean adults.

Conceptual framework of the study

This study is premised on the belief that its findings will be of interest to both decision makers and educators in various adult basic education institutions. The scheme shown below represents the conceptual framework of the study. The initial and identification stages show the active conduct of the study while the intervention stage represents the implementation of the findings.

Conceptual framework of the study

<table>
<thead>
<tr>
<th>Initial stage</th>
<th>Identification stage</th>
<th>Intervention stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision of the tools</td>
<td>Conduct of National Follow-up Survey</td>
<td>Implementation of the survey results</td>
</tr>
<tr>
<td>- Revision and elaboration of tools for functional literacy</td>
<td>Competency levels of functional literacy</td>
<td>- Implications of surveys for formulating implementation strategies</td>
</tr>
<tr>
<td>- Needs Assessment</td>
<td>1. simple level</td>
<td>- Strengthening of the National Literacy Network</td>
</tr>
<tr>
<td>- The Advanced measurement tools</td>
<td>2. intermediate level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. advanced level</td>
<td></td>
</tr>
</tbody>
</table>

Methodology of the study

1. Revision of Functional Literacy Measurement Tools

The measurement instrument which has been developed in the Korean Educational Development Institute (KEDI) will be revised based on the conceptual model and research framework proposed in the UNESCO Seoul Workshop in 1993.

In addition, the meeting of experts and a small-scale needs assessment pilot survey will be conducted for revising and finalizing the instrument.

2. Conducting the National Follow-up Survey

After developing the final instruments to assess levels of functional literacy, the main national survey will be conducted.
Research design for functional literacy

The sample for the survey will be more than 2,000 Koreans who are 13 years old and above. This sample represents 0.07 per cent of the total target population. The subjects of the survey will be randomly selected from the target population nationwide.

Face-to-face structured interviews will be used in the survey to ensure accuracy. More than 30 interviewers will be trained to conduct the survey. These personnel are now working as the instructors of the literacy classes in each local area.

Expected outcomes

Expected outcomes of the study could be summarized as follows:

1. Application of the general conceptual model and research framework developed during the UNESCO Seoul Workshop.
2. Clarifying and implementing the new conceptual model of functional literacy.
3. Revision and elaboration of new measurement tools for assessing levels of functional literacy in Korea.
4. Assessment of the status of functional literacy of Korean youth and adults 13 years of age and above.
5. Identification of functionally illiterate groups in Korea and establishment of a new climate for obtaining more appropriate educational policy measures.
6. Provision of accurate data concerning the status of functional literacy in Korea for education policy decision makers and educators.
7. Strengthening the national literacy network among concerned agencies such as government, NGO, UNESCO and literacy classes.

Plan and schedule of activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
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<tbody>
<tr>
<td>Organization of the Working Committee</td>
<td>May 1993</td>
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<tr>
<td>Revision of Measurement Tools</td>
<td>June-July 1993</td>
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<tr>
<td>Experts Workshop</td>
<td>August 1993</td>
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<tr>
<td>Pilot Survey to Finalize Measurement Tools</td>
<td>September 1993</td>
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<tr>
<td>Training Personnel for Administering the Survey</td>
<td>October 1993</td>
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<tr>
<td>Administering and Conducting the Survey</td>
<td>November 1993</td>
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<tr>
<td>Analyzing and Interpreting data collected</td>
<td>December 1993 - January 1994</td>
</tr>
<tr>
<td>Report Writing</td>
<td>February and March 1993</td>
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This schedule is shown in the following diagram.
Country follow-up research activities

February and March 1994

Report Writing

<table>
<thead>
<tr>
<th>1993</th>
<th>5</th>
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<td>1. Organization of the Working Committee</td>
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<td>2. Revision of Measurement Tools</td>
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<td>3. Experts Workshop</td>
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<td>4. Pilot Survey Finalize Measurement Tools</td>
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<td>5. Training Personnel for Administering the Survey</td>
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<td>6. Administering and Conducting the Survey and Background Interview</td>
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<td>7. Analyze and Interpret data collected</td>
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Research design for functional literacy

Budget

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<tr>
<td>Honourarium</td>
<td>40,000 x 30 prs. x 3 days = $3,600.00</td>
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<tr>
<td>Conducting Survey</td>
<td>80,000 x 30 prs. x 5 days = $12,000.00</td>
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<tr>
<td>Printing</td>
<td>500 x 2,000 copies = $1,000.00</td>
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<td>Committee Meeting</td>
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<td>Supplies</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

*UNESCO 6,400,000 $8,000.00
*Korea 12,200,000 $15,250.00

National Follow-up Survey Task Force

Committee Members:

1. Prof. Jong-gon Hwang, Myong Ji University, Chairman, Korean APPEAL Coordinating Committee
2. Mr. Jae-Tae Kim, President, Korean Society for Literacy and Adult Basic Education
3. Dr. Zun-Sang Han, Yonsei University Graduate School of Education
4. Mr. Byung-ok Park, Chief of Education Section, Korean National Commission for UNESCO
5. Dr. Jong-Man Lee, Secretary-General, Korean Association of Adult Education
6. Dr. Bok-Nam Yoon, Secretary-General, Korean Society of Literacy and Adult Basic Education
7. Dr. Un-Shil Choi, Director of Department of Adult Education, Korean Educational Development Institute
8. Dr. Soon-Chul Koh, Research Associate, Institute of Adult Education, Myong Ji University
Researchers
Dr. Bok-Nam Yoon (Co-ordinator)
Dr. Un-Shil Choi
Dr. Soon-Chul Kho

Consultants
Prof. Jong-Gon Hwang
Dr. Zun-Sang Han
ANNEXES
Annex I

OPENING ADDRESS

on behalf of the Korean National Commission for UNESCO

by Dr. Chung Hee-chae

Secretary General, Korean National Commission for UNESCO

at Seoul Education and Culture Centre,
at 09:00 a.m. on Monday, 26 April 1993

Dr. T.M. Sakya, Representative of UNESCO;
Dr. Hwang Jong-Gon, Chairman of the Korean
National Co-ordinating Committee for APPEAL;
Distinguished participants;
Ladies and Gentlemen;

First of all, it is my great pleasure to have this opportunity to open the Sub-Regional Workshop on Research Design on Functional Literacy Level and to welcome all of you, particularly those who have come from abroad.

Three years ago, 155 countries from around the world gathered in Jomtien, Thailand and renewed their commitment to ensure that the basic learning needs of all children, youth and adults are met. It was significant that the World Conference on Education for All was held in the Asia-Pacific region, a region which has more than seventy percent of the world’s billion illiterates.

In the Republic of Korea, literacy campaigns begun from the dawn of this century. However, the most wide-ranging efforts to eradicate illiteracy began from 1945. The aim has not only been to elevate the level of literacy but also to build a solid democratic state. For that purpose, compulsory primary education was implemented in 1950, with the enrolment rate in primary schools reaching the 99 per cent level by 1959. As a result of the vast expansion of primary schooling and separate five-year campaign to eradicate illiteracy, the illiteracy rate was drastically reduced to less than 5 per cent by 1959.

However, as the industrialization of Korea progressed in the 1960’s and 1970’s. The government was compelled to re-examine the concept and criteria for literacy, which was too narrowly defined as the acquirement of simple skills of reading and writing. Officials realized that it should also include the ability to understand one’s own culture, and to adjust to the changing social and occupational environment in an industrializing society.
UNESCO also began tackling the issue of functional literacy in the late 1960's. Functional literacy seeks to do more than teach the three R's (Reading, Writing, and Arithmetic). Its aim is to help adults play a more effective role in their socio-economic and political milieu.

Functional literacy training is distinguished from so-called traditional literacy training in that it ceases to be an isolated, separate operation, but treats the illiterate in a group context in relation to a given environment, and with a view to development.

Functional literacy programmes in most of the Third World countries have played a significant role in the processes of industrialization and agricultural modernization. In the industrialization process, functional literacy aims at the intellectual and civic training of the workers and their adaptation to the industrial environment and its technical demands. In the agricultural sector, it aims at helping farmers to read and understand instructions concerning the products they are using, and to calculate such things as the amount of seed needed or the volume of water required for optimum plant growth.

In the documents prepared in advance for the sub-regional workshop, the UNESCO Principal Regional Office for Education in Bangkok saw a functional literacy programme as being composed of the following five components; communication skills through written and verbal language, computation skills, science and technology in everyday life, social and cultural skills, understanding global concerns and issues.

Functional literacy is a new challenge for the Asia-Pacific region. Compared to simple literacy, it is only now being addressed by the Asia-Pacific countries. It is time for us to examine the related problems and to discuss the ways and means to develop functional literacy programmes. The present workshop will respond to these needs.

I would like to express my heartfelt thanks to the UNESCO Principal Region Office for Education in Asia and the Pacific for its various efforts and close cooperation in organizing this workshop. I would like to also thank Professor Hwang Jong-gon, and the members of local organizing committee for their dedicated works in the preparation of this workshop.

My thanks also go to the distinguished members of the Korean APPEAL Co-ordinating Committee who provided splendid ideas and advices in the preparation for the workshop. Last, but not least, I would like to thank the Korean Society for Literacy and Adult Basic Education and Korea Research Foundation for their co-operation in organizing this workshop.

There is much for each of us to discuss and learn here. I hope this workshop will be very fruitful for each of the participants involved, and that all of the foreign participants enjoy their stay here in Korea.

Thank you.
Annex II

WELCOME ADDRESS

on behalf of UNESCO

by T.M. Sakya

Co-ordinator "Asia-Pacific Programme of Education for All" [APPEAL]

at Seoul Education and Culture Centre

at 09:00 a.m. on Monday, 26 April 1993

Dr. Chung Hee-chae, Secretary General, Korean National Commission for UNESCO;
Prof. Pham Minh Hac, First Vice-Minister of Education and Training, and
Vice-Chairman of the National Commission for UNESCO, Vietnam;
Prof. Jong-Gon Hwang, Chairman, National Co-ordination Committee for APPEAL,
Myong Ji University, Republic of Korea;
Distinguished Participants, Consultants and Observers;
Ladies and Gentlemen;

On behalf of the Director-General of UNESCO, it is a great pleasure and privilege for me to welcome you all to this Sub-Regional Workshop on Research Design on Functional Literacy Levels on behalf of the Director-General of UNESCO. As you all know UNESCO was established to build a fortress of peace in the minds of men and women because conflict and war begin in the mind. Since its establishment, UNESCO has been trying to promote education, science and culture for world peace and civilization. Asia and the Pacific is a cradle of ancient civilization and culture, but unfortunately it has also become a centre of illiteracy in the world. At the end of the 20th century Asia has about three quarters of the world's illiterate population. This is certainly a matter of shame for us. But many countries in the region are facing this as a great challenge and have been able to eliminate illiteracy on a massive scale. Already, countries in East Asia have almost eliminated illiteracy. The countries in South-East Asia and the Pacific have also achieved more than 90 per cent literacy. But the countries in South Asia are not that fortunate. Illiteracy is a big challenge in South and West Asian countries.

The concept of literacy has come into question recently. Most of the countries regard people to be literate if they have attended about five years of primary education or equivalent education through Non-Formal channels. In some countries the definition of literacy is even more simple. Some countries regard people to be literate if they can sign their names and read
Research design for functional literacy

big headlines in simple newspapers. This may be acceptable, if the people did not have to face the new challenges of urbanization, industrialization, growing demands for knowledge of science and technology, democracy, market economy and international understanding. Many countries which are making rapid progress in democratization, industrialization and trade have come to realize that people who have very limited literacy skills have great difficulty to fully participate in and benefit from the new developments. They are being marginalized in the very competitive society. Therefore, the so-called industrialized countries like U.S.A., Canada and Western European countries have come to define literacy in two levels: simple literacy and functional literacy. They conceptualize functional literacy as requiring higher levels of literacy competency such as higher level mechanical literacy skills in reading, writing and computation, and higher level mental skills such as problem solving and critical thinking. They have also developed different ways of assessing functional literacy levels of the people. Based on these assessments, they are now initiating functional literacy programmes broadly defining functional literacy into the following categories:

1. Job related functional literacy,
2. Humanistic functional literacy, and
3. Contextual functional literacy.

They are also initiating many literacy projects to meet the needs of people living in different situations, such as factory workers, redundant workers, unemployed youth, women with limited education seeking jobs, rural migrant workers seeking jobs in industries, and so on.

But in most countries of Asia and the Pacific we are still depending upon the census definition of literacy. Some countries have tried to separately define functional literacy and simple literacy, but such efforts are sporadic and ad hoc. Therefore, the Regional APPEAL Co-ordination Meeting held in 1992 has recommended that it is high time for Asia and the Pacific to try to define functional literacy in the context of emerging situations brought about by industrialization and urbanization.

UNESCO/PROAP is very grateful to the Korean National Commission for UNESCO and National Co-ordination Committee for APPEAL for agreeing to host the "Sub-Regional Workshop on Research Design on Functional Literacy Levels" in Seoul, Republic of Korea. UNESCO/PROAP thinks that Republic of Korea is the most appropriate country to host this Workshop, because of its remarkable achievements not only in the economic field but also in other fields such as democratization and other social and cultural areas. Therefore, I would like to express UNESCO’s heartfelt thanks to the local organizers of the Workshop especially Dr. Chung Hee-chae, Secretary-General of Korean National Commission for UNESCO and to Prof. Jong-Gon Hwang, Chairman, Korean National Co-ordination Committee for APPEAL and other friends who have made it possible to hold this Workshop.

In the Workshop we should try to develop:

1. Consensus views of what we mean by the concept “functional literacy;”
2. Methods for assessing levels of functional literacy;

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Annex II

3. Research design including tools and methods for assessing functional literacy levels; and

4. Country follow up activities.

The original plan of this activity is that the Workshop will prepare a research design which will be adapted and carried out by the participating countries and that they will meet again to share the results of the collaborative research. But it is up to the Workshop to decide finally what could be the shape of the future activities for this project.

UNESCO/PROAP is committed to pursue this project to the final stage and we hope the Government of the Republic of Korea especially the Korean National Commission for UNESCO and the Korean National Co-ordination Committee of APPEAL will continue to support this project so that what we are initiating to-day would bear fruit which can be enjoyed by millions of people in Asia and the Pacific.

Thank you all.
### Annex III

**LIST OF PARTICIPANTS**

#### Participants

<table>
<thead>
<tr>
<th>Country</th>
<th>Name</th>
<th>Role</th>
<th>Organization/Address</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHINA</strong></td>
<td>Mr. Chen Tixian</td>
<td>Deputy Director</td>
<td>Hebei Education Commission</td>
<td>c/o Chinese National Commission for UNESCO 37, Damucanghutong Xidan, Beijing</td>
</tr>
<tr>
<td></td>
<td>Mr. Liu Wanliang [participant and translator]</td>
<td>Programme Officer</td>
<td>Chinese National Commission for UNESCO 37, Damucanghutong Xidan, Beijing</td>
<td>Tel. 6017912. 6022730 FAX: 6017912</td>
</tr>
<tr>
<td><strong>INDIA</strong></td>
<td>Mr. P.K. Tripathi</td>
<td>Director</td>
<td>Adult Education Department</td>
<td>Ministry of Human Resource Development Department of Education Room 203, &quot;C&quot; Wing, Shastri Bhawan New Delhi 110001 Tel.: (91) (11) 381894; 387381</td>
</tr>
<tr>
<td><strong>INDONESIA</strong></td>
<td>Dr. Zainudin Arif</td>
<td>Director</td>
<td>National Centre for Development of Learning Activities (BPKB)</td>
<td>Jalan Yoyagiri Lembang, Bandung Indonesia Tel.: 186017</td>
</tr>
</tbody>
</table>

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Annex III

MALAYSIA
Hj. Ibrahim B. Hj. Mohd. Yunus
Functional Literacy Officer
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Tel. (03) 2326744
FAX: (03) 2327646

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Regional Centre for Educational Innovation and Technology
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Keimyung Junior College
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FAX: (82) (53) 622-1759

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Operation Promotion Division
Department of Non-Formal Education
Ministry of Education
Rajdamnern Avenue
Bangkok 10300, Thailand
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FAX: (62-2) 282-09-53
Research design for functional literacy

Resource Persons

Dr. G. Rex Meyer  
Educational Consultant  
P.O. Box 154  
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Beecroft N.S.W. 2119  
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Dr. Maria Luisa C. Doronila  
Professor of Education  
University of the Philippines  
Education Research Programme  
Rm. 301 Ismed Building  
UP Diliman, Quezon City  
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Prof. Jong-Gon Hwang  
Chairman  
National Co-ordination Committee for APPEAL  
Graduate School of Adult Education  
Myong Ji University  
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FAX: 82-2 308-3621

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Professor of Education  
Yonsei University  
Seoul, Republic of Korea  
Tel. 82-2-361; 3261

Observers

Dr. Soon-Chul Ko  
Lecturer, Seoul National University  
Seoul, Republic of Korea

Dr. Jae-Hwa Roh  
Lecturer  
Sunggyul Theological College  
An-yang City, Kyonggi-Do  
Republic of Korea
Annex III

Secretariat

UNESCO Principal Regional Office for Asia and the Pacific [PROAP]
920 Sukhumvit Road, Bangkok 10110, Thailand
Tel. : 3910686, 3910703, 3910815
FAX : 391-0866
Cable : UNESCO Bangkok
Telex : 20591 TH

Mr. T.M. Sakya
Educational Adviser and Co-ordinator APPEAL

Mrs. Lucille C. Gregorio
Specialist in Science and Technology Education

Ms. Wallapa Aramwitha
Secretary

Secretariat, Republic of Korea

Mr. Byong-Ok Park
Chief, Education Section
Korean National Commission for UNESCO

Ms. Yang-Sook Lee
Programme Officer
Department of Education and Science
Korean National Commission for UNESCO

Mr. Kyung-Ha Kim
Research Assistant
Myong Ji University, Korea
LIST OF SPEAKERS AT THE OPEN FORM

1. Dr. Young-Duck Lee  
   President, Myong Ji University  
   Nam Kajwa Dong  
   Seddae,im-Ku  
   Seoul, Republic of Korea

2. Dr. Chung Hee-chae  
   Secretary-General  
   Korean National Commission for UNESCO  
   P.O. Box Central 64  
   Seoul, Republic of Korea

3. Mr. Kim Jae-tae  
   President  
   Korean Society for Literacy and Adult Education  
   Seoul, Republic of Korea

4. Prof. Pham Minh Hac  
   First Vice-Minister of Education  
   Ministry of Education  
   Hanoi, Vietnam
Annex IV

SCHEDULE OF WORK

Monday, 26 April 1993

08:30-09:00 Registration
(Secretariat Room 2004, 2nd floor)

09:00-09:30 Inauguration of the Workshop
Master of Ceremonies Mr. Park, Byung-Ok,
Korean National Commission for UNESCO
Opening address on behalf of Korean National Commission
for UNESCO by Dr. Chung Hee-chae, Secretary-General,
Korean National Commission for UNESCO
Welcome address on behalf of UNESCO by Mr. T.M.
Sakya, Co-ordinator
"Asia-Pacific Programme of Education for ALL" [APPEAL]
Greeting by Prof. Pham Minh Hac,
First Vice-Minister of Education and Training, and Vice-
Chairman of the National Commission for UNESCO,
Viet Nam

09:30-10:00 Briefing Session
Briefing on Workshop Objectives
Introduction of Participants
Election of Officers

10:00-10:30 Tea/Coffee Break

10:30-12:00 Paper presentation by the Consultants
1. Dr. Han Zunsang
2. Prof. G. Rex Meyer
3. Dr. Maria L.C. Doronila
4. Dr. Lucille C. Gregorio [UNESCO/PROAP]
Monday, 26 April 1993 (cont'd)

12:00-13:30 Lunch Break
13:30-14:00 Open Forum
   Greeting by Dr. Lee Young Duk
   Speeches by Dr. Chung, Hee-chae
   Mr. Kim, Jae-tae
   Prof. Pham Minh Hac
   Korean Traditional Music
14:00-14:30 Keynote Speech by Mr. T.M. Sakya
14:30-15:30 Presentation of Country Reports by:
   1. Dr. Zainudin Arif (Indonesia)
   2. Ms. Wichitra Samonsen (Thailand)
15:30-16:00 Tea/Coffee Break
16:00-17:00 Presentation of Country Reports by:
   1. Dr. Bok Nam Yoon (Rep. of Korea)
   2. Local Literacy Centres:
      a) Korean’s Women Centre
      b) Korean Institute
17:00-18:00 Concluding Remarks by Prof. Jong-Gon Hwang
18:30 Reception

Tuesday, 27 April 1993

08:30-10:00 Presentation of Country Reports by:
   1. Dr. Choi, Un Shil (Rep. of Korea)
   2. Hj. Ibrahim B. Hj. Mohd. Yunus (Malaysia)
   3. Dr. Eligio Barsaga (INNOTECH)
10:00-10:30 Tea/Coffee Break
10:30-11:00 Speech by Dr. Han Jong Ha,
President of Korean Education Development Institute
11:00-12:00 Presentation of Country Reports by:
   1. Mr. P.K. Tripathi (India)
   2. Mr. Chen Tixian (China)
12:00 - 14:00 Lunch Break
Tuesday, 27 April 1993 (cont'd)
14:00 - 15:30  Discussion on overall concept of functional literacy and continuing education programmes including level of functional literacy skills and knowledge
15:30 - 16:00  Tea/Coffee Break
16:00 - 17:30  Every participant contributes to evolve consensus on functional literacy and continuing education programmes
17:30 - 18:30  Leaving for Cultural Show

Wednesday, 28 April 1993
07:30  Leaving for the Field Trip to Kumi Industrial Complex: Daegu City; and Kyongju City
Whole day field visit

Thursday, 29 April 1993
08:30 - 09:30  Consensus View on functional Literacy and continuing education (Report of the previous discussions by the Consultants)
09:30 - 12:00  Discussion and Development of Research Design to investigate present status of functional literacy and continuing education in the context of the emerging trends in the countries in the region
12:00 - 14:00  Lunch Break
14:00 - 17:00  Discussion and Development of Research Design (cont’d)

Friday, 30 April 1993
08:30 - 12:00  Development of tools and methods of the Research
12:00 - 14:00  Lunch Break
14:00 - 17:00  Presentation and discussion on Country Follow-up Plans
Research design for functional literacy

Saturday, 1 May 1993

08:30 - 10:00  Summary Report by the Rapporteur followed by discussions and comments
10:00 - 10:30  Tea/Coffee Break
10:30 - 12:00  Closing Session
12:00 - 13:30  Lunch Break

Sunday, 2 May 1993

Departure of Participants
Annex V

DIFFERENT DEFINITIONS OF FUNCTIONAL LITERACY

Definitions of functional literacy

John R. Bormuth defines literacy very broadly as "The ability to exhibit all the behaviors a person needs in order to respond appropriately to all possible reading tasks".

In order to make the definition more specific several authors have attempted to define literacy in terms of the general tasks people need to perform in daily life. Thus William Gray defines functional literacy in a somewhat circular way as "the ability to engage effectively in all those reading activities normally expected of a literate adult in his community".

AUSTRALIA

"Literacy involves the integration of listening, speaking, reading, writing and critical thinking; it incorporates numeracy. It includes the cultural knowledge which enables a speaker, writer or reader to recognize and use language appropriate to different situations. For an advanced technological society, the goal is an active literacy which allows people to use language to enhance their capacity to think, create and question, which helps them to participate effectively in society."

This definition stresses that functional literacy is "purposeful, flexible and dynamic" and that it is the social dimensions which really matter. Literacy is seen to be the application of "specific skills for specific purposes in specific contexts, not an isolated set of technical reading and writing skills. Put simply, literacy is:

'Using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential.'

CHINA, People's Republic of

Functional illiterates are those who have basically reached the requirement of literacy but have difficulty in coping with the present reality of social life and in self development. For example, they do not know how to fill in the forms to apply for bank loans, public financial support and medical and health allowance. Functional illiterates come into being along with the social progress as well as the development of science and technology, which make social life more complicated. The standard of functional literacy varies according to the level of development of each individual country and region. Generally speaking, the criteria of functional literacy are dynamic and developmental.
Research design for functional literacy

Post-literacy education refers educational activities catering to neo-literates. The purpose of these activities is to help neo-literate people to continue their self-learning process for further improvement, to improve their adaptability to social development, to prevent them from relapsing into illiteracy, to enable them to master more sophisticated learning and technical skills needed for independent learning, to acquire other skills needed in modern life and in individual development.

A person is considered to have become literate if he or she acquires the abilities listed below:

- achieving self-reliance in literacy and numeracy;
- becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organization, and participation in the process of development;
- acquiring skills to improve the economic status and general well being;
- imbibing the values of national integration, conservation of the environment, women’s equality, observance of small family norm, etc.

INDONESIA

The objectives of literacy programme in Indonesia have been set as follows:

- to enable illiterates to acquire skill in reading, writing, arithmetic, speaking Bahasa Indonesia and basic education;
- to use literacy programme as mean for further development activities; and
- to increase the functional knowledge and skill of learners in basic education.

MALAYSIA

The aim of the functional literacy curriculum is to instill knowledge, skills and attitude in reading, writing and numeracy based on the needs and problems of the clientele, to raise awareness concerning the causes and alternative solutions to the problem, to help learners actively participate in their personnel development, to contribute to the development of society and to increase their quality of life.

PHILIPPINES

The literacy programme under the Bureau of Non-formal Education (BNFE) of the DECS has for its major objective the development of functionally literate individuals. Functional literacy refers to the ability of the person to read and write with comprehension as well as to make simple arithmetic calculations (numeracy) in an expanded sense, and to the possessing of minimum skills needed to carry out simple functions in life and to interact with others in society (BNFE, 1992). In this context, the contextualization of the literacy programme is a condition precedent to its functionality. The contents of the programme as well as the system of delivering
them should be configured taking into account the clientele's social setting, and focused on the socio-economic, political and cultural life of the people. The programme must be people-centered, and problem- and need-oriented.

**KRIWL, Rep. of Korea**

The Korean Research Institute for Women's Life (KRIWL), Seoul, Republic of Korea, provides a programme, mainly focusing on the needs of illiterate women. It provides a comprehensive integrated programme taking illiterates through to quite advanced levels.

**YOON, BOK-NAM, Rep. of Korea**

Continuity of illiteracy and continuing education is the most important thing in discussing matters of literacy education. Since literacy is only the starting point for a continuous education and, therefore, an integral part of lifelong education. It must be closely linked to further programmes of post-literacy and continuing education. Illiteracy education should, therefore, be focused on understanding life and solving problems of life of the individual and the community. This means that contents of literacy education should be directly linked to problems of food, health care, democracy, women's right, peace, and environmental production, among other.

**CHOI, UN SHIL, Rep. of Korea**

The concept and meaning of literacy has been broadened to include 3R (reading, writing and arithmetic) skills, capacity to apply the skills to everyday life, and life survival skills. This broadly conceived concept of literacy might be termed as functional literacy.

**THAILAND**

Thailand's functional literacy programme attempts to provide learning opportunities and activities relating to the needs and problems of the rural people. It generates attitudes and techniques which will liberate adult learners by helping them to examine their life conditions, identify problems and probable causes, investigate alternative solutions, and decide on a course of action based on an analysis of their own experiences, resources, community content and technical inputs.

**VIETNAM**

Every Vietnamese should be sufficiently fed, clothed and well-educated. A person should have lifelong, permanent education in which he should teach himself while working and should learn better in order to work better and attain a good quality of life for himself and his people. Chairman Ho himself set a bright example of thirst for knowledge, zeal for further education, to frequently enrich his own cultural level and knowledge of life.
Research design for functional literacy

HAN, ZUNSANG, Rep. of Korea

Literacy is a requirement for full citizenship participation. Adult functional literacy in Korea is thus:

1. More than having the basic reading and writing skills. It involves the capacity to understand written information in everyday lives.

2. Context bound. It concerns skills that are necessary within Korean society. Necessary skills can vary with each individual, depending on specific situations.

3. A continuum. It concerns a complex of skills which the individual can have at his disposal, depending on the criteria of functional literacy in present Korean society.

SAKYA, T.M.

Defining literacy and functional literacy.

Approach 1: Job related definition

Functional literacy in the context of work is the possession of those literacy skills needed to successfully perform some reading tasks imposed by an external agent between a reader and a goal the reader wishes to obtain.

Approach 2: Humanistic Definition

The humanistic definition of functional literacy is the possession of skills perceived as necessary by particular persons and groups to fulfil their self-determined objectives as family and community members, citizens, consumers, job holders, and members of social, religious or other associations of their choosing.

Approach 3: Social Content Definition

Under this definition literacy is seen as a complex social good, set in the midst of other activities. It is not an isolated set of skills, but rather, a contextual right that derives its meaning from its ability to be used. Thus literacy becomes the exercised capacity to acquire and exchange information via the written word. Functional literacy is taken to be the possession of, or access to, the competencies and information required to accomplish those transactions entailing reading or writing in which an individual wishes or is compelled, to engage.

GREGORIO, L.

The knowledge learned as the concepts develop and the skills are acquired could improve the traditional ways of carrying out economic and other life sustaining activities. It could also bring new possibilities for livelihood and improve people's lives. In more specific
Annex V

terms, scientific literacy involves acquisition of knowledge and skills of how to survive, live, work, make decisions, learn and improve one's quality of life. However, there is no one "formula" for all individuals in any part of the world. Answers could evolve from individual, societal and personal needs, and a framework could be formed.

Some authors link the term "functional literacy" to job-related tasks. For example the well-known literacy expert Thomas Sticht defines it as "the possession of those literacy skills needed to successfully perform some reading tasks imposed by an external agent between the reader and the goal the reader wishes to obtain".

Others, however, see functional literacy in much broader terms. In U.S.A., in 1969 the U.S. Office of Education defined literacy and functional literacy as follows:

"the ability to read, write, and compute on or above the minimal level of competence needed for meeting the requirements of adult level, and functional literacy is "the ability to hold a decent job, to support self and family, to lead a life of dignity and pride."

This latter statement moves closer towards humanistic definitions which have strong contemporary currency.


The goals and objectives of adult literacy are now increasingly recognized as transcending not only the mere acquisition of the 3R's but also the narrow and technical socio-economic changes. UNESCO's formulation of the concept of "functional literacy" with its focus on the integration of literacy skills with socio-economic development was undoubtedly a step forward from the traditional approach of bestowing the 3 R's as an end in itself. However, this functional concept of literacy which puts too much emphasis on the economic aspects of development through literacy soon found itself lagging behind the much enlarged and broader concepts of development, a concept which began to be articulated with increasing vigour and clarity in the 60's. Among others, President Nyerere of Tanzania is one of the chief proponents of this new concept of development. The new concept of development has been steadily shifting from the purely economic and technological phenomenon of progress towards the road of the liberation of man as the central purpose of development. The new concept of development stresses the development of people rather than things; it stresses the importance of social equality, social justice and self-reliance; it stresses the development of a particular "quality of life" which is man-centred. "The purpose of all social, economic and political activity must be man." (Nyerere, 1978: 316). It believes in the necessity of people's participation in the planning and decision-making processes of their own development. Faith is put in the people's own capacity to develop themselves instead of them being pushed about, for "people cannot be developed; they can only develop themselves" (Nyerere, 1973: 60).

Arising from these interpretations of development, Nyerere argues that adult education and education in general should contribute to the kind of development that is "for Man, by Man and of Man". The purpose of education "is the liberation of man from the restraints and limitations of ignorance and dependency" (Nyerere, 1976/77: 2).
The publication of Paulo Freire's *Pedagogy of the Oppressed and Cultural Action for Freedom* forcefully strengthened the new emerging interpretations of development and analysed the liberating potential of literacy action. Freire's concern with the oppressed peoples and the "wretched of the earth" who are submerged in the "culture of silence" led him to propound a revolutionary methodology of the educational processing general and the adult literacy process in particular. Freire argues that the "ontological and historical vocation of the oppressed is to liberate themselves and become more fully human" (Freire, 1970). The purpose of all educational action including the literacy process should therefore be to liberate the people through a process of 'dialogue' and 'conscientization' which can help adults to "name the world" and acquire a critical awareness of their oppressive environment which can then lead them to take the necessary action to transform it. In this process, the learners become the subjects and actors rather than objectives and spectators. In addition to enabling the illiterate to acquire a critical outlook at his world, Freire's methodology is also designed to help the illiterate to discover his own potential and regain his humanity, his self-assertion, a sense of dignity and a new awareness of self.

In the light of the new meaning and definition of the purpose of development, the Persepolis International Symposium in 1975 articulately crystalized the need to relate literacy efforts towards the fulfillment of the more qualitative goals and objectives of development. The "Declaration of Persepolis" clearly recognized, among other things, that "literacy work, like education in general, is a political act. It is not neutral, for the act of revealing social reality in order to transform it, or of concealing it in order to preserve it, is political" (Persepolis, 1975: 2). It was further argued at Persepolis that literacy should help individuals to acquire critical awareness and creative imagination. Literacy was recognized to have a potential for contributing to the liberation of man and to his full development. The illiterate should not be the object but the subject of the literacy process and therefore it was stressed that participation is an integral purpose and the very condition of the literacy process. To quote Rahnema from one of the papers presented at Persepolis, the ultimate objective of literacy is to enable one -

> to read the world rather than the word...... to become literate...... is to acquire an authentic voice capable of relating one's word to the realities of the world. It is to participate in the creation of a culture of freedom in place of the prevailing culture of silence...... His 'literacy' is measured by his capacity to perceive the world without illusions or fear and is exercised through 'naming the world', expressing his innermost feelings about the realities which impinge upon him..... (Rahnema, 1975: 28).

**UNESCO 1982 Workshop, Madras, India**

For literacy programmes to be functional, they have to be designed in such a way that their interactive relationship with the overall development process can be fully exploited. This in turn led to a discussion on the notion of development. It was agreed that the interaction between literacy and development can only yield positive results when development is understood as an endogenous self-reliant process which starts from the basic needs of the people concerned and is carried through by their active participation.
It is from this development perspective that the functionality concept was analyzed and broadened so as to include the following five dimensions:

i) Acquisition of literacy and numeracy skills as basic communication tools.

ii) Improvement of productive skills and income-generating potential.

iii) Acquisition of literacy skills as a basis for further education.

iv) Building up awareness of the socio-economic structures and conditions which prevent the process of development.

v) Strengthening the organizational capacity of the participants and making them capable of using whatever resources available.

Pre-literacy, literacy, and post-literacy as a continuum

According to this broad definition of functionality, the learning of reading, writing and arithmetic is, although important, only one of the objectives of literacy work. Literacy should not be seen as an end in itself but as a means of meeting development needs. In practice, however, it may be difficult to pursue all aspects of functionality at the same time. It was noted that one of the major problems of literacy programmes is that they try to achieve too many things at the same time. It was felt that the right way to look at this problem was to put the functionality issue in a dynamic perspective. The learning of literacy skills proper should not necessarily be the beginning of a given programme. They may well be introduced after a first phase of pre-literacy which, according to circumstances, can be devoted to the improvement of productive skills for example, or to activities of consciousness raising. In the same way, other forms of functionality may be given more emphasis during the post-literacy phase. Expressed in more general terms, different dimensions of functionality could be introduced at different points of an integrated package of pre-literacy, literacy and post-literacy according to the needs and possibilities of participants. It was further stressed that the operationalization of this functionality concept implies that systematic linkage mechanisms with various agencies be established at different levels and at appropriate moments in time.

AUSTRALIA: From Rosie Wickert, No Single Measure, 1989

Literacy is not a clearly definable positive/negative accomplishment. It is a set of skills that people have to varying degrees. Their ability to use these skills may vary from one context to another. The notion of a minimum standard is relative, which is why the debate about standards of literacy will always be controversial. It is relative to social and cultural norms, to time and place, to purpose and intent. Even the extent to which universal literacy is seen as desirable can be traced to historical incidents?

The concept of literacy adopted for this study views literacy as the application of specific skills for specific purposes in specific contexts, not as an isolated set of technical reading and writing skills.
Research design for functional literacy

In the study, literacy is defined as:

"using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential."

Different ways of using printed and written information were identified and a large number of simulation tasks were developed to assess performance in these different ways. The tasks chosen for the survey were categorized according to one of three types of literacy proficiency—document literacy, prose literacy and quantitative literacy. The significance of this approach is that it opens the way to devising appropriate and relevant ways of assessing the literacy proficiency of adults. The approach recognizes that there are many different types of literacy that adults use which will have been acquired (or not) in different ways and for differing purposes due to the complex matrix of personal background experiences. It also allows for the possibility of developing profiles not only of a person's literacy proficiencies but also of the literacy requirements of, say, particular occupations. And by using and analyzing different kinds of literacy tasks at differing levels of complexity as the basis of assessment it allows for an assessment of the influence of a text construction itself as a contributory factor to literacy difficulty and does not assume that the problem always resides with the individual. Above all it acknowledges that to 'function' in society is relative to individual needs and thus that different levels and types of literacy need to be identified, so that profiles of performance can be constructed on the basis of relevant and appropriate assessment tasks. It was not possible to explore all these possibilities in the study but they are included as important indicators for future research.

This is a major departure from most standardized tests of adult literacy which not only treat literacy as a fixed inventory of skills that can be defined and measured as a simple test, but which also often treat the population to be tested as a uniform group. The results of these tests then tend to be seen as being universally applicable to a wide range of contexts. In most such tests, literacy is treated as an ability along a single continuum with scores indicating the various amounts of the trait an individual possesses. A particularly disturbing aspect of these tests is that a single point in this single continuum is then selected below which people are classified as illiterate. Different tests pick different points, sometimes quite arbitrarily, and usually related to the purpose of the test, which may or may not be explicit. Wherever this point is placed, most tests still use the term illiterate to describe those below the point. Since literacy is relative to factors such as purpose, time, place, and personal judgement, the consequences of arbitrarily labelling large chunks of populations as illiterate is clearly socially unjust and inaccurate. The distinction between a literate and an illiterate person sound simple. It is not.

Instead of concentrating on illiteracy, we need to be talking about what the levels of literacy ability are in contemporary society. Because literacy is a social construct, conventionally-held assessments of a basic standard of literacy are related to time and purpose. By the standards of the early part of this century, whereby a person was said to be literate if he or she could sign their name, we do not have significant illiteracy in Australia. But such a measure is not appropriate to the literacy and numeracy demands of today. Adults are now required to bring different kinds of literacy and problem solving skills to different contexts and these vary in complexity.
The concept of "functional" literacy and illiteracy was discussed indicating the inadequacy of this presently prevailing term to describe the difficulties of a significant number of adults at the work place, at home or in the community.

The demand for literacy can be formulated from a human rights or a human development perspective or from the qualification needs related to a changing economy. Many East European participants insisted on the necessity to consider both dimensions in the present context of political, cultural and economic transformation.

The recognition of the multi-ethnic character of European societies raises the issue of the choice of language for literacy programmes.

The issue of literacy is closely linked to the growing demand for re-training activities at all levels of the occupational ladder, and to the explosion of the social demand for adult education.

Eastern and Western Europe, UIE-UNESCO/EC/DECD-CER/Seminar, November 1990