

# Adult Literacy Program

## A Roadmap for Developing the Nation's Literacy and Numeracy Skills

"YES Network Pakistan has helped me to read and write...until now, I never thought I could". (An adult literacy student in Kasur)

"I can read the amount of payment on my utility bills by my own. I don't have to request people for reading it out". (An adult literacy student in Kashmir)

"Now, I can provide basic education to my children and I do not have to request someone else to assist my children in studies". (An adult literacy student in Rawalpindi)

"After attending the training, I have no problems in getting on the right bus". (An adult literacy student in Patoki)



# YES Network Pakistan

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## Background

Strengthening the quality of education has become a global agenda at all educational levels and more so at the primary level. The quality of basic education is important not only for preparing individuals for the subsequent educational levels but to equip them with the requisite basic life skills. Quality education also ensures increased access and equality and it is mainly due to these reasons that various international Forums and Declarations have pledged improvements in quality of education. National commitment towards quality education has become significantly visible since the late eighties. From then onwards, the government has experimented a number of initiatives and interventions for improving quality with national and foreign funding.

### *The Millennium Development Goals and the History of Goal-Setting in Education*

Education plays a prominent role in the Millennium Development Goals. Goal 2 – “achieve universal primary education” – has the following target: “Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.” Goal 3 – “achieve gender equality” – focuses squarely on gender parity in education at all levels, with ambitious targets for both 2005 and 2015. The goals related to education were closely linked to the Jomtien Declaration of EFA, 1990: a landmark for the promotion of basic education which aims at actual learning outcomes rather than exclusively on enrolment’ and Education for All Framework established at the Dakar World Education Forum, which received a high degree of agreement among major international actors, including the donor community, education specialists, and technical agencies of the UN. That Framework, however, includes six goals that implied efforts in early childhood education, primary and secondary basic education, non-formal education, adult literacy and a range of other education-related initiatives. The Dakar Framework of Action 2000 emphasized on quality of education as one of the six goals:

*"Improving all aspects of the quality of education, and ensuring their excellence of all so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills" (Article 7(vi))*

The Expanded Commentary on the Dakar Framework of Action includes following two articles on quality:

- i. Evidence over the past decade has shown that efforts to expand enrolment must be accompanied by attempts to enhance educational quality (Article 43).
- ii. Government and all other EFA partners must work together to ensure basic education of quality for all, regardless of gender, health, location, language, or ethnic origin (Article 44).

The Recife Declaration of UNESCO E-9 project (Education for All in the nine most populous developing countries), of January 2000, reaffirms commitment to the enhancement of quality of basic education through adopting several measures.

The Beijing Declaration of the E-9 Project on ICT and EFA (August 2001) reiterated its commitment to raise the quality of education through using Information Communication Technology (ICT), and better training of teachers and administrators.

Pakistan is a signatory of the Universal Declaration of Human Rights (1948) and many other declarations down to the World Declaration on Education for All (1990), the World Education Forum: Dakar Framework for Action 2000, the Recife Declaration of E-9 Countries 2000 and the Beijing Declaration of E-9 Countries on ICT and EFA 2001. But Pakistan, despite policy statements and target setting in various education policies and five-year plans is still facing challenges to achieve and promote universal primary education access and retention.

The Govt. of Pakistan has adopted Universal Primary Education (UPE) as an important strategy against child labor and gender disparity. Failure to basic education to attract and retain school age children in schools and slow progress in mass literacy programmes are some of the main causes of growing problem of illiteracy in Pakistan. The female literacy rate in

1998 was 36.8% compared to 56.5% from men (Pakistan Economic Survey). Since independence, attempts made to relate the education system to the needs and inspirations of the country. All Pakistan Education Conference held in 1947 provided the basic guidelines for the future development of education. 1973 Constitution make it mandatory that the state shall:

- *promote* with special care the educational and economic interests of backward areas,
- *remove* illiteracy and provide free and compulsory secondary education within minimum possible period,
- *make* technical and professional education generally available and higher education equally accessible to all on the basis of merit; and
- *ensure* full participation of women in all the spheres of national life.

The priority is thus, still on the expansion of basic educational opportunity to all. However, with the emerging international agenda of quality education, Pakistan has also readdressed the educational target setting by adopting a two-pronged approach based on quantitative expansion along with quality enhancement, particularly since the 7<sup>th</sup> Five Year Plan. The National Education Policy 1998 has included many elements and strategies for improving quality at elementary level. The central message of SAP-II and EFA beyond DAKAR is

Quality Education and that the access is not sustainable without quality (Govt. of Pakistan, 2000). The important policy statements and strategies are listed below:

The National Education Policy 1992 recognized that the quality aspect of primary education has been compromised and required urgent examination of the measures needed for it's raising. The policy has mentioned several strategies for the purpose including teachers' training; updating "primary kit"; provision of books; etc.

The National Education Policy 1998-2010 had also included among its objectives the improvement of elementary education. The policy gives a comprehensive list of quality inputs such as merit-based recruitment of teachers; pre-service and in-service training of teachers; improving the quality and availability of books; etc.

Education Sector Reforms: Action Plan 2001-2005 based on National Educational Policy 1998-2010 among its nine sectors includes a cross-cutting thrust area of quality assurance in education including upgraded teacher training, textbooks and curricula, and assessment system. The National Plan of Action (NPA) for Education for All also addresses the issue of quality education. The major quality inputs suggested include reforms in curricula (focusing on basic learning needs of child, youth, adolescent and adult), textbook development and teachers' training.

YES Network Pakistan has introduced a cross-cutting strategy to promote education at all levels of the society by enabling local young people to take lead in providing formal, non-formal and adult literacy education to all segments of the population. We specially focus on rural areas where illiteracy level is very high and there is dearth of opportunities for the people to get education. With the assistance of local young people YES Network Pakistan has established over 150 female adult literacy centers and over 100 non-formal educational centers. This adult literacy and numeracy road map is designed to meet the day-to-day literacy needs of adults. It empowers those adults who have difficulties with literacy and numeracy. It provides guidelines about the content of what should be taught in literacy and numeracy programmes in: further and adult education; the workplace and programmes for the unemployed; prisons; community-based and family literacy and numeracy programmes.

This road map has been developed primarily for use by adult literacy and numeracy teachers and tutors. However, it will be an important document for programme managers and developers, for those involved in research and for a wider group of those bodies and individuals that are increasingly concerned with the adult literacy and numeracy agenda.


## What do we mean by Adult Literacy and Numeracy?

YES Network Pakistan defines adult literacy as "the ability to listen, read, write and speak basic words and sentences of Urdu and English languages as well as to use mathematics at a level necessary to function at home, work and in society in general".

Literacy covers the ability to:

- listen
- read
- write
- speak

Numeracy covers the ability to:

- understand and use mathematical information
  - calculate and manipulate mathematical information
  - interpret results and communicate mathematical information.
- 

## A Road Map for Starting and Managing Adult Literacy Centers

- 1) Selection of Communities
- 2) Open Sessions in the selected communities
- 3) Evolve a forward group or contact group/advocators (tapping the local resources)
- 4) Selection of places for the establishment of adult literacy centers within the communities
- 5) Selection of teachers from the selected communities
- 6) Identification of learners from the selected communities
- 7) Orientation and awareness raising session with the potential learners
- 8) Recruitment of learners
- 9) Initial assessment of the learners and development of training plans
- 10) Selection of Instructional Strategies
- 11) Developing learning activities for learners
- 12) Exit and follow-up planning
- 13) Identifying at-risk learners
- 14) Evaluation-measuring the progress of the learners

## 1. Selection of Communities

Selection of communities will be done by assessing the following:

- demographics
- literacy rate
- existing educational infrastructure
- culture and norms
- current development programs and policies
- law and order situation
- role of civil society organizations

## 2. Open Sessions in the selected communities

Open sessions in the selected communities will be done to:

1. introduce the implementing organization
2. Overview of the program and services
3. sensitize them about the need and benefits of acquiring education
4. build local support for the establishment of adult literacy center
5. clarify and remove doubts
6. identify and tap local resources (material and non-material)

### 3. Evolve a forward group or contact group/advocators

The open sessions will help in identifying a forward or contact group from within the community to assist the organization in the following:

1. identification of potential teachers
2. identification of potential learners
3. selecting place for the adult literacy center
4. building local partnerships
5. getting feedback and feed forward
6. identifying threats

Note: The members of the contact groups should be carefully selected from the community. Their reputation and credibility within the community can make or break the program.

### 4. Selection of places for the establishment of adult literacy centers within the communities

It will be done in consultation with the forward group and selected teachers. While selecting a location for the establishment of an adult literacy center following parameters should be kept in mind:

1. accessibility
2. capacity to accommodate 30 learners
3. surrounding environment (should be welcoming)
4. security arrangements
5. noise free

## 5. Selection of teachers from the selected communities

The selection of teachers is done by keeping in the mind the following criteria:

1. educational qualification
2. reputation of the teacher
3. availability of the teacher for a period of one year
4. communication skills of the teacher

After selecting the teacher a baseline should be conducted by the implementing organization to understand the level of knowledge, skills, motivation, etc of the teachers. The implementing organization should also organize at-least one-week training for the selected teachers to orient and sensitize about the process and procedures to be followed during the course of the literacy program. During the training, the implementing organization should also assist the teachers in developing their personal development plans to continuously support them in building-up their skills for the delivery of services.

The role of the literacy teacher, whether a paid staff person or a volunteer, is critical to learner education and retention. Teachers are vital to the creation of a supportive, welcoming and effective learning environment for adult students. It is impossible to overstate the importance of caring and skilled practitioners to learner retention and success.

To increase retention, literacy practitioners should:

- Offer a learner-centered learning environment
- Create a welcoming environment
- Engage in open and ongoing communication with learners

- Be friendly, open, caring, encouraging and respectful of the needs of adult students
- Understand the issues and barriers affecting students
- Support and build on learner motivations
- Conduct effective assessment and refer students to the most appropriate literacy program
- Use engaging and relevant instructional strategies
- Teach using sound adult education principles
- Teach using effective adult learning techniques and strategies
- Use and adapt learning resources based on individual needs
- Provide a variety of support to students, whether program-based or by referring students to appropriate community services

#### 6. Identification of learners from the selected communities

The contact group and selected teacher will identify potential learners for the adult literacy program. They will identify zones of illiteracy within the community. They will develop a plan to reach out to them to motivate them for the enrollment.

## 7. Orientation and awareness raising session with the potential learners

The selected teacher will hold awareness raising session with the potential learners. His/her strategy would be to convince the potential learners that they will immensely benefit from the adult literacy center. The teacher should have several examples of adult literacy students who after participating in the class take control of their lives. Successful recruitment begins with spreading the word in the right places and in the right ways in order to contact potential learners. Recruitment materials need to highlight how literacy can make a difference in people's lives and encourage learners to participate in life-long opportunities. Potential learners need to hear a positive message about what they will gain from the training and how literacy can make a difference in their lives.

Part of the problem with recruitment is that our promotional strategies and materials can sometimes be based on mistaken assumptions about what adult students want. Remember that students come to you because of something THEY want - not something YOU think they should need or want. We have to stop thinking from our own point of view and assumptions and try instead to consider recruitment from the point of view of adult learners. An extremely effective recruitment strategy is to involve adult students in promoting your literacy program. Adult students are a wonderful inspiration to the community at large as well as to potential learners.

## 8. Recruitment of learners

The above mentioned strategies will help in finding interested learners. A database of all the selected and interested learners should be developed by the teacher. The data should include the name, age, address, picture, etc of the learners.

## 9. Initial assessment of the learners

Assessment is an ongoing process that begins the moment a learner enters the program. The assessment process is an important tool for retaining students as it gives practitioners the chance to understand and support the learning goals and needs of each adult. Effective assessment ensures that students are placed at the right learning level. Placement at either too high or too low a level is harmful to retention as instruction will either be too hard or too easy. If placement is too high, student progress will be slower and therefore de-motivating to the student. If placement is too low students may become bored and not fully engaged in learning. Effective assessment also ensures that the adult student is placed in the right literacy program to meet their needs.

There are six broad purposes for assessment:

- identifying the existence of a general learning need (alerting)
- identifying the broad level at which a learner should be working (placing)
- identifying learning needs (diagnostic assessment)
- supporting and managing the process of learning and teaching (formative assessment)
- recognizing or certifying learner achievement (summative assessment) and
- identifying the strengths and weaknesses of learning processes or programmes (evaluation).

Goal-directed assessment: The assessment process must be goal-directed and goal-specific. Goal-directed assessment helps give learners a clear picture of their learning needs as they relate to their goals, and it also provides good information to help literacy practitioners develop demonstrations and learning plans. Therefore, by its very nature, goal-directed assessment is learner-centred. It is also participatory, requiring input from both the learner and the literacy practitioner.

This can be a challenge for learners who may not be used to providing input into their own learning. It may include the following five steps:

Step 1: Gather background information.

Step 2: I identify possible long-term and short-term goals. Some students will have well-thought-out and clear goals but others will need support and guidance to determine their goals.

Step 3: Assess the requirements of the learner's goals. This may take some time and cannot be done until the learner has established a goal or goals.

Step 4: Assess the learner's achievements. This is the time when you will assess the student's current skills and knowledge.

Step 5: I identify skills gaps and create a training plan.

Note: Initial assessment and training plan forms are attached as annexure A& B.

## 10. Selection of Instructional Strategies

Learning incorporates a number of skills and activities such as: questioning, interpreting, analyzing, processing and using information, applying new knowledge to situations, integrating current experiences with past experiences. All of this can lead to many challenges for instructors and tutors when working with adult literacy students. There is no one "right" way to deliver literacy instruction. Traditionally, school boards and colleges offered programming in classroom or group settings while community-based agencies tended to provide one-to-one instruction using volunteer tutors. Over the years, however, programming has evolved to best meet the needs of learners, funders and the agencies themselves. Many programs provide a blend of different approaches that truly reflects a learner-centred approach. Let's take a few minutes to examine the various delivery models.

### One-to-One Delivery

In this model, teachers (usually volunteer tutors but sometimes paid staff) work directly with one learner at a time. The instructor and learner usually meet once or twice a week, for one to two hours at a time.

Instruction can take place at the literacy program or in another location such as a library or community centre. Sometimes students work one-on-one with an instructor and then join a small group or a class. Or, sometimes students work one-on-one with a volunteer tutor to supplement the work they are doing in a small group or class.

### Small Group Delivery

In this model, teachers work with a group of two to 20 learners. The amount of time the group meets varies based on a variety of factors such as funding, learners' needs and available space.

Within the small group, learners may be working at a similar level or have similar goals. Small group instruction can be offered for just a few hours each week or on a more full-time basis. Intake may be continuous, or there may be specific beginning dates to join the group.

## 11. Developing learning activities for learners

Adults learn best when they are motivated to do so. Motivation may come from within, a critical event may trigger it, or it may be encouraged by family, friends, a social agency, etc. You will, on occasion, meet learners who do not seem to be motivated. So what can you do? One way to capture their interest in learning is to help them see the relevance of what they are learning. You can also try to ensure that they experience some success right from the start. When this happens, adult students will start to gain confidence in their abilities and recognize their successes.

To encourage learner motivation, the first and most important step is to find out what the learner needs and wants to learn while in the literacy program. Another thing to think about is learning styles. We all have a preferred learning style and keeping this in mind when developing learning strategies can make learning more relevant and therefore more motivating. Variety is also important. Where possible, try to incorporate a mix of reading, writing and speaking/listening activities into each learning session. And don't forget to add in a bit of fun! Adult learners like to know why they are learning something, i.e. will it help with their future employment prospects or will it meet some other need? In the goal-directed assessment process, you will identify some gaps in learning and together with the learner, you will determine which gaps should be addressed by the literacy program. Keeping learning relevant to the learner's needs will also help keep the learner motivated.

Success generally leads to success. Be sure to build in opportunities for success when developing learning activities. One way to do this is to set goals that are achievable in the short-term. This will help learners become more confident in their abilities and encourage them to continue learning. As learners gain confidence, you can set longer-term goals.

Note: A form on learning styles is attached herewith as annexure C.

## 12. Exit and follow-up planning

Learners are supposed to leave literacy programs. In fact, the aim of a training plan is to work toward the time when learners will leave. Therefore, leaving is a planned-for event that takes learners to the next step towards achieving a long-term goal, whether that goal be independence, further education and training or employment.

Knowing when students are supposed to leave the program can make it easier to collect exit information. It allows you to start preparing a few weeks (or even a month or two) before the scheduled exit. During this time, you will probably:

- administer a final demonstration
- conduct an exit interview
- review the next steps with the student and so on.

However, the reality is that, despite our best intentions, leaving is all too often an unplanned event. A learner's situation may change causing him or her to stop attending the literacy program, often without notice. For example, the learner or a family member may experience a sudden change in health. Children may run into difficulty at school. People may suddenly move or their employment situation may change. When this happens and the learner exits unexpectedly, the program may not have current contact information and be unable to get in touch with the learner which means that complete exit information cannot be gathered, and subsequent follow-up might also be difficult.

But don't despair - there is always something to be learned from any situation. Try to determine why the student left. Over time you might identify some common reasons why learners leave without notice, and you might decide to make changes in your program to reduce the number of these unplanned exits. For example, you might want to add an evening class. Or you might review your intake procedures to ensure that learners are clear about program expectations. If the learner left for a reason outside of the program's control (personal difficulty, medical reasons, etc.) you might be able to use that

information to identify future "at risk" learners. In short, don't simply discount the learners who left without notice as "lost contacts" - use the information their leaving provides for program evaluation and future planning.

Too often in literacy programs we spend a lot of time and energy on intake but significantly less time planning for and implementing exit. But it's important to remember that the literacy program is usually just the first step towards a student's goal and so we must develop and implement effective exit procedures.

Just what information will you be collecting from learners when they leave? Naturally, you will want to assess the skills they have learned in your program through demonstrations but you should also ask them to evaluate their learning experience with your program. For example, what did they like and not like? Were the hours convenient? Were they provided with enough support? Would they recommend the program to others?

Here are some sample questions to ask during the exit process.

- Your training plan outlines your next steps. Do you need more information? Do you clearly understand the next steps you need to take?
- Tell me three things about your literacy training that you found most useful.
- What three things did you like the least about your literacy training?
- What suggestions do you have for making the literacy program better?
- What can you do now that you couldn't do when you started here?
- What other things have you learned?
- How are you using the skills you have learned here?
- Do you have any other comments?
- Would you recommend our program to others? Why or why not?
- Are there other ways that our program could have supported you?

Exit assessment can and should relate directly to those initial assessment questions by having the learner answer the following questions:

- Did I achieve the goal(s) I identified in my training plan?
- What new skills, knowledge and abilities did I gain?
- How do I know I achieved my goal(s)?
- Am I ready and willing to take the next steps toward my long-term goal?

Exit assessments should include :

- completion of a final demonstration relating to the student's goal(s)
- a personal interview with the student and
- completion of the Learner Satisfaction Survey and any other exit survey the program uses.

What do you do with exit information?

Exit interviews and feedback forms should be designed to encourage and support a critical and honest look at the services provided. Encourage students to be honest and let them know that you really want and value their feedback and that you will use it to improve the program.

It is important to keep in mind the current literacy level of the student who is completing any exit forms.

Information gathered at exit can also be used in your agency's annual report. You will be able to report not only on the total number of learners who exited your program, but on where they went after leaving the program and on their learning successes.

## Unplanned Exits

When literacy instruction begins, teachers hope that the learning path will be smooth and straight - that learners will achieve their stated goals and move on to their next steps. Leaving the literacy program should be a planned-for event.

Often, however, the path is not without bumps or sidetracks. Some learners, for a variety of reasons, leave the literacy program without achieving stated goals and leaving becomes an unplanned-for event. It is important to remember that some learners will leave without notice no matter what steps you take to support and encourage them in their learning.

There may be times when an agency requires that a student leave the program. This could be because of disruptive behaviour, poor attendance, general lack of commitment to the program or other reasons. Depending on the circumstances, it may or may not be possible for the student to return at a later time. For example, you might need to inform the student that he or she will not be re-enrolled in the program until specific behavioural changes are made. It is important not to abandon the student completely - suggest other agencies where he or she might feel more comfortable or that might be more suited to his or her current needs.

When it is time for an agency to initiate an exit, a clear policy that states codes of conduct and reasons for agency-initiated exits will be beneficial. Any policies relating to attendance, behaviour, reasons for dismissal and conduct in general should be shared with students at intake so it doesn't come as a surprise if someone is asked to leave!

### 13. Identifying at-risk learners

A learner's continued active participation in a literacy program will be determined by a number of factors. Some of these factors are beyond the learner's control such as financial resources, family situation and current health.

It's important to remember that while you will try to meet needs and reduce barriers, you can't solve every problem. It is important to identify and quickly respond to "at risk" behaviours before "at risk" learners become lost contacts. The following is a checklist of possible warning signs.

- The learner has enrolled involuntarily or states a lack of interest in learning at this time.
- The learner reports financial, childcare or transportation problems.
- The learner reports lack of support for learning from family and friends.
- The learner is frequently absent.
- The learner has a history of "stopping out".
- The learner is disruptive.
- The learner reports serious problems that interfere with learning (e.g. health problems, legal issues, addictions, etc.)
- The learner experiences life changes (e.g. new baby, divorce, death in the family, new home, etc.)
- The learner often complains about an instructor/classmate, class schedules, level of learning, learning materials/approach, etc.
- The learner personally identifies one or more of the above situations as serious.

#### *Tips for teacher*

1. Incorporate problem-solving activities in the learner's curriculum.
2. Encourage/reward/acknowledge all successes, no matter how small.

3. Modify the learner's program. For example, revise the number of hours he/she attends each week.

Note: A teacher and learner contract is attached as annexure D.

#### Questions for Reflection

1. How does your program identify "at-risk" learners? How do you work with these learners?
2. What are some strategies you could implement to help learners cope with issues but still remain in the literacy program?
3. Are there additional supports your literacy agency could provide to increase student retention?

#### 14) Evaluation-Measuring the progress of the learners

The learner and teacher will need to set aside time to discuss how the learning is going. They will want to look over the work they have done, discuss what progress has been made towards the initial goal and what still needs to be done. Perhaps they will set a new goal but certainly they will want to discuss what has worked and what has not worked for the learner and what has been enjoyable and useful. Thus, in a relaxed way they will follow the experiential learning circle by reflecting on their experience and planning new goals and activities in the light of their conclusions. Traditionally, program evaluation focused on "just the facts": statistics, targets and program activities. We counted things and measured our success in terms of the number of contact hours or the number of students enrolled. Although this data is important, there is an increasing need to identify the impact the program is having on students. This impact is the focus of outcomes-based evaluation. This doesn't mean ignoring numbers and statistics; rather, it means going one step further by combining statistical information with other measurable indicators of success to identify and evaluate your program's impact on students. We need to be able to report not just how many people we worked with and for how many hours; we also need to be able to articulate how literacy training made a positive difference in a student's life, and we need to explain how we know that.

Interviews, focus groups or surveys done with students can help you determine how those students are using their skills. Since outcomes-based evaluation measures your agency's impact on students, let's start with some questions you could ask students.

Sometimes it can be difficult for students to articulate the impact that literacy training has had on their lives. You need to think carefully about what questions you can ask to help you get this information. You might need to provide specific examples. For example, you might ask if their enhanced literacy skills mean that they can read the newspaper or complete an application form on their own. You might also ask them if friends or family members have noticed any changes. You can ask very directed questions about the type of things they are reading and writing or how they use their literacy skills at work, at home or at school. You can ask if they are better able to understand what they read, if it takes them less time to read something or if they are reading different types of things such as novels or newspapers or magazines.

This type of specific question can help you identify direct impacts of your literacy program. However, you might also want to identify some less direct impacts that attempt to measure how life might have changed. To capture this information, you can ask about things that students do now that they didn't do before that could be a result of not only their enhanced literacy skills but also enhanced self-confidence in using those skills.

Note: On-going assessment and learner satisfaction forms are attached herewith at E & F.

Initial Personal Interview and Assessment (Annexure A)

Name: ----- S/O/D/O-----Date of Birth: -----

Address: -----

How did you hear about the class?

---

In your personal life, what skills would make life easier or more interesting for you?

---

Have you ever gone to school? 1) Yes 2) No If yes, why did you leave your school?

---

If not, why have you never been to school before?

---

What about your family? Is anyone educated in your family?

---

Have you ever faced embarrassment due to your illiteracy?

---

If yes, would you like to share with us those moments?

---

---

Tell me what you enjoy doing and some things you are good at.

---

How did you learn these things?

---

Are you working somewhere? 1) Yes 2) No. If, yes how many hours do you work in a week? \_\_\_\_\_

If yes, what is your monthly salary? \_\_\_\_\_ If not, are you looking for work? 1) Yes 2) No

If yes, what kind of work are you looking for? \_\_\_\_\_

What reading and writing skills do you think you will need for this type of work?: \_\_\_\_\_

What are you hoping to gain from doing this course?

\_\_\_\_\_

What reading/writing/number skills would you like to improve on this course?

\_\_\_\_\_

Why? (learner's contexts and motivation)

\_\_\_\_\_

How will you do this? (How learner wants to learn)

\_\_\_\_\_

What would you like to achieve by the end of the course? (measurable goals so that progress can be assessed)

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Interviewer (Name of teacher) ----- Date: -----

Signature: -----

## Training Plan (Annexure B)

Once you have determined that your program is the right place for a particular student to be, you need to begin working on developing a training plan. This document will help you and the student make the connection between his or her goals, current skills and what he or she will need to accomplish in order to achieve those goals. Training plans should be reviewed at regular intervals to keep the information current and reflect any changes in the student's goals, potential demonstrations and skills achievements.

Training plan must outline the following:

- Outlines the current abilities of the student
- Outlines the goals of the student
- Outlines the skills the student will need to acquire on the way to achieving those goals
- Provides other pertinent information that may impact upon the student's learning
- Provides a strategy or blueprint for how the student can reach his or her stated goals
- Relate learners' entry skills to the skills they need in order to be able to demonstrate achievement of short-term goals
- Detail the training to be provided that will enable learners to achieve their short-term goals
- Identify demonstration activities that will show learners and instructors that learners can apply new skills to real-life situations
- Indicate dates and establish time lines
- Connect learners to the next steps towards their goals (for more on next steps and transition planning, refer to Exit and Follow-Up)

Whatever the choice of format, however, each training plan must contain these common elements:

- Personal information: name, address, telephone number, background information that relates to the stated goal
- Short-term goal: what the learner will accomplish by the end of the time period identified in the training plan
- Long-term goal: the learner's ultimate goal which may be achieved while attending the current program or at a further point in time
- Current skill level
- Goal requirements:
- Demonstrations: how the learner will demonstrate that he or she has achieved the stated short-term goal
- Timeline: how long it will take the learner to achieve the stated short-term goal along with the number of hours he or she will attend each week
- Next steps: where the learner will go after achieving the stated short-term goal
- Transition plan: how the learner will move on to the next step

Signatures: The learner and a representative from the literacy program should both indicate that they understand and agree with the training plan

### Learning Styles (Annexure C)

When you..	Visual	Auditory	Kinesthetic & Tactile
Spell	Do you try to see the word?	Do you sound out the word or use a phonetic approach?	Do you write the word down to find if it feels right?
Talk	Do you sparingly but dislike listening for too long? Do you favor words such as <i>see</i> , <i>picture</i> , and <i>imagine</i> ?	Do you enjoy listening but are impatient to talk? Do you use words such as <i>hear</i> , <i>tune</i> , and <i>think</i> ?	Do you gesture and use expressive movements? Do you use words such as <i>feel</i> , <i>touch</i> , and <i>hold</i> ?
Concentrate	Do you become distracted by untidiness or movement?	Do you become distracted by sounds or noises?	Do you become distracted by activity around you?
Meet someone again	Do you forget names but remember faces or remember where you met?	Do you forget faces but remember names or remember what you talked about?	Do you remember best what you did together?
Contact people on business	Do you prefer direct, face-to-face, personal meetings?	Do you prefer the telephone?	Do you talk with them while walking or participating in an activity?
Read	Do you like descriptive scenes or pause to imagine the actions?	Do you enjoy dialog and conversation or hear the characters talk?	Do you prefer action stories or are not a keen reader?
Do something new at work	Do you like to see demonstrations, diagrams, slides, or posters?	Do you prefer verbal instructions or talking about it with someone else?	Do you prefer to jump right in and try it?
Put something together	Do you look at the directions and the picture?		Do you ignore the directions and figure it out as you go along?
Need help with a computer application	Do you seek out pictures or diagrams?	Do you call the help desk, ask a neighbor, or growl at the computer?	Do you keep trying to do it or try it on another computer?

## Teacher/Learner Contract (Annexure D)

Learner Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_ I enrolled on \_\_\_\_\_.

My training plan was developed on \_\_\_\_\_.

I agree to the following:

1. I will attend for \_\_\_\_ hours each week (as per my training plan).
2. I will notify my teacher if I miss any time.
3. I understand that if I miss time without an acceptable reason, I will be given a verbal warning. If I continue to miss time without an acceptable reason, I will be given a written warning. If I continue to miss time after that, I will be asked to leave the program.
4. I understand that if I am absent for seven days in a row without notifying the teacher, I will be considered as having left the program.
5. I will work towards the goal in my training plan, but I know that I can revise that goal if needed. I will be encouraged to work at my own pace, but I will also be expected to make reasonable progress.
6. I agree to respect the available time and energy of my teacher.

7. I agree to respect everyone I am working with and I will behave in a mature and reasonable manner. I will also be treated with respect by teacher and learners.
8. I will not discuss other learners outside of center.
9. I will not take any school property home with me.
10. I understand that I may be asked to leave if I do not follow one or more of the above-mentioned policies.
11. Learner Signature \_\_\_\_\_ Teacher Signature \_\_\_\_\_

On-going Assessment (Annexure E)

Progress Tracking Sheet

This sheet should be filled in at least once each month. Your teacher will help you in filling it.

Name of the Learner: \_\_\_\_\_ Name of the Teacher: \_\_\_\_\_

Date of joining of Learner: \_\_\_\_\_ Date of filling this sheet: \_\_\_\_\_

My long-term goal: \_\_\_\_\_

My short-term goal: \_\_\_\_\_

I believe I am making progress towards my short-term goal 1) Yes 2) No

I don't think I'm making much progress 1) Yes 2) No

If yes, please explain why you think you are or aren't making progress:

\_\_\_\_\_

When we developed your training plan, you said you would like to work on certain skills to help you reach your short-term goal. These skills are listed in the boxes below. As you master each skill, shade in the small box. This will help you see your progress more clearly:

Skills	Status
Listening	
Speaking	
Reading	
Writing	
Number sense	
Calculations	

Do you have any other comments you would like to make?

Thank you for filling out this form. It will help us keep track of your progress towards your goal.

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Signature of the learner

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Signature of the teacher

Date

The Learner Satisfaction Survey (Annexure F)

Questions	Strongly Disagree	Disagree	Do not Agree or Disagree	Agree	Strongly Agree	No Answer
I made good progress in reaching the goal(s) that I set in the Program						
I found the learning activities to be useful in working towards my goal(s).						
The teacher taught us very effectively.						
The hours of the literacy program were convenient for me.						
I would tell other people to take part in the Literacy Program.						
Overall, I was satisfied with the Literacy Program of the YES Network Pakistan.						