

FUNCTIONAL LITERACY AND FAMILY PLANNING

MINISTRY OF EDUCATION AND CULTURE (INDONESIA) - UNESCO / UNFPA
IN ASSOCIATION WITH WORLD EDUCATION INC.

SECTION II

TEAM B REPORT

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I. INTRODUCTION

The methods, procedures and approaches used by Team B in the Field Operational Seminar were designed and carried out independently of the other teams. However, all activities were planned in accordance with the purposes outlined by the UNESCO/UNFPA as expressed in the Opening Address of the Seminar by the UNESCO representative. These purposes were to attempt to find answers to the following fundamental questions:

- "What can education - namely functional literacy - do in relation to a population programme?

- How can a functional literacy programme be linked with a well-structured family planning project having its own objectives and specific subject content?

- What is the most suitable strategy to adopt for devising the educational programme?

- What are the conditions for such an integration of literacy and family planning in terms of principles, educational methods and techniques?"

II. OPERATIONAL PROCEDURES

Team B decided to undertake the activities in three different phases:

The first phase was a study of the environment at the national, district and local levels. In this phase an attempt was made to explore the ecological conditions of the population. The second phase would involve the design of a functional literacy curriculum and syllabus related to population education/family planning and the preparation of units of instruction. It would include definition of the educational and training objectives of a literacy programme linked with population education/family planning, preparation of educational tests for the target groups, application of the tests to the target groups, analysis and interpretation of test results, and definition of a teaching strategy and preparation of teaching materials. The third phase would involve the implementation of the programme and the evaluation of the experiment. It would include the

ry out of units of instruction, actual instruction in functional literacy classes, preparation of evaluation instruments and evaluation of the experiment.

III. STUDY OF THE ENVIRONMENT

A. At the National Level

Publications, documents, and bulletins concerning population education/family planning and functional literacy programs in Indonesia - including government policies, strategies and plans - were collected and studied by members of the team and the participants. Prominent Indonesian experts in demography, population education/family planning, functional literacy and related fields were invited to make presentations to the Seminar. The topics of these presentations included family planning, national adult education, functional literacy and post-literacy programmes in Indonesia. This was done in order to acquaint the participants with the existing programmes at the national level and to indicate possible trends and problems.

B. At the District Level

Reports, documents and monographs concerning population education/family planning and functional literacy programmes for the district of Lembang were studied and discussed. Local government authorities, administrators and field workers dealing with family planning and functional literacy in Lembang were invited to give presentations in their fields. Additional information concerning family planning practices in the district was obtained through a visit to the family planning clinic in Lembang. Again, this was done to enable the participants to get a better understanding of the operation of the family planning programme at the district level and also of the possible problems that impede programme implementation.

C. At the Local Level

The desa (village) of Cibodas was chosen by the team for intensive study at the local level. First, a preliminary survey of the general characteristics and ecological conditions of the village was carried out. In addition to a study of the available publications and documents, the team visited the village, interviewed the village heads and other members of the community and had meetings and

iscussions with them. This visit was largely an acquaintance" visit, to know the leaders and have a feel f the village.

he following data were obtained during this visit:

. Some characteristics of the village

a. Cibodas can be reached by car and is located 10 to 11 kilometres east of the town of Lembang at an altitude of about 4,000 feet above sea-level. (The town of Lembang is located 17 kilometres north of the city of Bandung, the capital of West Java).

b. The total area of Cibodas is 868 hectares. Approximately one seventh of the area (129 hectares) consists of rice fields. Most of the remaining area is under vegetable cultivation, yielding three crops a year. Cibodas has 6 kampongs (hamlets), 12 Rukun Kampong or R.K. (neighbourhood associations) and 40 Rukun Tetangga or R.T. (block associations).

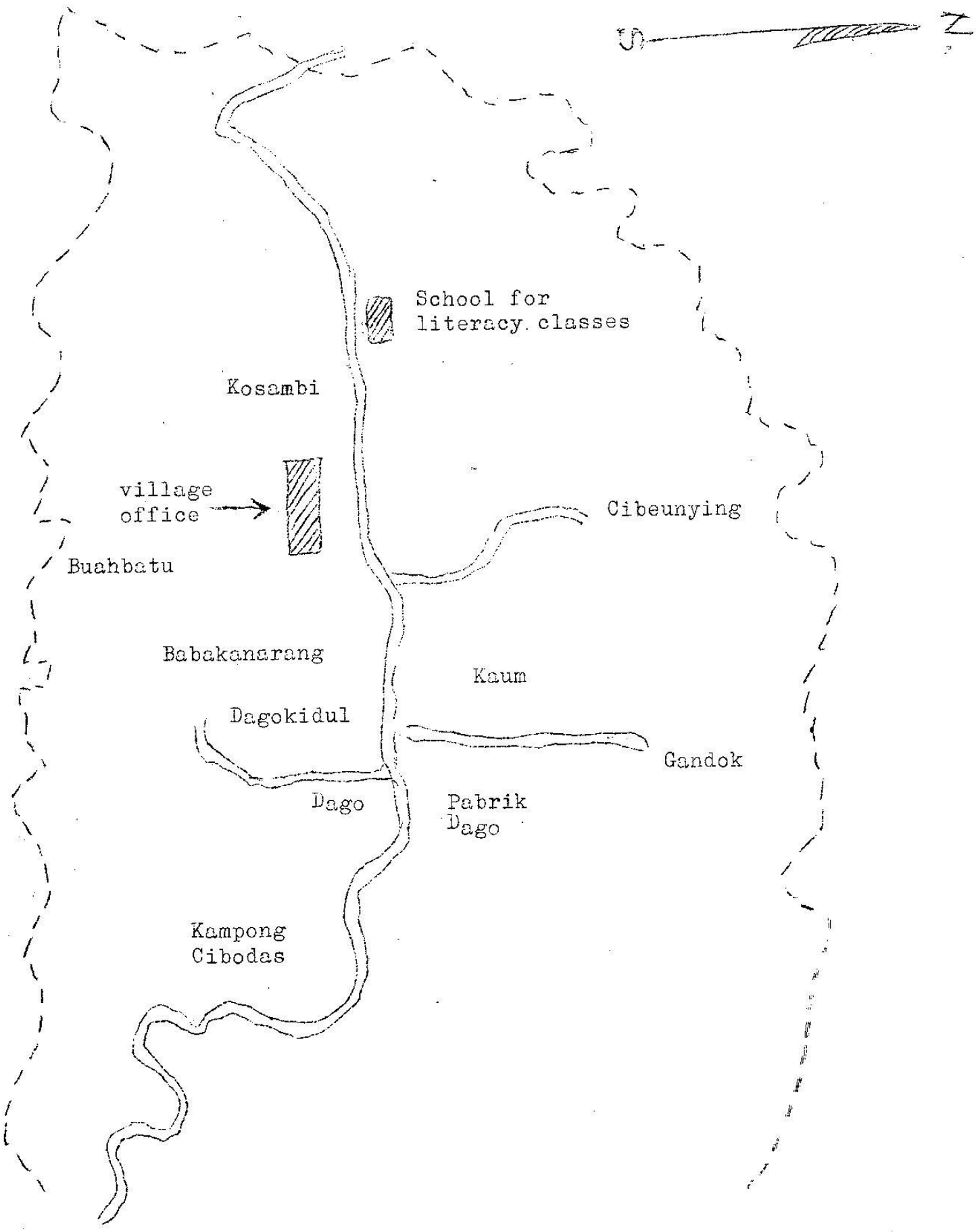
c. The population of Cibodas is as follows:

POPULATION BY SEX AND AGE, CIBODAS, 1972*

Male			Female			Both Sexes		
0-15	16+	Total	0-15	16+	Total	0-15	16+	Total
1,574	1,487	3,061	1,788	1,788	3,576	3,362	3,275	6,637

* Source: Civil Administration Office of the kecamatan Lembang (district of Lembang). Note: It seems unlikely that the female populations of ages 0 to 15 and 16 and up are the same.

MAP OF DESA (VILLAGE) CIBODAS



According to information received from the lurah (village head) of Cibodas, the most recent census showed a total population of 6,747 comprising 1,426 families. The main occupation of the population of Cibodas is farming. The annual rate of population increase, according to the Civil Administration Office of the kecamatan Lembang (district of Lembang) is approximately 2%, while infant mortality is 10%. It should be noted that these rates were calculated from the averages of one year only, i.e., 1972, for the kecamatan Lembang, which includes Cibodas.

d. There are two six-year government elementary schools in Cibodas with a total enrolment of 354 students: 202 males and 152 females. The teaching staff of the two schools consists of 10 male teachers and 2 female teachers. In addition, there is one religious school, the ibtidaiah, with a total enrolment of 150 students in 1973. A school run by a tobacco company also admits some children from the outskirts of the village area.

e. Data concerning the level of education of the population of Cibodas are not available. However, the 1970 census information provided by the School Administration Office of the kecamatan Lembang, which includes Cibodas, indicates that 35 to 40% of the population is illiterate.

Literacy classes in the village have been conducted as part of the nation's general educational system by the Directorate of Community Education of the Ministry of Education and Culture of Indonesia. (For further information see: Soenarjono Danoewidjojo, "Adult Education in Indonesia with Special Emphasis on Literacy Work", monograph for this Seminar, Annex D of this report)

Inasmuch as the village was one of the disturbed areas of West Java after Indonesian independence in 1945, due to rebellions such as the D.I./T.I.I., it was not until 1961 that the population felt secure in their everyday lives and normal school enrolment of children was resumed.

f. The family planning programme has been conducted in a cooperative manner among local government institutions, including the local office of the Directorate of Community Education coordinated by the Badan Koordinasi Keluarga Berencana Nasional (The National Family Planning Coordinating Board). The family planning clinic for the area is located in Lembang. It was indicated that among the acceptors recorded in the clinic, 150 came from Cibodas.

2. Survey of Local Conditions and Attitudes

In order to gain a deeper insight into, and a better understanding of, the economic, social and educational aspects of village life in Cibodas, the team decided to design a questionnaire to be administered to a population sample of the village. This decision was reached after careful evaluation of the available data concerning Cibodas, and after intensive discussion of the information obtained by the team during a visit to the village, as presented above.

a. Purpose of the Questionnaire: It was decided that the questionnaire should elicit information concerning the following:

(1). Personal data, including level of education attained

(2) Knowledge of family planning and functional literacy, including attitudes toward population education/family planning and functional literacy and the existing programmes in these areas

(3) Personal needs, interests, constraints, and aspirations

(4) Economic, social, cultural, religious, technical, and other problems

b. Design Procedures

Team members contributed specific questions covering a wide range of interests within the limitations of the questionnaire's purpose. After analyzing and discussing problems of general

composition and format, the team agreed to include 84 questions in a trial questionnaire to be administered to a selected number of villagers. The purpose of the try-out was to provide a basis for selection of reliable questions and elimination of unreliable and unrealistic questions. After the try-out was conducted, item analysis of the results was carried out. The team then decided to shorten the questionnaire to 37 selected questions, which were translated into the local language, i.e., the Sundanese language.

c. Administration of the Questionnaire

The questionnaire was administered to a population of villagers aged 15 years and above, based on a 4% random sampling of the families. Of the total 1,426 families, 58 were selected at random to be questioned.

d. Findings of the Study

(1) vital statistics: All of the 58 persons approached, including 33 females, responded readily to the interview, although some of the females were in confinement. While all of them are Moslems, the women are not in veils, which is indicative of their willingness to communicate. These 58 respondents represent 58 families out of 1426 families of Cibodas, which has a total population of 6747 living in 6 hamlets, 12 neighbourhood associations, and 40 block associations spread over an area of 0.87 square kilometres. Approximately 1/7th of the area consists of ricefields. Most of the remaining area is cultivated with vegetables, yielding three crops a year.

This sample covers 4% of the total number of families as against the 5% target attempted. These people speak Sundanese which is the language of approximately 15% of the population of Indonesia. The Sundanese language is mainly written in the Roman script which is also the script of the national language. Sundanese is the medium of instruction at the schools up to the fourth grade and the script taught now is the Roman script only. Literacy classes are taught in Sundanese.

There were 25 male respondents and 33 female respondents. The age group of the male respondents ranged between 20-65 years and that of the females, between 17-45 for 24 of the women, and 46-65 for 9 of the women. It is therefore presumed that all the 25 males and 24 out of the 33 females are in the reproductive age group. While the question was not asked im

all cases, it is revealed that the normal age of marriage for girls in this area is from 14 to 20 years, and for boys, 17 to 25 years. The respondents stated that generally the ideal age for marriage should be 21 for men and 18.2 for women, as for the mean of the respondents' replies. It is pertinent to note that 54 out of 58 respondents readily stated that marriage age be fixed by law and only 4 had no specific opinion in favour or against. It will be helpful to know, however, whether there is a child-marriage prevention act which applies to Indonesian citizens as such. We understand that under the civil marriage act, a person who is above 17 years of age only can contract a marriage. However, this does not apply to traditional forms of marriages in Indonesia and girls of the 12-15 year bracket also are married with the consent of their parents without any legal bar.

There are 102 living boys and 101 living girls belonging to 53 out of the 58 families responding, 5 persons questioned being unmarried. This gives the average number of surviving children per respondent as 3.8. We have to consider, however, that 49 out of 58 respondents are within the procreation age group, and therefore the average number of children could go higher.

The average of 3.8 is not the end of the journey in all cases. It is significant to note that the number of children desired by the respondents ranges between 2-9, yielding the approximate number 4 as the ideal according to their lights. This does not bear comparison with the Indonesian national target which was set at 1.3% by 2000A.D. as against the present population rate of growth of 2.6% or 2.8% as per government statistics.

(2) Economic Status: This is predominantly a fertile agricultural area with a fairly well-distributed rainfall and good climate. Though the land used for cultivation is only 1/7th or 15% of the total land surface, the agriculturalists are eking out their living with 3 crops of vegetables a year. Thirty-two respondents

are farm -holders while 12 are farm labourers; 5 are merchants and 9 fall under the "other" category. Some of these are answering to more than one description. The maximum landholding is 5 hectares as per government ceiling, while the minimum is .021 hectares. The respondents' family incomes, however, are below 100 rupiah per day in the case of the 25 or 43% respondents' families and between 101-200 for 16 or 27.5%, 201-300 rupiahs for 5 respondents' families or 8.6%, and 301 rupiahs and more for 12 or 20% of the respondents' families, which, on an average, consists of 5.8 members. The per capita income in Indonesia is said to be $100.00 (U.S.), or 41,500 rupiahs per capita per annum, or 232,800 rupiahs per family of 5.8 persons. But the respondents' families are all far below this national per capita income.

It is understood that production of rice, the staple food in this area, is limited and it has to be imported at prices which have risen to 85 rupiah per kilo. Therefore, the low income group, particularly the labour class, is hard hit.

The limited farming area and the restricted farm labour opportunities will make it incumbent for the future generation to move out into vocational lines. No wonder then, that only 10 out of 58 respondents have desired that their children will follow farming. Nonetheless, there is hope for obtaining better returns for the farm produce, by organising cooperative transport to and marketing at the cities of Bandung and Jakarta. Farm produce (like tomatoes) sell at 10 rupiahs per kilo in the village, but 25 to 30 rupiahs at Bandung and about 130 rupiahs per kilo at Jakarta. However, only 60 members are left in the co-operative society which has sold its transport vehicles during the disturbed conditions. The cooperative charges 1.5% interest per month to members, on its limited layout. It is understood that the private money lenders' illegal rate in this area ranges between 10% to 15% per month.

Nonetheless, the farmers have generally adopted advanced techniques of cultivation, improved seeds and high dosages of fertilizers, though mechanisation and even animal power are not used much, and irrigation facilities are inadequate.

The houses of the respondents and others are comparatively comfortable and well-built, being of teakwood which is cheap and it is said that neighbours help to build houses. There is a possibility for cooperative processing and canning of vegetables and fruits for export in order to upgrade their incomes.

(3) Educational Background: There are 3 schools in Cibodas, one being an Ibtidaiyah, imparting a religious-cum-secular education up to the 6th standard. Out of 203 children of the respondents, 66 are going to school and many of them have found no place there. The headman informed us that he is raising local funds to build one m ore school. The government charges a minimum of 50 rupiahs per child, per month, varying for higher income groups. Many families have said that they cannot afford to pay for some children and therefore not all go to school. Since 52 out of 58 respondents have been to school from 1 to 9 years, only 4 have never attended school and 2 have attended 1 year of schooling, it may be presumed that the sample belonging to the central Cibodas hamlet, reflects a higher literacy percentage than its outskirts, as well as a much higher literacy percentage than the 64% national average shown by the statistician. However, some of the respondents might have lapsed into illiteracy and would need reorientation as well as a supply of literacy pamphlets.

(4) Functional Literacy Classes: Literacy instruction in Cibodas has been conducted since 1951, but none of the respondents has attended it, although 51 out of 58 have heard about it. At present, functional literacy classes do not exist in the village since functional literacy as a nationwide program has not yet been initiated. However, they have indicated they would

Contd

like to attend the functional literacy class if such a class ~~might~~ exist. The following were mentioned as possible subjects of the functional literacy courses: agriculture (27), vocational education (30), family planning (16), religion (4 out of 30), and cooperative (11)

It is very interesting to record as per the headman's licence register that 815 families out of 1426 in this desa have transistors. The villagers do listen to Sundanese music (all), the Koran (6), farmers' programmes (5) and family planning programmes (32).

Already a trained and competent volunteer is running a literacy class and the village headman who was interviewed indicated his desire to have 3 functional literacy classes to be run in 3 different localities of the village; he has 8 prospective volunteer teachers, 5 males and 3 females, for undergoing the functional literacy teachers' orientation course at Lembang.

The definition of the poor for the purposes of poverty certificates for free school admission and free medical relief needs to be liberalised. It is at present an earning of 75 rupiahs per day which entitles a person to the poverty certificate and the procedure is very elaborate. Only 2% or less of the families are said to be getting poverty certificates for the health centre or school.

Of the 58 respondents, 37 are functional literacy prospects.

(5) Family Planning Background: There are 11 acceptors, all of them on pills, out of the 53 married respondents. Of the 45 nonacceptors of family planning, 25 gave the following reasons:

religion	none
culture	3
partner not in favour	2
more children	6
too old	2

clinic fees	6
clinic distance	1
influence of peer group	1
lack of clear information	2
side effects	1
pregnancy	1
	25

It is pertinent to note that a few elders of the family interviewed have no objections to their daughters or daughters-in-law observing birth control or attending literacy classes, provided they are not asked to pay for the class or contraceptive devices, as they cannot afford them.

The relationships within the family and in the village are cordial.

There are 45 family planning prospects from the 50 respondents.

(6) Conclusions:

(a) It is believed that there should be more input in the people's welfare and socio-economic development programmes through well motivated and trained institutional and community cadres and up-and-coming local leadership of progressive and educated men and women.

(b) Out of school education, including community and adult education, needs more funds.

(c) The findings showed that the adult population in the village were eager to receive education. Socio-economic conditions and the lack of facilities were among the handicaps. The existing literacy class in the village is not enough to meet the educational needs of the people. Functional literacy classes, however, cannot be wholly financed by the poor community.

(d) There is enough awareness and interest among the population concerning population education/family planning and functional literacy, but the adoption stage has not yet been reached.

(e) The general population, including their key leaders, showed a cooperative attitude towards programmes in population education/family planning as well as functional literacy. They also desire to cooperate in a multi-purpose community development programme.

IV. DESIGN OF THE EDUCATIONAL PROGRAMME

A. Introduction

During the first phase of the operational study, environmental surveys were carried out at the national, district, and local levels. In addition, a micro- tudy of the environment in Cibodas was made in order to identify the characteristics of the villagers and the problems which confront them in population education/family planning. In order to design an appropriate educational programme it was decided that a number of villagers should be selected for a trial class.

After analysis of the field survey, Team B selected 45 prospective subjects for a literacy class linked with population education/family planning. A strategy was devised to assure a homogeneous target sample from these 45 respondents. Thirty of the respondents had received 6 or more years of formal schooling and were considered to be literate. Fifteen of the respondents had received between 2 and 5 years of formal schooling and were tested to determine their present level of literacy and awareness of family planning. The test was comprised of questions prepared by the team and translated into the Sundanese language. All but one of the respondents passed both the literacy and family planning parts of the test. The one who failed was rated semi-literate. It was then decided that these 44 subjects represented a homogeneous group suitable for the proposed class. The subjects were divided into 2 groups according to sex to encourage candid responses in the classroom setting.

Based on the findings of the study, Team B drew up a proposed educational programme for literacy linked with population education/family planning.

B. Defining a Teaching Strategy

The team gave consideration to the objectives of functional

literacy linked with population education/family planning programmes, along with a suitable curriculum divided into manageable sequential units. The strategy, layout and organisation of functional literacy curricula were also discussed.

It was agreed that population education/family planning knowledge and motivation must be emphasized in lessons, and that technical ideas should be explained in simple terms, with the use of visual aids, if possible. Further, the problems involved in becoming acceptors, as well as in the maintenance of family planning practices, should be discussed and solutions indicated, in the course of both the prepared lessons and the discussions. In order to maintain the attention of the members of the class and to encourage their personal involvement, they should be allowed to air their personal problems as part of the teaching method. Finally, a certain amount of drilling in the essentials of family planning techniques should be carried out. The group finalised the format of the educational programme, which is described below.

C. Fundamental Objectives

The fundamental objective decided upon was to bring about an improvement in the socio-cultural and economic life of the inhabitants of Cibodas by effecting a change in their procreative pattern through a suitable educational programme. While deliberating, the team discussed not only the specific problems revealed in the community survey, but also the problems involved in population education/family planning programmes in general. The team decided to formulate broad curricular and instructional objectives for the class, as described below:

1. Curricular Objectives:

   a. To establish knowledge and understanding of the factors causing rapid population growth and their impact on the socio-cultural and economic life of both the individual and the community.

   b. To establish knowledge and understanding of the close relationship between family size and the living standard of the family and community.

c. To develop appropriate attitudes on the part of the individual towards both the family and the nation.

2. Instructional Objectives: The following instructional objectives were chosen to fulfill the curriculum objectives:

a. Demographic aspects:

- The reasons for rapid growth of population;
- The consequences of rapid population growth;
- The relationship between the family and community welfare and the socio-economic development of the nation.

b. Relationship between family size and living standards:

- Large families can impede the narrowing of the gap between rich and poor;
- Family welfare depends on family planning;
- Family size affects the health of the mother and children;
- Too many people in the house, village and country can have adverse effects on the everyday life of the people.

c. Development of responsible attitudes:

- To help people develop appropriate attitudes towards family planning and functional literacy programmes;
- To inspire people to take positive steps to become "acceptors" of family planning.

D. Programme Elaboration:

1. Definition of Educational Targets and Strategy: The team, fully aware of the limitations of the findings of its survey, nevertheless defined the following educational targets within the framework of a population education/family planning programme, based on the problems identified.

Identified Socio-Economic Problems	Educational Targets
Poor economic conditions	For men: provision of agricultural, vocational and educational programmes, as well as programmes on co-operatives, and the processing and marketing of farm produce. For women: home economics, nutrition, care of mother and child, sanitary and health programmes.
Lapses into illiteracy	Post-literacy and follow-up programmes.
Early marriage	Developing awareness of adverse effects of social prejudices on personal and family life
High rate of population growth and desire for more children	The problem of respondents' desire for an average of 4 children will call for programmes stressing personal and national benefits of smaller sized families. It will also mean removing personal and traditional prejudices concerning procreation.
Low level of acceptance and ignorance of the why and how of family planning methods	Imparting scientific knowledge regarding family planning and developing of awareness of the close relationship between size of family, and standard of living, and personal health and peace of mind.

2. The Identified Problems and their Presentation:

It was decided that topics emerging out of the questionnaires should be specially highlighted in the functional literacy curriculum, and that their presentation should be germane to functional literacy patterns.

a. The people's low educational level and/or lapses into illiteracy may require the use of language and local symbolism intimately understood by them. The contents of the course must relate to their interests, needs and experience, and the traditional methods of teaching must be replaced by functional literacy teaching methods.

b. The problem of drop-outs and lapses into illiteracy can be tackled only by effective follow-up programmes.

c. Overall national development objectives and programmes should be incorporated into the lessons in a graded fashion.

d. In order to maintain the learners' interest, folk songs, folk tales, and other suitable materials should be incorporated into the lessons.

e. In order to take advantage of religious predisposi-tions, lessons should also include simple narratives from the Kor'an and the Hadis.

f. The language should be simple but colloquial. Local symbolism, images, and expressions should be used as much as possible by lesson-writers and teachers.

3. Organisational Strategies

The group decided that the following strategies should be adopted in order to render the functional literacy programme with family planning orientation effective:

a. Selection of target groups in urgent need of a programme of functional literacy linked with family planning and population education;

b. Training of dedicated and capable literacy instructors;

c. Drawing up a required curriculum and syllabus;

d. Preparing easy and cheap instructional materials, teachers' guides, readers and audio-visual aids;

e. Setting-up an efficient evaluation system;

f. Dove-tailing general community development strategies and programmes into the functional literacy curriculum linked to family planning;

g. Developing a post-functional literacy course linked to family planning;

h. The functional literacy programmes need to be assisted by a team of volunteers consisting of leaders and social workers who are deeply interested in the people's welfare and who will organise functional literacy classes linked with family planning;

i. The importance of the programmes should be stressed in order to secure the active participation of all villagers to achieve a radiation effect. Materials and technical assistance for family planning purposes should be disseminated through governmental and institutional sources, or through community self-help efforts;

j. Social leaders should organise supporting programmes to develop team spirit and popularise the programmes.

4. Development of Instructional Units and Their Presentation

a. Basic considerations: The sequential breakdown of the curriculum and the topics to be included, in their order of importance from family planning and population education points of view, was considered. An attempt must be made to bridge the gap between the respondents' knowledge and practice of family planning through indirect verbal persuasion as well as audio-visual or pictorial demonstration of means, methods and techniques. Free discussion and drilling by question-answer methods should be encouraged. The inhibitions, constraints and ignorance of the villagers, as revealed by the survey, should be kept steadily in view while selecting topics and preparing lessons. The time schedule of the classes in relation to the minimum knowledge to be imparted was also discussed. It was generally felt that for semi-literate and literate groups about 1-1/2 hours in class twice a week for approximately 26 weeks or six months would be adequate. In this

view, the entire curriculum would have to be broken down into 52 units with a suitable number of units devoted to each area and topic, according to importance and relevance to family planning.

Five curricular areas were defined: 1) Basic Demographic Knowledge, 2) Relationship between Population Growth and Economic Development, 3) Population Growth and Social, Cultural and Religious Aspects, 4) Population Growth and Ecological Harmony, and 5) Solution of Population Growth Problems Through Family Planning. These areas were distributed to five subgroups of the team, who were assigned the task of preparing model lessons.

The purpose of dividing the team into five groups was to provide every member with the opportunity to go through the exercise of preparing model lessons. Particular emphasis was given to the problems of family planning in the village of Cibodas, as previously identified in the survey. Each subgroup prepared from 2 to 4 teaching units out of which 3 were selected for class demonstration.

b. The Model Lessons: The three following model lessons were selected for class demonstration:

(1) Subject: Basic Human Needs

(a) Objective - To enable the students to relate the basic human needs (physical, educational, emotional and spiritual) to the need for a well-planned family.

(b) Expected Outcome - The realisation of the importance of planning a family in order to be able to adequately meet the basic human needs.

(c) Time Allotment - 90 minutes.

(d) Activities - Discussion, sentence construction, test in comprehension (worksheet), dictation.

(e) Content - hysical needs (food, clothing, shelter, leisure time).
-Emotional needs (love, understanding, security).
-Educational needs (preparing man for a meaningful life).
-Spiritual needs (development of the soul, strengthening faith in God).

(f) Method and Procedure of Presentation:
-Current events;
-Introduction of the subject matter;
-Motivation for discussion, referring to the Kor'an on the duties of parents in providing for the basic needs of their children;
-Presentation of the following pictures and eliciting comments from the students as a basis for discussion:
i. A well provided-for family with few children;
ii. A large family which is not well provided-for;
iii. A school that cannot accommodate more children;
iv. A small family in which there is love, understanding and security;
v. Leisure activity.

-Significant points rasied by the students during the discussion are written on the blackboard;
-Test of comprehension (worksheet);
-Dictation.

(g) Teaching Aids - Blackboard, flannel board, posters and reading material.

(h) Evaluation - Achievement of the specific objective: "To relate the basic human needs to the need for a well-planned family".
i. Effectiveness of the methods, approach and teaching aids;
ii. Adequacy of the lesson content;
iii. Active participation of the students;
iv. Students' comprehension of subject matter;
v. Teacher's capability;
vi. Physical setting.

(2) SUBJECT: PLANNING FOR THE FUTURE

1 sequence = 2 units

UNIT: DAY	1. a. Introduction to technical content of the subject: sequence and motivation.	5 minutes
	b. Group discussion.	30 minutes
	2. Writing the result of discussion on the blackboard in the form of sentences that came about during the discussions.	15 minutes
	3. Language teaching through reading material related to the discussion.	20 minutes
	4. Students copy the sentences on the blackboard into their notebooks.	15 minutes
	5. Review for clarification.	5 minutes
		90 minutes
ND UNIT: ND DAY	1. Review of the previous lesson.	5 minutes
	2. Discussion of socio-economic aspects.	15 minutes
	3. Mathematics related to the subject.	25 minutes
	4. Visual aids.	10 minutes
	5. Worksheet: a. Comprehension	25 minutes
	b. Review	10 minutes
	6. Writing the correct answers to the worksheet on the blackboard.	
		90 minutes

(a) Guidelines for teachers on the socio-economic conditions of families and communities.
People have basic goals for themselves and for their children. They want good housing, food, clothing, health and education.

Some expenses are daily, some monthly and others yearly. The cost of food can be calculated on a daily basis. The cost of household goods such as matches and soap can be calculated by the month, and clothing by the year.

First, we need to know how much we spend for these items; then we need to think of what we want in the future. What kind of education do we want for our children?

We also need to plan how many children can be given proper food, clothing, housing, education and medical care. When should we have children and how much time should go by between births?

The large family of 5 or more children was necessary in the past. Many children died, so 8 or 9 pregnancies were necessary in order to have 4 or 5 surviving children. Parents wanted support in old age. Now, 2 or 3 well-educated and well-cared for children can provide better support than 6 or 7 uneducated children.

The main reason for only 2 or 3 children is the health and welfare of the family. Children in small families are better cared for, their education is better and their contribution to society is greater.

Socio-economics: It is an advantage for children to live in less crowded homes as they have more room to play and are able to concentrate better on their studies.

(b) Guidelines for Teachers in Group Discussion:

The teacher should conduct group discussion as follows: (The results of the discussion should be written on the blackboard and the students should copy them.)

-Adults should actively participate in the discussion and offer their own ideas;
-The teacher should act as a key to solve the problems for which students cannot find an answer;
-In the meantime, the teacher should guide the students toward the goal to be achieved.

The following are key sentences for group discussion:
-Do you want a nice house to live in?

-Do you want better educated children?

-Do you want better food and clothing for your children?

-With 2 or 3 children the father can afford a better education for his children.

Unwanted children cause anxiety for the parents and cannot be well-cared for. In large families, the children cannot continue their studies so they usually do not live comfortably. The parents who are not able to make a suitable life for their children are sorry they had so many children.

-Statistics have shown that the most unfortunate people have come from large low-income families. If you want to have a healthy and happy family, practise family planning. You should know that today a large family is not a sign of wealth.

(c) Language:

What is family planning? You can decide how many children you want and when to have them. Wife and husband should discuss together and choose the family size they want. There are safe methods to have the number of children you want.
Wife and husband can go to the family planning clinic for advice.
How to space births. Each couple should learn about family planning before marriage. When couples marry they want to enjoy living with each other and it is often a good idea for them to wait 2 to 4 years before having children. During this time they can save money for a more comfortable life. For health reasons, the space between children should be at least 3 years. Time is needed after each birth for a woman to strengthen her health.

(d) Mathematics:

Sequence 1:

The weekly income of a family of 5 is Rs. 1,400. How much is this for each member of the family?

The weekly income of a family who has 2 more children (a family of 7) is also Rs. 1,400. How much is this for each member of the family?

Compare the two families and decide which is better.

Bibi Aminah, her husband and 3 children live in a house which is 35 square metres in size. How many square metres are there for each member of the family?

Bibi Siti, her husband and 5 children also live in a house 35 square metres in size. How many square metres is there for each member of the family?

Compare these two families and decide which one is more comfortable.

5,400
sq. metres

90m

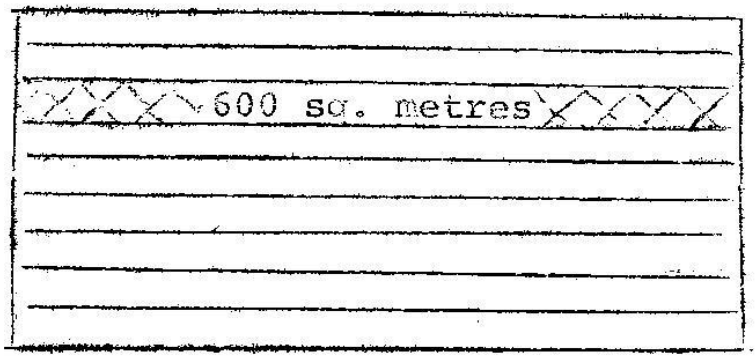
Area 60 x 90 =

5,400 sq. metres

1,800
sq. metres

Land for the farmer's three sons = 5,400 sq. metres.

$\frac{5,400}{3}$ = 1,800 sq. metres per son



Land for the farmer's nine sons = 5,400 sq. metres.

$\frac{5,400}{9}$ = 600 sq. metres per son

(e) Worksheet:

Why in the past did mothers have eight or nine pregnancies?

What are the needs of a child in a family?

i. How much rice is needed per week by a family of five if each member needs 1 kilogram per week?
ii. How much rice is needed by a family of seven per week?
iii. If the price of rice is Rp. 100 per kilogram, how much does each of the two families spend on rice per week and per year?

(3) Subject: Duties and responsibilities of good parents - Problems and suggested solutions; Relationship of children to available resources:

(a) Objectives:

-to implant knowledge and understanding of the basic requirements of responsible parents;

-to identify problems of parents; suggest solutions.

(b) Expected Outcome of Teaching:

-knowledge and desire to improve living conditions and to become better parents;

-realisation of disadvantages of having more children.

(c) Time Allotment:

Two 45 minute periods for each lesson (4 lessons in total).

(d) Lesson Content:

KARDI AND SITI (picturing a happy, small-sized family)

i. Kardi and Siti are good, responsible parents.

ii. They have been married for five years.

iii. They have two lovely and healthy children: Didi is four years old and Minah, the baby, is four months old.

iv. Siti gives good food to the children. The house is always clean. The children always wear clean clothes.

v. Kardi and Siti want to send their children to a good school. They want their children to be educated so that they will live happily and well.

vi. Good schools are expensive, so Siti and Kardi plan to save money for the children's education.

vii. Kardi and Siti work very hard for their children. Kardi is a farm labourer and Siti cooks, does the laundry, and takes care of the children. She also earns money by sewing in her free time.

viii. Kardi and Siti are worried because they don't want more children. Kardi and Siti know that if they have more children, they will not be able to provide good food and good schooling for them. They decide to ask the village headman for advice.

(e) Teaching Procedures: (To be followed for each lesson)

-Introduction ---------- 5 minutes

-group discussions to identify family problems and suggest possible solutions ---------- 30 minutes

-reading exercises ---------- 10 minutes

-Language comprehension ----------
exercises with silent reading and testing of comprehension ---------- 20 minutes

-writing and arithmetic ---------- 20 minutes

-evaluation of whether teaching objectives have been reached ---------- 5 minutes

Total 90 minutes

(f) Teaching Aids:

-blackboard

-flannel chart

- pictures:

i happy small family;

ii chaotic, large family;

iii two healthy children;

iv six to seven dirty and thin children;

v nutritious food;

vi non-nutritious food;

vii a dirty dark house;

viii a clean, lighted house.

(g) Teacher's Guide: Kardi and Siti

Introduction (5 minutes): Teacher shows pictures of a small happy family and a large chaotic family, and reads and translates some selections from the Kor'an stressing the responsibilities of parents.

Group Discussions (30 minutes): to identify problems and suggest possible solutions:

-Teacher asks questions concerning family size and the problems of parents;

-Teacher encourages students to suggest answers to the problems raised and to ask questions of each other.

-Teacher identifies personal problems of the students by asking questions such as:

i How many children do you have?

ii Are they all healthy?

iii Why is he sick?

iv Is he suffering from worms?

v Who takes care of the children if the mother does the laundry in the river?

vi Do you have a bathroom and toilet in your home?

vii What school do you want your children to go to?

viii How much does it cost to send your children to school?

ix If your children do not go to school, can they find work easily when they grow up?

If time allows:

-Teacher divides class into three groups with the following discussion topics:

Group 1. What is required of good responsible parents?

Group 2. How can people improve their economic condition?

Group 3. How can family planning be promoted?

-Problems identified and suggested solutions are written by the teacher on the blackboard to be read and copied down individually later.

Reading Exercises (10 minutes):

-Teacher reads lesson 1 slowly, sentence by sentence;

-Students read in chorus;

-Students read one by one;

-Teacher corrects mistakes.

Language Comprehension Exercises (20 minutes):

This exercise is very important to test whether the students understand what they are reading. The questions on testing the students' comprehension should be brief, but clear. Answers should be found in the lesson. No questions should have "yes" or "no" answers.

Comprehension questions:

-How long have Kardi and Siti been married?

-What kind of parents are they?

-How old is Didi?

-How much older is Didi than Minah?

-What food does Siti give her children?

-How is Siti's house?

-Why do Kardi and Siti want to send the children to a good school?

-Is a good school expensive or cheap?

-Does Kardi work in the kitchen?

-Where does Kardi work?

-How does Siti earn extra money?

Writing and Arithmetic Exercise (20 minutes):

Dictate classically:
Good Parents
Healthy Food
Saving Money
Two Happy Children
Five Dirty Children

Evaluation of Whether Teaching Objectives Have Been Reached (5 minutes): Teacher asks students to comment on the following:

-A picture of a large chaotic family; What problems do they have?

-A picture of eggs. Is this good food? What is good food?

-A picture of a dirty, dark house. Is this a good house for children? What should a good house be like?

IMPLEMENTATION AND EVALUATION

A. Selection of Local Literacy Teachers:

[illegible] teachers, one male and one female, were selected on the [illegible] of criteria previously considered and approved by the team, [illegible]ter consultation with the Lurah of the village and the head-[illegible]ter of the local literacy course. Two reserve teachers, one [illegible]le and one female, were also selected.

B. Training of Teachers:

[illegible] prepare the selected teachers for the job, they were given [illegible]rientation on the objectives of the seminar and on the "why" [illegible]nd "how" of teaching functional literacy linked with family [illegible]lanning. Actual demonstration teaching was conducted by members [illegible]f the team followed by the teacher trainees. During the demonstra-[illegible]ions, the following principles were observed and emphasised:

1. Start where the students are; proceed from the known to the unknown;

2. Encourage active class participation through well-guided group discussions. The less the teacher talks, the more the students think;

3. A well-planned functional literacy course is designed to prepare a person to think, judge, evaluate, understand, and discuss--to learn how to learn. It goes beyond mere training in the ability to read, write and reckon;

4. Functional literacy programmes are based on real problems of real people arising from real situations. Out of these problems educational objectives are formulated to develop abilities and

skills in the three "R's", including skills in visual perception and oral expression. When functional literacy training takes place in a realistic situation, the learning process becomes more meaningful and significant to the learner.

C. Choice of Locale and Scheduling of Classes:

Two functional literacy classes, composed of 44 selected adult students, 21 males and 23 females, were conducted in the village school. The women's class was held from 3:00 p.m. to 4:30 p.m. and the men's class from 4:30 p.m. to 6:00 p.m. The team decided to use the same teaching units for the two classes in order to facilitate evaluation and to avoid the preparation of additional sets of teaching materials and aids.

D. Evaluation:

The experiment made by Team B on functional literacy with population education and family planning orientation in Cibodas aimed at finding answers to the fundamental questions asked in the introduction of this report. The evaluation of the experiment will be based upon these questions.

Before proceeding to evaluate the experiment, it is pertinent to point out that this educational effort lasted only three days: its outcome, therefore, is almost impossible to assess. Of all the limitations, the time constraint was the most formidable, and affected all the prerequisites of a successful instructional programme dealing with teaching materials, teaching aids and teachers' training. Another obstacle which the team constantly tried to overcome with the assistance of the local interpreters, speaking Sundanese, was the problem of communication, which might have increased the degree of bias that inevitably occurs in a research study involving large numbers of people representing diverse linguistic and socio-cultural backgrounds. In these circumstances, what is presented here as an evaluation may be regarded as merely impressions and tentative judgments of the group.

In view of the said limitations, the team agreed to use direct observation in addition to worksheets as a tool for assessing the effectiveness of the lessons given. For observation, each team member watched the lessons for three days and put in writing their impressions about them. The worksheets contained questions on the contents of the lesson units and were given at the end of each lesson. It needs to be pointed out that the preparation of the teaching materials and the teaching aids used by the team was based on the outcome of the pre-test administered earlier to the target group in order to have an idea of their levels of

...2/...

literacy and their knowledge and understanding of population problems as well as their attitudes towards family planning. The pre-test results revealed that the respondents are aware of the population problem and favourably disposed towards family planning, but there is a wide gap between their knowledge and practice, which needs to be bridged. Concerning levels of literacy, the test results indicated that except for a very few, most of the respondents have some knowledge of the 3 R's but the levels were of a very low standard.

After carrying out the experiment, the team is fully convinced that education, namely functional literacy, can really play a pivotal role in a population programme. The way the team tried to link functional literacy with family planning in setting up the educational programme which was tested in Cibodas proves beyond doubt that such a literacy programme is no longer a notion, but a reality.

The strategies which the team adopted for devising the educational programme proved to be both adequate and effective, as evident from the results of the try-outs of the three sequential lessons prepared by the team and taught by the three local teachers who were specifically trained for the purpose. During the three days that functional literacy lessons were being taught in Cibodas, the members of the team were present to watch them, and they were amazed by the enthusiasm the lessons generated, not merely in the students but also in the entire village population. The teachers conducted lessons in the manner they were trained, using the functional literacy approach and not the traditional approach. The informal group discussion method was used, which resulted in the free participation of students without reservation. Although the lessons centred around the main topic of family planning, both male and female students responded spontaneously and discussed problems related to parenthood, planning for the future, and meeting the basic human needs, and the solutions to these problems. After observing the lessons given in the classes, the team members felt that the students had a better understanding of some of the misconceptions regarding a large family, and that there was aroused in them a keen desire for becoming better parents.

The course content previously prepared by the team seemed interesting to the students as it was suited to their village life and their specific needs and problems. The language of the course content was also found quite satisfactory, as the students were able to grasp it without much difficulty, thereby facilitating their learning of the subject matter. The teaching aids such as pictures, posters, flannel boards, etc., prepared by the team,

easily captured the imagination of the students and helped them to grasp the significance of the lessons. This was indicative of the relevance of adequate teaching aids. The way in which the three teachers conducted the lessons showed that the training which was given to them was able to bring about a change in their traditional approach.

The team , however, felt that they needed more intensive training in the functional literacy approach , which might have prevented the teachers from their occasional falling into the old habit of talking too much, thus curtailing the scope of students' articipation which is the sine qua non of the success of a functional literacy programme linked with population education/family planning.

Although the team tried to run the classes in a proper physical setting, it could not do so for factors beyond its control. The programme aroused so much interest in the village that a large number of young men and women, other than the members of the target group, joined the classes. It was therefore necessary to hold the classes in the village elementary school in a more or less formal settingnot fully suited to the adult learners' psychological conditioning. In order to offset this handicap, the chairs were rearranged in a circular fashion, giving an informal and friendly atmosphere.

The effectiveness of the lessons could be gleaned from the favourable observations made by the team members, as mentioned earlier in the report, and from the results of the worksheets. The worksheets given on the last day revealed a better understanding of population education/family planning as shown by the increased average taken from both the men and the women. It must be mentioned here that the questions in the worksheets were of a still higher standard; if this had not been the case, the students could have perhaps shown much better results. The following are the results of the worksheets.

March 14 - Literacy Test		March 15 - Test in knowledge, Attitude in population education and family planning	
Male	- 17	Male	- 15
3 - 100%		8 - 100%	
3 - 89%		4 - 88%	
1 - 67%		1 - 50%	
1 - 56%		2 - 25%	
2 - 45%			
1 - 34%			
1 - 22%			
	Average 75.95%		Average 83.47%

Female - 25	Female - 25
13 - 100%	22 - 100%
6 - 94%	1 - 67%
1 - 89%	1 - 0%
2 - 78%	
1 - 72%	
1 - 67%	
1 - 0%	
Average 89.95%	Average 90.63%

VI. CONCLUSIONS:

For a functional literacy programme to be effective it has to be set against the socio-cultural and religious background of the people for whom it is designed. It must reflect their hopes and aspirations, adequately meet their needs and answer their problems. Although the short-term experimentation was carried out among a very small fraction of the vast population of Indonesia, it has, nevertheless, opened up possibilities of presenting a well-structured family planning project in the matrix of a comprehensive educational programme touching the whole gamut of the economic and socio-cultural life of the people. The functional literacy programme with population education and family planning orientation should be dovetailed with the welfare and development schemes at the local and national levels, and all institutions concerned with population education and family planning should put forth coordinated and concerted efforts to maximize the utilisation of human and material resources.

SECTION II

TEAM C REPORT.

TEAM MEMBERS

Abdulrahman, Mr. Abdulsamad bin	Malaysia
Ahmad, Mr. Hussein bin Hj.	Malaysia
Bhatia, Mrs. Kamla S.	India
Clerck, Mr. Marcel de	UNESCO
Djafar, Mr. Usman	Indonesia
Fresnoza, Mr. Floro L.	Philippines
Keryanto, Mr. S. Tjipto	Indonesia
Huq, Mr. Md. Najmul	Bangladesh
Hutabarat, Mr. Sans S.	Indonesia
Joosefi, Mrs. S.	Iran
Nakajud, Mrs. Chusri	Thailand
Prijahutama, Mr. Sudjas	Indonesia
Shambayati, Mrs. M.	Iran
Sotthibandhu, Mr. Jarug	Thailand
Subiandana, Mr. Hidajat	Indonesia
Sutanti, Mrs. Sri	Indonesia
Wiranatakusuma, Mrs. Muharam	Indonesia

A. INTRODUCTION

Civilisation is a race between education and catastrophe. The latter will gain a foothold if the educative process is not strengthened. Learning, like breathing, is a requirement of living. If we accept education as a way of life, the best hope of mankind today would be continuous learning to adjust to the changes going on to meet the requirements of an expanding, developing and increasingly complicated society.

The greatest challenge of civilisation is basically educational in character. One consequence of this view is to regard the cultivation of the educative adult in the educative community as the central purpose of its efforts. 1/ Since we are living in a rapidly changing world, there will always be the possibility that what a person knows now may become obsolete in the future; tension may arise from cultural lag, and the insecurity and anxiety of a society in transition will increase. 2/

Experience has shown that the development of the human person stems not only from the improvement of his biological body to meet his physiological needs but also in the formation of a broader and more favourable outlook in life to satisfy his ultra-biological needs. The attainment of the same can easily be had if his mental, manipulative, and emotional capacities and capabilities are enriched. Thus, modern literacy programmes are geared not only to learning the basic 3 R's but also to help the adult develop self-direction, critical judgment, and meaningful interpersonal group relationships, and to help establish human control over the increasingly complicated environment wherein problems are solved, abilities learned and an educative community climate emerges.

This report presents the activities of Team C which follows a pattern of action in building up an educational programme. It is noteworthy that the pivotal point of its activities is based on the objectives of this

1/Howard Y. McClusky, "Community Development", in Handbook of Adult Education, Malcolm S. Knowles (ed.) (Chicago: Adult Association of the USA, 1960) pp. 425-426.

2/Webster Cotton, "The Need for Adult Education: Some Major Themes", Adult Education, (Chicago: Adult Association of the USA, 1962), Vol. XIII, No. 1, p.6.

seminar, i.e., the establishment of a link between an educational programme and a family planning programme. For this purpose, the team accepts for its operational guidelines the following basic questions:

1. How can some elements of a family planning programme having its own objectives and functions be incorporated into the components of a comprehensive adult education programme?

2. Which element of a family planning programme could be dealt with educationally in such a component of an adult education programme?

3. What are the most appropriate educational methods and procedures in working out a learner-centred approach in order to implement an adult education programme linked with family planning?

B. THE PROGRAMMES

The fundamental assumption used by this team is that the linking of some components of the two distinct programmes will hasten the attainment of the objectives of both. It is also considered that both family planning and adult education must take into account the learner and/or the end-consumer (clientele), his experiences, his needs, aspirations and all individual variables. Facts and experience tell us that one of the constraints of a family planning programme is the lack of appropriate knowledge, adverse beliefs and attitudes, and low motivation of the clientele. Because of these constraints, they can hardly make critical judgment and decisions and establish human control over their social environment.

By their very nature, both programmes are oriented towards the adults. The latter are the targets from whom operational strategies will be drawn. For this reason, the team has to get acquainted with them in terms of their level of knowledge, their attitudes, needs, aspirations, their environment, and such other factors as will provide data for developing an educational plan and programme linked with a family planning programme. In other words, these data are envisioned to answer the question "Who is the learner as exposed to a family planning programme?" It is well-considered that this

Programme has to be planned in relation to the already existing national programmes on adult education and family planning.

To facilitate activities, Team C utilised the following to bring about a clearer picture of future activities, viz:

1. review and analysis of related literatures, documents, and such other documents as are available;

2. lectures on topics related to family planning and adult education;

3. conferences and interviews with officials responsible for family planning and adult education at the local and national levels; and

4. ocular observation of the family planning clinics and the target communities which gave the team members firsthand information on the local programme and the environment of the community.

The facts and data from these documents, interviews and preliminary observations provided the team with a basic assumption related to knowledge, beliefs/attitudes, motivation, and rate of acceptance of family planning practice.

The hypothesis: The person's knowledge, beliefs/attitudes, motivation, and rate of acceptance and practice of family planning is related to education.

The team's action is generally based on concensus and general agreement. Furthermore, it was deemed important that each team member must know and understand the processes involved. This, undeniably, is also envisioned by the Seminar. In the formulation of the data-gathering instrument, varied comments were heard and a general concensus and agreement was reached. Pre-test of the questions was held in a hamlet out of the team's selected area. Observations were made and improvements made.

C. THE PROFILE OF THE TARGET GROUP

1. Baseline Survey

a. Locale

The two hamlets, Cilumber and Cibedug, in the village of Cibogo are the locale. The first hit on the hamlets gave team members an impression of the community as well as the opportunity to observe the on-going literacy classes. Local authorities reported that there are 305 households and a total of 1,830 inhabitants in Cilumber. In Cibedug, there are 371 households and a total of 1,855 inhabitants.

b. The Survey Population

For the purpose of the field survey, the team agreed to define its target population as follows:

- Low educated persons who have no more than 3 years of formal schooling. This also includes those who cannot read and write and do simple arithmetic though they might have undergone more than 3 years of formal schooling.
- Age, specifically those who fall within the 14-45 age range.
- Both sexes
- Married or unmarried.

c. The Data Gathering Instrument

An interview schedule was used by the Team in collecting the data. This was intended to gather information about the profile of the target group. It is divided into 3 main parts, namely:

- respondents' demographical data
- educational indicators
- knowledge, sources of information, beliefs/attitudes, motivation and degree of acceptance of family planning.

d. The Sample

The team was able to interview 39 respondents. This was done by using judgmental or purposeful sampling, i.e., persons who fall under the definition of the target population used qualify as samples.

Two complimentary studies were later done to counter-check the literacy levels of the low-educated target group.

A second hit was made on the village the next day for data gathering. It was agreed by the Team to divide into 7 sub-groups. It was originally intended that the male team members should interview the husbands and the women team members should interview the wives. But it was later discovered that most husbands were out in the fields and could hardly be at home for interviews. Some male members decided therefore that, if the situation considering social and cultural norms allowed, the wives could be interviewed by the male members if the wives themselves were agreeable.

2. Analysis of Data of Baseline Survey

a. Demographic Data

- There are more female than male respondents,

  This was mostly due to non-availability of the male respondents during the interview. They were mostly in the fields;

- A great majority are married;

- All respondents fall within the 14-45 age range;

- A great majority are tenant-farmers and/or farm labourers and are agriculture-based.

b. Educational Indications

- Most of the respondents (71%) fall within the low-educated group as defined in this report. This refers specifically to those who have undergone less than three years of formal schooling and those who have never attended. Most of those who did not attend school said they are facing difficulties in their day-to-day activities.

c. On Family Planning

(1) Knowledge

- more than four-fifths said they have heard about family planning. Among this group, only 28.1% said they know about the activities of the family planning programme;

- On the question of their having met the family planning workers, only an insignificant few replied positively;

- When asked where the family planning clinic is located, 43.7% knew where and 43.4% did not know. The remainder offered no response;

- A great proportion of the respondents (61%) are ignorant of the concept of family planning. A few conceptualise it only in terms of contraceptive methods.

From these findings, it can be implied that although a high proportion of the samples have heard of the term "family planning", the extent and depth of their understanding is a point in question. It also appears that a high proportion of those who are more knowledgeable about the activities, programmes and location of the family planning clinic are male respondents. It is further noted that a substantial number of the

population is either ignorant of the concept of family planning, its content and activities, or is unwilling to express an opinion.

(2) Source of Information

- The radio came out as the most popular source as far as impersonal information is concerned;

- The neighbours were indicated as a personal source by a significant number of respondents.

(3) Beliefs and Attitudes

Certain categorical statements on common beliefs and attitudes towards family planning were read out to the respondents. The following findings were revealed:

- Most feel that more children mean more security in old age;

- Majority feel that each child brings luck to the family regardless of the total number born;

- Respondents were almost equally divided in opinion on the statement that the more children a person has, the greater the income for the family;

- Majority of the respondents do not agree that more children bring more respect in the community;

- Most respondents feel that family planning is not sinful;

- A great majority of respondents did not express any opinion on the statement that some contraceptive methods are dangerous to the health of the mother.

This observation has significant implications for education, information and communication. It could be implied at this point that people cannot express an opinion, perhaps, because they do not really know what contraception is.

When the above findings were related to the educational level, it was revealed that the higher the educational attainment, the more favourable is the attitude towards family planning.

(4) Motivation and Practice

- When asked their opinion on the ideal family size, the majority said 4 - 2 sons and 2 daughters. The reasons given were ranked as follows:
  4.1 for the betterment of the children
  4.2 for economic reasons;
  4.3 for health reasons;
  4.4 other varied reasons

  It is noteworthy that most of these respondents who expressed an opinion have attended or are presently attending literacy classes.

- On the question of why people practise family planning, the opinions expressed are as follow, according to significance:
  4.a. to have a small and happy family;
  4.b. to space pregnancies;
  4.c. to help check population growth.

- More than two-thirds of the respondents are in favour of family planning. However, none is an adopter. This indicates a big gap between motivation and practice, ie., high motivation but low practice.

d. Summary of Findings and Educational Implication

(1) There were 39 respondents. Most of them have had formal schooling up to 3 years.

Only 23% are attending literacy class who also believe that the educational programmes in these literacy classes are beneficial to them. Considering the profile of the target population, any educational programme to be developed has to be based on its characteristics and profile.

(2) Most of the respondents have heard about family planning and are also aware of the need for family size limitation. This is true for both sexes, married and unmarried respondents. As such, the details of of curriculum development should not be over-emphasised. However, the development of the curriculum contents should stress the elements and components of the family planning programmes. This is due to the majority of respondents having heard of family planning as a term but not knowing the real concept, programme activities and contents.

(3) There are two popular sources of information mentioned by the respondents. They are radio and the neighbour for impersonal and personal sources, respectively. Since literacy is to be made more meaningful and functional to the target group in relation to family planning and population education programmes, it is pertinent to employ the host-acceptor technique. This may be done by recruiting an acceptor in the community to serve as motivator. On the other hand, the role of a teacher in a literacy class should not be overlooked. He can serve as a potential motivator to practise family planning. In this connection, he should be acquainted with the concept and programme so as to serve effectively.

(4) Most of the respondents express favourable attitudes and beliefs towards family planning, although many refrained from expressing any opinion. It is suggested that in the curriculum contents,

sufficient emohasis should be given with the objective of disposing of common fallacies.

(5) Most of the respondents are highly motivated towards having a small family but unfortunately, none practises any family planning method. This indicates a very big gap between motivation and practice. The majority are willing to practise family planning so it is proposed that the educational content should emphasise the need for action. It is also desirable that the curriculum contents should include some techniques to sustain and strengthen that motivation.

3. Complementary Studies

To support some findings in the baseline survey, the following complementary studies were conducted:

a. Visual Perception Test (See Annex For Sample): This test was envisioned to find out how people perceive visual materials and identify some elements of their psychological world. It was planned to be administered to the same respondents of the baseline survey. But by force of time and other limitations, it was given to those who showed up from the invitation extended through the headman of the hamlet.

A battery of eight tests using eight pictures was prepared. The major areas covered in each test were as follow :

Test No. 1 - Recognition of the main message in a picture with many details;

Test No. 2 - Recognition of the main message in a picture without details;

Test No. 3 - Recognition of distance and space;

Test No. 4 - Recognition of a drawing in black and white in relation to the same drawing in colour in the subsequent test;

Test No. 5 - Recognition of picture No. 4 in colour to see if colour leads to better perception;

Test No. 6 - Recognition of symbolic representation;

Test No. 7 - Ability to interpret the relationship between foreground elements and background elements;

Test No. 8 - Ability to understand a logical sequence of pictures.

In each of the above tests, a code was worked out, having 1 as the minimum score and 4 as the highest score of the correct answers.

a1. Correlation between results of the visual perception and the literacy level tests:

There is a significant difference between the individual scores of illiterates and semi-literates (21.6 is to 25). There is very little difference between the total individual scores of semi-literates and literates (25:27).

These observations seem to indicate a correlation between levels of literacy including length of formal schooling and visual perception.

As for individual tests, one can observe significant differences between literates and semi-literates on the one hand, and illiterates on the other hand in relation to the black and white picture and also to the identification of the coloured picture. Illiterates also score very low as far as the recognition of schematic drawings is concerned.

a2. Implications of the test for educational activities:

If illiteracy is usually conceived as blindness to letters, it can also be defined to a certain extent as blindness to the reading of pictures. Almost every test has shown the difficulty of catching the message conveyed by the picture,

and this may have serious implications for the graphic representation of messages to be conveyed through posters, pictures and other such materials. One immediate implication as far as this Seminar is concerned is that literacy activities should not be confined only to refining the skills of reading, writing and doing calculations but also to consider the needs of the learners to read pictures or graphic representations so as to enable them to grasp, without much difficulty, the message addressed to them.

Team C fully recognises the limitations of such an exercise and is well aware that the visual perception tests require careful pretesting once or more. Due to limitations of time, however, this could not be done.

b. Literacy Test (See Annex For Sample)
This test was conducted with the end in view of determining the literacy levels of some selected respondents in the community. For this purpose and for the sake of maintaining the good rapport already established with the respondents of the field survey, it was intended that this test be conducted on the same respondents so as to link the questions with the information given in the questionnaires. However, in as much as these said respondents were difficult to contact, and in order to carry out the test as scheduled, the respondents of the visual perception test were taken. There was a total of 32 testees.

Three literacy levels were assigned in classifying the respondents, namely:

- Illiterates: those who have never attended any school whether formal or informal and those who attended less than three months of the literacy course.

- Semi-literates: those dropouts from 1-3 years of formal schooling and those who have left the literacy courses before completion.

- Literates: those who have at least completed four years of formal schooling and those who

have completed a literacy course.

Three individual types of tests were prepared by Team C. Each type was administered to each assumed literacy level. The scope of the test follows:

- For the illiterates: a test on the ability to do simple mental calculations.

- For the semi-literates: a test on the ability to read and understand simple sentences, names of places and objects which they come across in their daily lives and the capacity to do simple written arithmetic.

- For the literates: a general aptitude test on Civics, Health, and other social aspects of daily life.

Findings and Implications: On the bases of the scores garnered by the testees, it was found that some of those who were assumed to be at a certain literacy level have to be demoted or promoted to another level. This, in effect, could countercheck some respondents who might have responded in the field survey that they have attained a certain level of schooling, which might not be true because of some inhibitions during the interview.

In terms of education, therefore, this could mean a significant opportunity for such a programme as literacy education. These are true facts which were exhibited by the learners themselves with the minimum of bias and subjectivity.

4. Limitations

Certain inadequacies may be noticed in some portions of this report. Much against the desire of the participants of this Seminar, these limitations cannot be avoided for the following reasons. Firstly, it is greatly envisioned by such field operational seminars as this that the participants should understand the processes involved step by step. In other words, this is a training, as well as an exercise. Secondly, if the participants should aspire for the highest scientific precision possible utilizing the data and other pertinent information as the take-off point, it can hardly be done. For it is difficult to assemble again the respondents in the baseline field survey and form new literacy classes considering that there are two existing and on-going classes. There might

be some deviation in the approach but at least there is a system. Thirdly, time and resources do not warrant the application of utmost **scientificality.**

The phrases "field survey" and "baseline survey" have been used interchangeably for the purpose of this team.

THE EDUCATIONAL PROGRAMME

1. Problems Identified

On the bases of the findings stated above, certain major implications and problems were identified, namely;

a. Lack of sufficient knowledge of the concept of family planning;

b. Misconceptions about family planning;

c. High motivation but low practice.

The team agreed that to tackle the implication of "high motivation but low practice" is the most important. However, the task as planned should only deal with the motivational and informational aspects and not with the medical aspects of family planning such as methods of contraception. To attain a high rate of acceptance and adoption, basic knowledge of family planning concepts can eventually erase misconception. By focusing on this implication, a more comprehensive action plan of activities for the teachers to be employed can be developed.

2. Educational Objectives

It was believed by members of Team C that the problems selected above necessitate a more comprehensive [redacted] which will cater to the cognitive, affective and [redacted] aspects of the learners.

A general educational objective was formulated by the team . This was broken down into five major [redacted] and then to 30 specific objectives. But considering the limitation of time, manpower and resources, [redacted] specific objectives were selected for team [redacted]. All these are started in behavioural terms.

General Objective:
To have sustained and strengthened motivation towards family planning.

Specific Objectives:
After undergoing the learning experiences, the learners are expected to:

a. Define that family planning means preventing unwanted pregnancies , spacing childbirth, helping sub-fertile couples beget children, and responsible parenthood;

b. Be able to discuss man-to-land ratios in relation to the number of people in their village;

c. Discuss the emotional strengths of a small family size in relation to happiness, mutual attachment and parental love and care;

d. Agree with the idea that children in a large family have fewer chances to acquire the education needed to cope with modern developments;

e. Read and understand pertinent information from reading materials;

f. Impart and discuss their ideas with fellow villagers;

g. Interpret symbols or messages about family planning;

h. Write down in simple sentences, their opinions and feelings on family planning.

3. The Educational Programme

a, Observational visit to the functional literacy classes at Cilumber and Cibedug.

The team conducted its observation visit in order to collect some basic data on the following items:

- numbers of students by sex and educational level
- the teacher and his educational attainment
- average attendance

- duration of course, date started, number of sessions per week
- programme content, progress to date, teacher's lesson plans, source of teacher's information
- teacher's methods
- teaching media
- daily time table

The following conclusions can be drawn as a result of the observations :

CILUMBER
The teacher has attended a refresher course on literacy linked with family planning at Jayagiri Centre Lembang. Twice a week a family planning worker takes over the class to provide learners with more medical-oriented information on family planning, using the flip book prepared by the National Family Planning Coordinating Board.

There is no teacher's guide. The syllabus is planned by the teacher on a daily basis. The teacher uses as his information and discussion guide, a booklet published by the N.F.P.C.B. . There are no reading materials for the learners, only a copy book. Reading is done from sentences written on the black board by the teacher. The learners copy them into their copy books.

The enrolment is 10 male, and 12 female adults. The majority of learners has completed second grade of primary schooling. The group may be considered as semi-literate so the team's educational activities have to take this fact into account and act accordingly.

No arithmetic is taught although the test conducted by the team at the neighbouring hamlet had revealed that arithmetic was the weakest area for the semi-literate group. It was also observed that the method used by the teacher was mainly uni-directional. There was little personal interaction between the teacher and the learners and no interaction at all at the level of the learners.

The class which began on 20. 3. 1973 is supposed to continue for six months. Its content may be

defined as the refining of literacy skills, specially reading and writing and providing general information on family planning.

CIBEDUG

There are 25 students (10 females and 15 males) and most are married. Monthly average attendance is 80 %. There are two male teachers who have both attended the Literacy Teacher's Course at Jayagiri Centre, Lembang. They have been teaching adults since 1955. Of the two, however, only one has had professional training at the Junior Teachers' College in Bandung. He is the regular teacher. The other one is a volunteer who assists the regular teacher. Both have attended an orientation course on family planning linked with functional literacy at the Jayagiri Centre. It was also known that the teachers have no guide. They prepare their family planning lessons on a daily basis from additional information given by the family planning worker and the brochures, pamphlets and other reading materials prepared by the National Family Planning Coordinating Board in Jakarta.

The learners do not have any reading material in class. Reading is done from words and/or sentences written on the board. The learners copy them into their copy books.

Most have had formal schooling but dropped out. There are also some who have not gone to school at all.

At the time of the observation, it was noted that the lesson was on the introductory part of family planning but further inquiry proved that this part of the lesson was being repeated only for the purpose of the observation. After a dialogue, the teacher expressed his willingness to accept suggestions and recommendations to help him teach more effectively.

Learners' involvement was noticed in the class. The teacher regularly solicits participation from them. However, no interplay of discussion was observed among the students.

The course began on 21. 2. 1973 and will end three months hence.

Educationwise, these were Team C's observation which

gave some bases for implementing the educational programme in this literacy classes. The learners, the teachers, and the methods were known so an educational programme was designed to fit in these classes as well as devised innovations and strategies that can hasten learning family planning linked with functional literacy.

b. Instructional materials and learning experiences

On the basis of the objectives set forth in the preceding portions of this report, the team was divided into sub-groups in formulating the following experiences (see appendix for details):

LEARNING EXPERIENCE No. 1.

I. Problem: What and why of family planning

II. Instructional Aims:
To be able to know the consequences of repeated childbirth on the mother's and children's health.

To be able to know the relationship between a small family and a happy family.

To be able to comprehend the concept of a planned family.

To be able to read and write sentence structures with some elementary arithmetical calculations in relation to the above subject.

III. Methodology
Problem solving and inquiry approach
- Lecture
- Discussion
- Question - Answer

Pictorial posters with themes related to the subject discussed

Time allotment - 90 minutes

LEARNING EXPERIENCE No. 2

Continuation of Learning Experience No. 1.

LEARNING EXPERIENCE No. 3

I. Problem: What will be the consequences of an increase of population in relation to the available cultivable land in the villages

II. Instructional Aims:
The learner understands and explains the relationship between an increase of population and cultivable land in the village and the consequence of uncontrolled population growth.

The learner provides basic information on population and available cultivable land in the hamlet or village.

The learners suggest one or more solutions to the problem under consideration.

The learners make a group decision on one or more of the solutions suggested by them.

The learners read, write, do calculations, interpret pictures and participate in group discussion in relation to the problem under consideration.

The learner identifies with the particular problem under consideration

III. Methodology:
Overall - problem solving
Specific methods:
- Group discussion
- Reading text
- Solving arithmetical problems linked with the topic
- Time allotment of 1 hour 45 minutes

IV. Teaching Media
- Flannel graphs
- Reading Text
- Arithmetic Sheet

LEARNING EXPERIENCE No. 4

I. Problem: How much shall a large-sized family spend per month as compared with a small-sized family?

II. Instructional Aims:
To increase the learner's ability in oral expression.
To increase the awareness of the learners to the needs of a large-sized family
To create awareness with regard to parenthood responsibilites.
To increase the ability to calculate expenditure on a monthly basis for family needs.
To develop reading, writing, calculating, visual perception and oral expression in skills related to the topic.

III. Methodology
Overall - problem solving
Specific - group discussion
- programmed discussion

Time allotment - one hour

IV. Teaching Media
- Two posters
- Flannel graphs
- One booklet (Programmed Instruction) for each learner.

c. Selection and training of teachers

Two regular literacy teachers and one volunteer were designated to carry out the educational programme designed by the team. Their designation was based on the agreement of the members of Team C considering their experience and familiarity with the learners. For it is important that the teacher knows his learners, whose aspirations and needs are different from his and other individual's. These teachers are under the supervision of the local community education supervisor of the sub-district of Lembang. They have been teaching in the literacy classes in Cibedug and Cilumber, thus good contact and rapport have already been established. All have had literacy class teacher-training given by the Community Education Inspectorate at the regency level in Bandung. It was also revealed that they have had only one day of orientation in family planning. The contents of their daily lesson plans on family planning are derived from pamphlets, brochures and other reading materials given by the National Family Planning Coordinating Board. But their organisation and presentation is another matter.

These teachers were trained for at least 16 hours in the contents, procedures and techniques in presenting the instructional materials prepared by the team. Orientation and briefing on each learning experience were made during the first half of the morning and immediately applied in the two hamlets of Cibedug and Cilumber in the afternoon. An evaluation of the learning experience was devised for this purpose.

4. Evaluation:

The evaluation of the learning processes was done through three instruments, viz, 1) pre-test, 2) observational checklist, and 3) post-test.

a. The Pre-Test:

The purpose of this test was to measure the level of knowledge and understanding of subject content prior to the application of the instructional units and also to evaluate the methodology of the learning experiences by the learners themselves. This test included five multiple-choice questions on knowledge and understanding of family planning.

The findings of the pre-test indicated a low level of knowledge and understanding of family planning. On each question only 30% to 35% of the learners could check the most appropriate answer.

On methodology, the learners felt at this stage that lecture and question-and-answer approaches were most appropriate methods of learning.

b. The Observational Checklist: Checklist:

An observational checklist was used by the team members as a built-in evaluation process. Team members made on-the-spot observations of the learning processes for the four- session instructional units. The observation consisted of a checklist covering items in relation to the teacher, the methodology, the learners, and the audio-visual materials used in the classroom. Each of these elements had five specific aspects to be observed and was given numerical marks according to their performance. The total mark was one hundred (100) divided equally among the four elements.

The checklist was prepared in order to ensure consistent observations by team members and also to get first hand experience of on-the-spot observations on the application of the instructional units. Every team member filled up one observational checklist

for each session.

(1) Observation at Cibedug:

The overall performance, as evalued by the observers, was 92.2% at the first session. The teacher element scored 95.2%; the methodology, 95.2%; the learners, 90.3%; and the audio-visual scored 88.2% . However, the overall performance scored in the following three sessions were 75.6% , 79% and 83.6% , respectively. Findings showed that he average score had increased by the fourth session. This was mainly due to the fact that the local teachers gained confidence and acquired skills in presenting the subject content according to the devised methodology and audio-visual materials.

The performance score of the first session was high because the group used as a demonsrator a Sundanese-speaking team member who has had experience in adult learning situations. In short, the findings in Cibedug indicated that where the average performance was high, the element generally scored high and vice versa.

The following consolidated table gives the comparative average (in percentages) of performance scores of the four elements observed at Cibedug in four sessions:

Session	Teacher	Methodology	Learners	Audio-Visual Materials	Overall Score
1st	95.2	95.2	90.3	88.2	92.2
2nd	77.6	74.4	78.4	72	75.6
3rd	79.6	79.4	79.4	77.5	79.0
4th	85.6	85.6	80.5	82.5	83.6

(2) Observation at Cilumber

Based on the same criteria of the observation elements used at Cibeduq, the overall average performance score was 59.8% for the first session which, in comparison with the other class at Cibedug, was very low.

In the three successive sessions, the average performance scores were 76.8%, 79.6%, and 88.4%, respectively, which indicated a gradual and steady improvement over the previous sessions.

The following consolidated table gives the comparative average performance scores of the four elements of observation at Cilumber in four sessions (again in percentages).

ession	Teacher	Methodology	Learners	Audio-visual materials	Overall score
1st	63.4	53.8	59.4	61.8	59.8
2nd	76.8	74.4	83.2	72.3	76.8
3rd	79.2	78.4	82.6	78.4	79.6
4th	89.0	89.0	90.9	84.8	88.4

The average performance score on the first session was low perhaps due to the poor performance of the demonstration teacher. The last three sessions were conducted by the local teacher who was provided with the necessary instructions on the subject content, methodology, nd the audio-visual materials to be used in the sessions. These instructions helped the teacher tremendously to become more and more effective.

c. The Post-Test:

At the conclusion of the fourth session learners were given a post-test which was similar in nature and content to the pre-test. The purpose of the post-test was to measure the impact of the four-session learning experiences to which the learners were exposed.

The findings of the post-test indicated marked differences in their knowledge and understanding of the subject content. In each of the five questions put to the learners, 90% could check the most appropriate answers while the pre-test indicated that only 30% to 35% could do so.

Thus, it can be concluded that the subject content and main messages conveyed were easily understood by the learners.

Again, the subject content was related to the methodology. The post-test findings on this aspect revealed that the learners were more attracted by the "problem-solving approach" and the "inquiry approach" rather than the traditional lecture and discussion. The learners were more interested to have examples and visual aids depicting their own surroundings and environment.

The learners also felt that the methodology of providing learning experiences and the use of audio-visual materials were appropriate to the subject content.

d. General Evaluative Comments:

(1) All the four elements of the learning processes were interrelated and the score varied with the performance of one element to the other.

(2) The overall performance of the learning processes in both the classes depended much on the performance of the teacher and the methodology used.

(3) In all the sessions, the learners showed keen interest in the learning processes and the subject content which in turn might be interpreted as their willingness to accept new ideas and changes.

(4) The teachers in both classes showed tremendous ability in adopting new methodology with minimum instructional guidance.

(5) The use of proper audio-visual materials, i.e., coloured pictures on a flannel board strengthened the other elements of the learning processes and generated keen interest among the learners to interact effectively with the teacher and the methodology.

E. CONCLUSIONS

With the above exercise, experiences, and evaluation of its activities, Team C agreed to draw the following conclusions:

1. The team realises that functional literacy is an educational process which involves the changing of knowledge, attitudes, beliefs, behaviour and value system while developing basic skills in reading, writing, calculation and perceiving visual messages and oral expression.

2. The functional literacy approach may be instrumental in promoting a better understanding of family planning and may be conducive to changes in opinions, beliefs, attitudes and actual behaviour related to it.

3. Functional literacy as well as other educational programmes should be based on the real problems faced by the target group in relation to its socio-economic environment. In other words, it should be a learner-centred activity.

4. The team feels that functional literacy may play an important role as an educational component of national development programmes.

5. The team has recognised the validity of the problem-solving approach for the implementation of the educational activities. The experience of Team C has proved that such an approach is highly effective when applied to literacy groups.

6. The team emphasizes the importance of training all personnel involved in functional literacy activities starting with the training of trainers in the different stages of a functional literacy process, viz, in subject content and learning methods and procedures.

7. The team wishes to emphasize the importance of skill development in visual perception as an important factor in the learning process.

8. Instructional materials should take into account the educational profile of the learners as well as the ability of the teachers.

9. The team realizes that the ultimate goal of literacy activities is not only to make individuals literate but also to promote an educative community climate and to create a real literate environment where literacy skills are meaningful in dealing with daily problems.

10. The team recognizes the value of a field operational seminar as a valuable exercise for self-training for specialists in charge of literacy/adult education programmes, planners, literacy teachers' trainers, evaluators and personnel in charge of developing curriculum and educational materials. It is essential that development programme specialists from other nations make use of such an exercise as this Seminar as an effective method for demonstrating how functional literacy can be linked with other nation- building programmes.

Acknowledgment

Team C wishes to express its gratitude and appreciation to the people and teachers of the hamlets of Cibedug and Cilumber, for their kindness, cooperation, and hospitality during the field activities. The members of the team feel that they were not only learners, but to a large extent, teachers to Team C.

TEAM C APPENDICES

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VISUAL PERCEPTION TESTS

TEST INSTRUCTIONS FOR TESTEES

1. Arrange pictures in a sequence in the serial numbers 1 to 7 + 8 given at the back of the pictures.

2. Use one data sheet for each testee.

3. Enter name, sex, age and level of education of the testee on the data sheet.

4. Explain to the testee that you would be presenting a series of pictures for his comments.

5. Present picture no. 1 and ask: "What do you see in the picture?" Keep silent. If there is an incomplete answer, you may ask the following question: "What else do you see?" and wait for an answer.

6. You record the response by ticking the corresponding code number.

7. As far as the projective test is concerned you will use picture No. 7 + 8 with three pictures on it. If the testee has not got the meaning of the second and third pictures, you will explain them as below:

   Picture No. 2 reoresents parents with one child and they seem to be happy.

   Picture No. 3 represents a large family and the parents look worried.

   Then you will ask the following question: "What do you feel about these two pictures?" Start with No. 2 and then No. 3. You will take notes of the comments given by the testee.

Serial number: _____ Name of tester: _____

Name:

Sex:

Age:

Educational level:

Test no. 1 - Recognition of the main message in a picture with many details.

- Material - picture no.1.

1. Does not recognise anything _____
2. Recognises a few details, c.q. a man, a house, a tree. _____
3. Perceives the main elements: a man, a woman, a child. _____
4. Perceives a family. _____

Test no. 2 - Recognition of the main message in a picture without details.

- Material - picture no.2

- Code:
  1. Does not recognise anything. _____
  2. Sees a man, a woman or a child. _____
  3. Catching the sense of a family. _____
  4. Identifies a happy family. _____

Test no. 3 - Recognition of distance and space.

- Material - picture no.3

- Code:
  1. Does not recognise anything. _____
  2. Recognises one or two details. _____
  3. Recognises as a totality without recognising the element of distance. _____

4. Recognises the perspective of distance and explains why objects in the foreground are bigger and distant objects are smaller _____

Test no.4 - Recognition of a drawing in black and white in relation to the same drawing in colour in subsequent tests.

- Material - picture no.4
- Code:
  1. Does not recognise anything. _____
  2. Identifies only one or two details _____
  3. Identifies more details and a man. _____
  4. Identifies a farmer planting paddy. _____

Test no.5 - Recognition of picture no.4 in colour to see if colour leads to better perception.

- Material - picture no.5
- Code:
  1. Does not recognise anything. _____
  2. Identifies only one or two details. _____
  3. Identifies more details and a man. _____
  4. Identifies a farmer planting paddy. _____

Test no.6 - Recognition of symbolic representation.

- Material - picture no.6.
- Code:
  1. Recognises nothing. _____
  2. Identifies a glass or a hand. _____
  3. Identifies a glass and a hand. _____
  4. Identifies action of putting. pill/tablet in a glass. _____

Test no. 7 - Ability of interpretation.

- Material - picture no.7
- Code:
  1. Does not recognise anything. _____
  2. Sees only people. _____
  3. Sees people and background. _____
  4. Establishes relationship between family and background. _____

Test no.8 - The ability to understand a logical sequence of pictures.

- Material - picture no. 8 + 9.
- Code:
  1. Does not recognise anything. _____
  2. Identifies the message of one or two of the pictures out of three. _____
  3. Identifies the 3 pictures but not the relationship between them. _____
  4. Identifies the relationship between the 3 pictures. _____

Test no.9 - Projective test.

- Material - picture no. 8 + 9.
- Write down the main substance of the comments, if possible in English.

LITERACY LEVEL TEST

INSTRUCTIONS FOR TESTERS

1. Every tester should have three types of data sheets with enough copies for distribution.

2. Choose one which should be used according to the education level of the testee (one to one basis).

3. Enter name, age, sex and level of education of testee on the relevant data sheet.

4. Explain to the testee that questions will be asked . For the illiterates there is no question paper, only a sheet of figures to be read by them . The semiliterates and literates will be handed question papers for written answers.

5. a. For Illiterates:
   The testers will have to check the answers and mark them right or wrong.

   b. For Semi-Literates and Literates:
   Question papers will be presented to the testee for silent reading for three or four minutes. They will then be asked to write out the answers . Collect back the papers. Give testees four or five minutes to write out the answers and note the time taken.

6. Answer sheets will be kept by the tester to be marked according to their answers.

TESTER'S SHEET

PART 1 (For illiterates) NAME OF TESTER: .....

NAME OF TESTEE : .....
SEX : ..... AGE : .....
LEVEL OF EDUCATION : .....

---

1. Can you read these figures:

2	6	15	88
57	79	93	100
1.000	5.000	8.200	9,500
10.000	22.000	25.000	

2. If you have Rp. 100 and you buy cigarettes for Rp. 50 and one box matches for Rp. 5, what will be your change?

3. The fare from Lembang to Bandung is Rp.30. How much do you have to pay for a return trip?

4. You buy rice at Rp. 200, sugar at Rp. 100 and salt at Rp. 25. How much do you have to pay in all?
If you give a note of Rp. 500, how much change will there be?

5. You want to buy 2 kilograms of advocados (eight pieces of fruit) for Rp. 40. How much does each piece cost?

TESTER'S SHEET

PART 2 (For semi-literates) NAME OF TESTER: .....

NAME OF TESTEE : .....
SEX : ..... AGE : .....
LEVEL OF EDUCATION : .....

A. 1. READING : (silent)

Mr. Hadi is a farmer.
He has three children, namely Ali, Ina and Udin.
Ali is 12 years old.
Ina is 7 years old.
Udin is 2 years old.
The three children are healthy.
Ali is attending school.
Ina is attending school.
Udin is attending school.

2. QUESTIONS :

What is Mr. Hadi's occupation? .....

How many children has Mr. Hadi? .....

How old is Udin? .....

Who goes to school? .....

3. CHOOSE THE CORRECT ANSWER!

The doctor is in the : school .....

clinic .....

shop .....

Cibogo is included in the subdistrict : Lembang .....

Subang .....

Bandung .....

The teacher is working in the : office .....

school .....

community hall .....

B. ARITHMETIC:

Put the following figures into words:

5	13	8
17	125	1,000
3,000	75	160

Udin is two years old now. How old will Udin be after three years? .....

If we had 50 kgs of rice but we used 25 kgs, how many kgs are left? .....

The fare to Bandung if Rp. 50 per. person. What will the total fare be for three persons? .....

Mr.Adi has 90 acres of land to be divided among three persons. How many acres will each person get?

TESTER'S SHEET

PART 3 (For literates)

NAME OF TESTER .....

NAME OF TESTEE : .....
SEX : ..... AGE : .....
LEVEL OF EDUCATION : .....

---

1. Read Silently:

Aminah and Umar want to get married. Before marriage they go to see a doctor. They want to know about their physical health. Aminah and Umar want to have healthy children. The doctor certifies that they are healthy. Aminah and Umar get married. They are very happy. Amar works harder so as to increase his income. Aminah is an excellent housewife. She cleans the house, cooks meals and takes care of her husband's clothes.

2. Answer the following questions:

(a) Why should a couple be examined by the doctor before marriage? .....

(b) How is Aminah's and Umar's household?
.....

(c) What are the duties of a husband?
.....

(d) What are the duties of a wife?
.....

3. Answer the following questions:

(a) What is the head of the Republic of Indonesia called?
.....

(b) What is the capital of Indonesia? .....

(c) Why should water be boiled before we drink it?
.....

(d) Why should we take a bath every day?
.....

(e) Why should children go to school?

.....

(f) What are the main duties of a village head ?

.....

Arithmetic: (Choose the correct one)

(a) If you have three pieces of land - the first with 20 acres, the second with 15 acres and the third with 32 acres - how many acres of land do you have altogether?

52 acres
67 acres
76 acres

(b) Amin had a bau (bau = a land measurement of 500 batas). In 1970, he sold 200 batas of land. How many batas has he left?

200 batas
300 batas
400 batas

(c) Ali has five hens. Every day the hens lay eggs. If all the eggs are collected, how many eggs will he get in a month ?

120 eggs
135 eggs
150 eggs

(d) Amat, Amin, Ali and Udin are in a business. The profit is equally divided among them. If the profit is Rp.12,400 how much will each get?

Rp. 3,100
Rp. 3,000
Rp. 3,400
Rp. 4,000

(e) Why should children go to school?
.....

(f) What are the main duties of a village head ?
.....

Arithmetic: (Choose the correct one)

(a) If you have three pieces of land - the first with 20 acres, the second with 15 acres and the third with 32 acres - how many acres of land do you have altogether?

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300 batas
400 batas

(c) Ali has five hens. Every day the hens lay eggs. If all the eggs are collected, how many eggs will he get in a month ?

120 eggs
135 eggs
150 eggs

(d) Amat, Amin, Ali and Udin are in a business. The profit is equally divided among them. If the profit is Rp.12,400 how much will each get?

Rp. 3,100
Rp. 3,000
Rp. 3,400
Rp. 4,000

EDUCATIONAL OBJECTIVES

General Objective: To have a sustained and strengthened motivation towards Family Planning

There are five major parts (objectives) that should be considered. They are:

Major Objectives:

a. To have and understand basic information on family planning.

b. To show the relationship between small family size and socio-economic factors.

c. To understand the feasibility of having a small family size.

d. To develop a favourable attitude towards, and erase misconceptions about, family planning.

e. To develop skill in information seeking.

The instructional objectives can be drawn from the above components.

1. Knowledge about Family Planning

   1.1 To explain that the size of the family can be planned.
   1.2 To define that family planning means preventing pregnancies, spacing pregnancies and helping sub-fertile couples beget children.
   1.3 To state some reasons why the family programme is for the welfare of the family
   1.4 To state the activities of the family planning programme such as:
      - dissemination of information
      - educational services
      - clinical services

2. Relationship between Family Size and Socio-Economic Factors

   2.1 To state some advantages of having a small-sized family as compared to a large-sized family, i.e., proper rearing of children, minimum basic requirement of human life including proper education.

2.2 To discuss man/land ratio in relation to number of people in his village
2.3 To mention the ill effect of continuous childbearing on the health of the mother and the subsequent children.
2.4 To mention the need for and distribution of a balanced diet for mother and child.
2.5 To discuss the disadvantage of early child labour.
2.6 To discuss the chaos and confusion created by too many children in the neighbourhood (and possible uncordial relationships among the neighbours).
2.7 To state the disadvantages of over-work and lack of leisure activities due to the maintenance of a large family.
2.8 To state some reasons for lack of healthy socialisation and social control of the chidren due to large numbers in the community.
2.9 To mention the need to aspire for additional income to commensurate with any increase in family members.
2.10 To relate farming with uncertainty of income, over expenditure in relation to a large family.

3. Knowledge about the Quality of a Small-sized Family

3.1 To compare a big-sized family and a small-sized family in relation to family happiness, leisure activities and heavy burden.

3.2 To point out the advantages of the socio-economic mobility of small-sized families in relation to increase of family purchasing power and standard of living.

3.3 To discuss the emotional strengths of a small-sized family in relation to happiness, mutual attachment, parental love and care.

4. To Develop a Favourable Attitude Towards Family Planning

4.1 To know and express one's duties and responsibilities as a parent.
4.2 To agree that having too many children will likely bring more liabilities than assets.
4.3 To express the feeling that more children mean more mouths to feed, more bodies to clothe and house, and more minds to bring up and give education.
4.4 To agree with the idea that children in a big family have less chances to acquire higher education to cope with modern developments.
4.5 To acquaint oneself with the dangers of rumour, especially about contraceptive methods, and disadvantages of the different contraceptive methods.

4.6 To impart the right information about family planning to the community.
4.7 To identify and refute some fallacies and misconceptions about family planning.

5. Develop Skill in Information Seeking

5.1 To find information from several sources such as pamphlets, posters and other audio-visual aids distributed by information agencies.
5.2 To read and understand pertinent information from reading materials.
5.3 To share and discuss his ideas with others.
5.4 To develop skill in interpreting symbols and messages concerning family planning to which he is exposed.
5.5 To read and interpret quantitative information.
5.6 To write his bio-data and some key-words in family planning.

CURRICULUM AND INSTRUCTIONAL MATERIALS

LEARNING EXPERIENCES No. 1 and No. 2

Topic to be Discussed: What and why of family planning (composed of two lessons)

Instructional Aims of the Two Learning Experiences:

1. Learners to be able to know the consequences of repeated childbirth on mothers' and children's health;

2. Learners to be able to know the relationship between a small family and a happy family.

3. Learners to be able to comprehend the concept of a planned family.

4. Learners to be able to read and write sentence-structures with some elementary arithmetical calculations in relation to the above subject.

II. Main Points of Educational Process (Learning Experiences Situations)

1. Theconcept of health, especially the relationship between mothers' health and childbirth;

2. Explanation that healthy mothers will bear healthy children, while weak and sickly mothers will, in most cases, bear weak and sickly children;

3. Interpretation of "small family" concept;

4. The meaning of a happy family in relation to the fulfilling of the basic and instinctive human needs - food, housing and clothing.

5. The necessity for building up positive relationships in the family, either between husband and wife, or between parents and children, based on mutual love.

6. Explanation of the number of children whose births could be planned in the family.

7. Explanation of the role of family planning which helps to advise clients on:
   - limiting family size
   - spacing pregnancies
   - helping sub-fertile couple to beget children.

IV. Methodology

1. Problem solving and inquiry approach:-
   - Lecture
   - Discussion
   - Question - Answer

2. Pictorial posters with themes related to the subject discussed.

3. Time - 90 minutes

V. Stages in Creating the Learning-Experience Process

A brief Teacher's Guide for the first instructional learning experience process at Cibedug and Cilumber functional literacy classes:

Date: March 13, 1973. Time 3.30p.m. - 6.00p.m.

First Session

1. The teacher should first explore and develop a problem from the learners. This process has to be substantiated with some pictures related to the problem.

2. After translating the meaning drawn from the pictures, the learners will be divided into two groups and will choose their own group leader.

3. Every group is to discuss problems related to the drawings and the leader of the group will write down items for each topic.

4. The leader of the group will stand to report the result of the discussion. Each point is to be written on the board.

5. The teacher next selects those pertinent items on the board according to his judgment.

6. The next step will be to identify the problems related to the situation and drawn from the group. The teacher may question learners who can then explain or talk about their own experiences related to the problem while the rest listens.

7. The next step will be to help them further develop their skill in writing and reading. These sentences must be related to the points written on the black board.

The learners will be asked to write down the sentences in their own exercise books. After that they are asked to read the sentences repeatedly.

8. From the sentences, the teacher draws out the key words related to the concept of population education and family planning.

9. The key words should be copied down on the board by the teacher to be followed by the learners.

10. The learner will then read the key words repeatedly together. Key words written by the students and the teacher will be the topics to be discussed later on.

11. Throughout the entire activities, the teacher should motivate the learners to be active and the teacher has to control the activities of the learners.

Second Session

1. To recapitulate the first session, the teacher will write some sentences on the black board and tag written cards containing sentences that have been learned during the earlier session.

2. The teacher then explains the various problems in relation to the small family size and the large family size and the points that have been written on the black-board.

3. The teacher will then help the learners to identify the above problems. The teacher asks the learners to state the relationship of the problems to their own family setting.

4. The learners will then be divided into three small groups and each group will be given pictorial and audio-visual material:
   - pictures of a big family
   - pictures of a small family with two children
   - pictures of a husband and wife without children

5. Teacher will then motivate the groups to interpret the pictures given to their groups and to identify the message and problems conveyed.

6. Each sub-group leader will then read the points raised as a result of his group's discussion and the teacher will write them down on the board.

7. The pertinent points discussed will then be summarised by the teacher , the essence of which will be that the doctor of can help to control pregnancies, space childbirth and to help sub-fertile women to beget children.
(It is hoped that with the guidance of the teacher, the important points will be reported by the sub-groups.)

8. The three pictorial drawings discussed by the sub-groups will then be related to the discussion of the first session by the teacher.

9. The winding-up of the educational process will be focused again on the role of the doctor or midwife i.e.among other things to :

- control childbirth
- space childbirth
- help sub-fertile women to beget children

in relation to the programme of family planning. The summary is to be written on the board and to be taken down by the learners; and lastly the teacher will show the pictorial drawings of a doctor advising his clients.

NOTES

1. During the educational process, the teacher motivates all the learners to participate in the group discussion.

2. Throughout the educational process, writing, reading and arithmetic will be incorporated.

3. Problems discussed in class will be learned by the learners at home.

LEARNING EXPERIENCE No. 3:

I. Problem: What will be the consequences of an increase of population in relation to the available cultivable land in the village?

II. Instructional Aims:

1. The learner understands and explains the relationship between an increase of population and cultivable land in the village and the consequences of uncontrolled population growth.

2. The learner provides basic information on population and available cultivable land in the harlet/village.

3. The learners suggest one or more solutions to the problem under consideration.

4. The learners make a group decision on one or more solutions suggested by them.

5. The learners read, write, do calculations, interpret pictures and participate in group discussion in relation to the problem under consideration.

6. The learner identifies with the particular problem under consideration.

III. Methodology

1. Overall: - problem solving
2. Specific methods:
   a. group discussion
   b. reading text
   c. solving arithmetical problems linked with the topic.

IV. Teaching Media

a. flannel board
b. reading text
c. arithmetic sheet

7. Learning Experience Plan (1 hour 45 minutes)

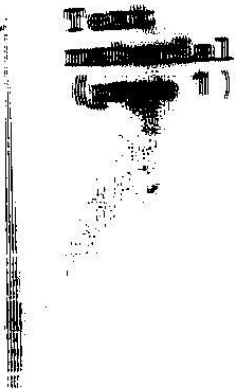
Teacher	Learner	Teaching Material
Period 1. Discussion of the Problem (1 hour)		
The teacher asks the learners "What is the occupation of most of the villagers in the hamlet?"	Learners mention occupations. (It is expected they will suggest farming as the most common.)	
The teacher introduces the subject with the help of a flannel graph by putting the picture of a man and a field on the flannel board and explains the relationship between man and land.	One or two learners explain the relationship between man and land	Flannel graph: 1. Man 2. Field
The teacher asks the learners to give an estimate of the total number of hectares of cultivable land in the hamlet	Learners supply information if possible.	
The teacher writes the estimated number of hectares of cultivable land in the hamlet and asks the learners to write the same in their copy book.	Learners write the figures in their copy books.	
The teacher asks the learners to tell the number of people living in the hamlet.	Learners supply information if possible.	
The teacher writes the correct number of people living in the hamlet and asks the learners to write the same in their copy books.	Learners write the figures in their copy books.	
The teacher puts pictures No. 3 and No. 4 representing population and land in the village on the flannel board.		3. A group of people 4. A big field

The teacher asks "How many persons were living in the hamlet 10 years ago? Were there more or less?"	Learners supply information. (It is expected that learner will give lesser number for 1963.)	
The teacher puts on the blackboard the population figures of the hamlet for 1973 and 1963 and asks the learners about their meaning (increase of population).		
The teacher asks "How do we find out the difference i.e., the increase, in population?"	The learners answer (likely answer being "subtraction") and find out the answer in their copy book.	
The teacher asks " What happens to the land under cultivation? Does it also increase?"	The learners express their opinion.	
The teacher asks what will happen to the income of each farmer if his family increases but not the size of his farm.	Learners express opinions.	
The teacher refers to the future of the hamlet and uses flannel graph pictures, one of a family six children and the family's land divided into six parts, to illustrate how the family's land will be divided into six parts for all the children, leaving little land and income for each child.		5. Picture of family with six children. 6. Picture of land divided into six parts.
A farmer named Amir had a farm of 12 hectares. His income was Rp6000 per month. His six sons inherited the farm, each of them receiving an equal share. What is the size of each share? What is the monthly income of each son?	Learners solve the problem in their copy books then one learner solves the problem on the black board.	

The teacher asks for solutions to the problem of increase of population and land and asks if family planning is a solution if not already suggested by them.	Learners discuss among themselves.
Teacher asks learners to write down their suggestions.	Learners write down in their copy books suggestions made by them.
Teacher asks learners to read out what they have written.	Learners read what they have written.
Teacher selects the best answers including family plan -ning and writes them on the black board.	
Teacher invites learners to discuss the solutions presented on the black board.	Learners discuss among themselves solutions suggested by them.
The teacher asks "Which is the best solution?" and writes the learners' responses on the black board.	Learners discuss among themselves and make a choice.
The teacher asks "Would you be ready to accept this solution for your own family, if applicable?"	Learners discuss among themselves and reach a decision.

Period 2. Reading Linked with the Problem Studied (20 minutes)

The teacher distributes a stencilled text to the learners and asks them to read the first page silently.	Learners read the first page silently.
The teacher asks if the text has been understood and explains the difficult words then invites the group to read aloud the text, sentence by sentence.	Learners read aloud the text.



The teacher asks them to take it home, read and explain it to their family and two or three neighbours.		

Period 3. Arithmetical Calculations Linked with the Problem Studied (25 minutes)

The teacher reads aloud problem 1 on page 2 of the text material distributed.		Text material (page 2)
The teacher asks the learners to solve the problem on the black board	One learner solves the problem on the black board and explains how it is done.	
The teacher corrects if needed.		
The teacher asks the learners to solve problem no. 3 at home and bring the solution to class the next day.		

ENING EXPERIENCE No. 4

Problem: How much shall a large-sized family spend per month as compared with a small-sized family?

Aims:

1. To increase the learners' ability in oral expression.
2. To increase the awareness of the learners to the needs of a large-sized family.
3. To create awareness with regard to parenthood responsibilities.
4. To increase the ability of the learner to calculate expenditure on a monthly basis for family needs.
5. To develop reading, writing, calculating, visual perception and oral expression skills in relation to the topic.

II. Methodology:

1. Overall - problem solving
2. Specific - group discussion
   - programmed instruction

. Teaching Media:

- two posters
- one flannel graph
- one booklet (Programmed Instruction) for each learner

. Learning Experience Plan (1 hour 45 minutes)

eacher	Learner	Teaching Material
eriod 1. Discussion (1 hour)		
. Introduction: Linking the previous activity with the new activity. The teacher invites the learners to summarise the discussion or activity of the previous day.	Some learners summarise.	

The teacher asks the learners if they have discussed the topic studied the previous day with their families and neighbours.	Learners answer	
The teacher asks the learners if they have read the reading text to their families and neighbours.	Learners answer	
2. <u>Introduction of the new activity</u> The teacher shows a poster with a small-sized family and another with a large-sized family.		1. Poster depicting small-sized family. 2. Poster depicting large-sized family
The teacher refers to the previous day's lesson, the conclusion of which was that income does not increase with increase of family, but decreases.		
The teacher explains that the discussion of the day concerns expenditure. Every family, large or small, has to spend money to bring up children.		
The teacher invites the learners to indicate the items on which a family has to spend for the children.	Learners indicate items of expenditure	
The teacher writes down the items of expenditure suggested by the learners on the blackboard.	Learners copy down in their copy books.	

The teacher suggests that the learners discuss the following items on which every family has to spend on a monthly basis: - food - clothing - education		
F o o d		
The teacher leads the class to discuss the importance of food in helping children to become strong and happy men and women.	Learners discuss the importance of food for children	Flannelgraph
The teacher writes the learners' suggestions on the black board and asks the learners to first read them aloud, then note them down in their copy books: - rice - meat, eggs, milk - vegetables - fruit - oil	Learners read aloud then write down in the copy-books.	
The teacher asks "How much do you spend on food per day for one child?" "How much do you spend on food per day for four children and for nine children?"	Learners answer first question. Learners calculate expenditure for: one child. four children nine children	
The teacher asks one of the learners to do the calculation on the blackboard and corrects if necessary.	One learner calculates on the black board.	

The teacher asks "How much do you spend on food for each child per month consisting of 30 days?" " How much do you spend per month for 10 children?"	Learners calculate in their copy books. One learner then calculates on the black board.
The teacher asks the learners to draw conclusions on expenditure of food of a small-sized family and a large-sized family.	Learners express their own conclusions.
C l o t h i n g	
The teacher initiates discussion on clothing by asking "How much do you spend on clothing (buying, washing, ironing, etc) for one child per month?"	Learners give suggestions.
The teacher writes down the expenditure.	Learners copy in their copy books.
The teacher asks "How much do you spend on clothing for 10 children per month?"	Learners calculate in their copy books.
The teacher asks one of the learners to calculate on black board and corrects if necessary.	One learner calculates on the black board.
The teacher asks the learners to draw conclusions as far as expenditure on clothing is concerned.	Learners express their own conclusions.
E d u c a t i o n	
The teacher initiates discussion on expenditure for education of children by asking:- 1. "Who has sent five children to school?" 2. "How much do you spend on their education per month?"	The learner who has sent five children to school answers and writes it down on the black board.
The teacher asks "How much would you spend on one child per month for his education?"	Learners calculate in their copy books.

The teacher asks one of the learners to calculate on the black board and corrects if necessary.	One learner calculates on black board
The teacher asks the learners to draw conclusions as far as expenditure on education of their children for a small-sized family as compared with a large-sized family.	Learners express their own conclusions.
S u m m a r y	
The teacher summarises the expenditure on one child per month on food, clothing and education and writes it on the black board.	Learners answer questions for developing summary and write it down in their copy books.
The teacher asks the learners to total the expenditure for one child per month on food, clothing and education.	Learners total the expenditure.
The teacher asks one of the learners to total the expenditure on the black board and corrects it if necessary.	One learner totals the expenditure for one child on the black board.
The teacher leads the discussion on the need for a small family to limit the expenditure in relation to the income of a family and highlight the reasons for doing so.	Learners participate in the discussion.
The teacher writes the summary of discussion on black board and asks the learners to copy it and share this information with their families and neighbours.	Learners write the summary in their copy books and take it home.

Period 2. Programmed Instruction (45 minutes)

The teacher distributes to each learner a copy of the booklet prepared following the method of programmed instruction.		Booklets (Programmed Instruction)
He explains how to use this booklet, giving as an example the first page and answering the question formulated on this page.		
The teacher strongly recommends not to look on the next page for the answer. Each learner should try his best to find an answer by himself.		
The teacher invites the learners to start reading the booklet and to find answers to all questions. If the learners are not able to find an answer they leave the space for answering blank and proceed to the following page.	The learners ask for clarification if needed and start reading the booklet and answering the questions silently.	

PRETEST AND POSTTEST

I. KNOWLEDGE TEST ABOUT FAMILY PLANNING

Choose the most appropriate answer from the following alternatives:

1. What is meant by Family Planning?
   1. Preventing birth.
   2. Spacing pregnancy.
   3. Postponing pregnancy.
   4. Decreasing population.

2. Why does the health of the mother who often gives birth decline?
   1. Due to lack of food.
   2. Due to lack of attention by parents.
   3. Due to constant loss of blood.
   4. Due to overworking.

3. Why do children who are born close to one another always get sick?
   1. Due to lack of food.
   2. Due to lack of attention by parents.
   3. Due to lack of time and energy of the mother to look after the children.
   4. Due to high expenditure for the household.

4. Why has the small family become the suggested model family?
   1. To help lighten the family burden.
   2. To increase family income.
   3. To ease the bringing up of children.
   4. To lessen constant quarrels by parents.

5. In a small family
   1. The feeling of parents' love and care can be concentrated.
   2. Parents' love decreases.
   3. Happiness of family will be harmful.
   4. The family income will be less.

II. ON TEACHING METHODOLOGY

Choose the most appropriate answer from the following alternatives:

1. For some time you have been studying family planning, agriculture, etc. linked with functional literacy. About methodology used by the teachers, do you think that:
   a. the teachers taught by lecturing and continued with with reading, writing and arithmetic?
   b. The teachers taught by question-and-answer and then stated the problems to be taught?
   c. The teachers taught by question-and-answer and then group discussion?
   d. The teachers asked the learners about the subject of related problems faced by the learners and then discussed it?

2. What is the best and most suitable method for you among the four mentioned above?

   a or b or c or d

3. Especially for family planning, do you think that the teachers should follow these steps:
   a. The teachers ask about problems of the learners and then conduct the educational experiences according to the problems.
   b. The teachers lecture the class from pamphlets, booklets etc. distributed by the Family Planning Associations.
   c. The teachers concentrate on lectures using materials from the hamlets.
   d. All of the above methods are proper.

4. After attending the functional literacy classes what do you think about the methods used by the teachers?
   a. Too hard for me because the teachers used too many unknown words.
   b. Interesting because the teachers used examples during the presentations.
   c. I know the subject already and as such am not interested.
   d. Too many examples that are not pertinent to the subject.

What do you think about the methodology used by the teachers?

a. The teachers should give more examples.
b. Generally it is good.
c. Interesting because it is a new subject for me.
d. I am unattentive because the methodology used by the teachers is complicated.

EVALUATION SHEET
OBSERVATION CHECK LIST

ELEMENTS TO OBSERVE

	v.good (5)	good (4)	fair (3)	poor (2)	v.poor (1)
A. The Teacher					
1. Teacher motivation towards the subject.					
2. The technique of creating learning experience situation (motivational technique).					
3. Physical movements and gestures and human relation.					
4. Involvement of the learner's in the discussion.					
5. Overall preparation on the subject.					
B. The Methodology					
1. Teacher's understanding of the teaching methodology.					
2. Teacher's application of the teaching methodology.					
3. Suitability of the methods used.					
4. Relevance of the methodology.					
5. Summarisation of the subject.					
C. The Learners					
1. Response to motivation.					
2. Response to the subject matter and content.					
3. Participation in the discussion.					
4. Reaction to the main message conveyed.					
5. Reaction to the teaching methods.					
The Audio Visual Aids					
1. Sequence of presentation.					
2. Techniques of presentation.					
3. Subject content.					
4. Clarify of the audio visual aids as to the visual perception of the learner.					
5. Relevance of audio visual aids materials.					

CITEDUC CILUMDER

SYNTHESIS OF THE REPORT

Introduction

1. This Regional Field Operational Seminar, jointly sponsored by the United Nations Educational, Scientific and Cultural Organisation and the United Nations Fund for Population Activities was organised in collaboration with the Government of Indonesia and in association with the World Education. It was held from February 26 to March 18, 1973, in three selected villages in the sub-regency of Lembang. Indonesia, with 119 million people and an average annual increase of between 2.6% and 2.8%, is the fifth largest nation in terms of population. Efforts to promote family planning started quite early but it was only in 1969 that a national family planning programme was adopted. With this national programme, Indonesia provided a natural venue for holding this operational Seminar.

2. The primary object of this Seminar was to provide concrete and diversified field experiences in functional literacy approaches, principles, methods and techniques carried out within the framework of an on-going population/family planning programme. More specifically, the Seminar sought to find precise answers to the following fundamental questions:

   a. What role can education, particularly functional literacy, play in a population/family planning programme?

   b. How can a functional literacy programme be linked or integrated with a well-structured population/family planning project with its own made-to-measure objectives and specific content?

   c. What is the most suitable strategy to be adopted for designing the needed educational programme?

   d. What conditions are necessary to integrate functional literacy and family planning in terms of principles, educational methods and techniques?

3. Answers to the above questions were to be given not by an expert but by the participants themselves who were to learn from their own involvement in the various stages of the functional literacy process. To facilitate the search for relevant answers the participants were guided by certain basic assumptions or hypotheses.

4. A field operational seminar is a practical exercise in multi-disciplinary training acquired in the field, by and through actual tasks involving actual concrete problems. It is also an exercise covering the whole functional literacy process in an abridged form - from the study and analysis of a given situation to the evaluation of the educational activities undertaken during the exercise. It provides the participants with situations in which they exchange knowledge and know-how, skills and competences. It is a collective search and at the same time, a self-training exercise in which the participants jointly and progressively analyse, discuss, test different approaches and find answers to questions relating to the role of education within a given situation, in this case, a family planning programme. The operational objectives of the exercise were derived from the Indonesian national family planning programme and the operational structure was provided by the existing programme of community and adult education.

5. The field operational Seminar was attended by specialists from the seven Asian countries of Bangladesh, India, Indonesia, Iran, Malaysia, the Philippines and Thailand, representing various disciplines, e.g., adult education, population education and family planning, social science, curriculum development, teacher training and research and evaluation.

6. To facilitate diversification in the approaches and implementation of the educational programme, the participants were divided into three multi-disciplinary teams. Each team selected a desa (village) within the sub-regency of Lembang in which to carry out its own field experiment. Team A selected the village of Cikahuripan, Team B, the village of Cibodas, and Team C, the village

of Cibogo. Each team, as an autonomous group, worked out, in a non-directive way, the functional literacy process it wanted to follow in order to solve the problems and meet the needs of their respective villages in population/family planning. This procedure is based on the principle that diversity of operation leads to creativity and innovation.

7. The teams utilised in full the expertise at their disposal in carrying out the work they planned to do. They studied existing documents and listened to the presentation of papers on adult education and family planning, both at the national and district levels. They conducted field experiments, studied the various aspects of the environment, and identified problems that hindered the effective implementation of the family planning programme which called for an educational intervention. In all these activities each team member had the opportunity to practise all phases of fieldwork and exchange expertise.

8. At the end of each week, each team gathered in a plenary session to render a report on what had been done, how and why it was done, and what results were achieved. A final report was prepared, discussed, and distributed to all the participants at the end of the Seminar.

B. Operational Procedures

During the three-week Seminar the following operational procedures, which served as guidelines in determining the directions and activities of the three teams, were adopted:

1. Study of the Environment

a. The study was conducted in relation to the family planning programme and its requirements both at macro- and micro-levels. The purpose of the study was to identify trends and problems that impede the implementation of the programme and to define priorities that would serve as a basis for the formulation of educational objectives. The environment

was understood in a particular context, as an active interaction between the various physical and human factors, such as demographic, psychological, socio-economic, cultural, on the one hand, and the external factors of change on the other.

b. The study of the environment in which the three teams participated involved three elements as follow:

(1) Collection, analysis and discussion of basic documents related to population/family planning and adult education in Indonesia. Available publications, documents and research studies related to the two areas were collected from government as well as private educational institutions and placed in the library of the National Community Education Training-Centre at Jayagiri, where most of the Seminar sessions were conducted. These publications were made available to all the participants. Two substantial monographs, one on the national family planning programme, its objectives, programmes and problems, and the other on the national adult education programme including literacy and post-literacy in Indonesia, were also presented and discussed. These two monographs provided the training exercise with the necessary infrastructure within which its operation was to be conducted and carried out.

(2) Documentation on the organised programmes of population/family planning at the sub-regency level. Technicians and other responsible officials concerned with family planning in the Lembang area were invited to discuss and/or explain to the participants the objectives, programmes and problems of family planning. To supplement the information thus obtained, a field visit to a family planning clinic in Lembang was also made. The data and information gathered through these two activities were used in drawing up a preliminary picture of the family planning

programme in the area which covers the three villages selected for conducting the experiment on functional literacy linked with population/family planning.

(3) Visits to the three selected villages. The visits of the three teams to their respective villages were meant to introduce the team members to the village heads and other responsible people in the community for the purpose of establishing rapport. The warm reception received from the people was an indication not only of the typical hospitality but also of the willingness of the villagers to cooperate in the study. The visits to the village also gave the team members an opportunity to survey the prospective target groups to determine the educational profile of the would-be learners and to get a "feeling" and global perception of the villages.

c. The basic documents and the field visits were meant to provide each team with a set of assumptions or preliminary research hypotheses to serve as bases for the elaboration of survey instruments and as guides in determining future actions and directions.

2. Preparation of an Educational Programme

Using the major problems identified in the survey of the villages, which impede the effective implementation of a family planning programme, each team set up an educational programme which included the formulation of relevant objectives, preparation of teaching units, audio-visual materials and other teaching aids, selection of appropriate methods and procedures, and selection and training of local literacy teachers.

3. Implementation and Evaluation

Each team carried out its educational programmes following an elaborate plan that had been drawn up for the purpose. An evaluation of the educational programme was also made by each team for the purpose of finding out the strengths or weaknesses of the process used to achieve effective integration of functional literacy and family planning.

C. Comparative Analysis of Approaches, Methods and Achievements

1. Study of the Environment

a. Methods and Tools Used:

(1) Following almost similar steps, the three teams took great interest in studying the environment at all levels. At the national level, documents dealing with the national programme of family planning and adult education were discussed and analysed to ascertain general objectives, projects and problems. The purpose of the study at this level was to see the possibility of introducing a functional literacy component to the programme as a means of ensuring more effective implementation of the planned projects and activities.

(2) At the district or sub-regency level publications were studied, a family planning clinic was visited and the technicians of the clinic were interviewed to know their programmes and problems.

(3) A general framework of the adult education and family planning programmes in Indonesia showing the goals, targets, programmes and problems as presented by the consultants is presented below:

PROGRAMME	ADULT EDUCATION/ LITERACY	POPULATION/ FAMILY PLANNING
Goals	Development of democratic and enlightened citizens, of good character, and responsibility for promoting community welfare.	Improved health, education, level of living, quality of life of the people.

Targets	Eradication of illiteracy	Total of 6 million acceptors in 5 years
	Integration of civic responsibility knowledge, vocational skill and family life development with adult education	At least 1 million acceptors per year
Projects or Programmes	Literacy and post literacy courses	Public information through mass media
	Development of village libraries	Seminars, workshops, group talks and community-oriented campaigns
	Vocational and industrial courses	Use of trained field workers to visit eligible couples in their homes
	Women's classes in family education	Population education in school and out of school
	Establishment of community education centres	Setting up of family planning clinics to provide services
Problems	Lack of funds	Cultural factors: early age of marriage, desire for sons, obligation of parenthood, deep-rooted beliefs
	Geographic difficulties	
	Diversity of languages	
	Lack of proficiency among volunteer teachers	Socio-economic factors: low level of education, low standard of living, use of children in the labour force.
	High dropout rate in adult education classes	

(4) At the micro-level, which was the object of the educational intervention, the teams used individual or group interviews, direct observation and questionnaires in collecting the data desired. These data dealt with the economic, social and cultural aspects of the village where the field exercises were conducted to gather concrete evidence of the existence of the problems identified at the national level by consultants and technicians, to grasp their human dimensions in terms of knowledge, attitudes of the villagers towards family planning, and actual behaviour, to identify the would-be learners' profile, and to collect data useful for the preparation and implementation of the educational programme on functional literacy linked to family planning.

(5) The three teams took great care in designing their respective survey instruments. Before designing their questionnaires, team members visited their villages to meet with village leaders and the people in general to develop rapport and to get a "feel" of the village. They visited the existing literacy classes to see their operation. Informally, they talked with some people, both men and women, to understand their views about family planning. These global perceptions of the village, together with the problems identified at the national and district levels, formed the bases for the formulation of the draft questionnaires. The draft questionnaires were tried out on a small sample of the population different from the prospective target groups to determine their validity and applicability. On the basis of the results of the try out, the teams revised their questionnaires to suit the understanding of their respective target groups and to get the necessary data for the educational programme to be worked out.

b. Selection of Target groups for the Field Survey:

(1) Team A applied stratified sampling to determine its sample population. It

identified four main classes of respondents, namely: seven opinion leaders, four married adults (male and female) beyond the child-bearing age, fifteen married adults within the childbearing age, and nine unmarried adults and adolescents. These groups are deemed important because they would be the targets of the educational activities and also because they would have a very strong influence on the outcomes of such activities.

(2) Team B decided to use random sampling to get its target population. Fifty-eight people were selected at random representing 25 males with ages ranging between 20-65 years, and 33 females with ages ranging from 17 to 65 years, one unmarried and some beyond the childbearing age. Except for nine women whose ages ranged from 46-65, all the respondents were within the reproductive age group. Included in this group are village leaders and school teachers.

(3) After testing its draft questionnaire on 19 respondents, Team C desired to get a 5% sample of the total number of households in the community by using judgmental or purposeful sampling. The total number of respondents was 39, belonging to both sexes, married and unmarried, falling within the age range of 14-45, and most of whom are illiterate and semi-literate.

c. Findings of the Surveys:

(1) In the tabulation and analysis of the data obtained in their surveys, the teams focused their attention only on certain areas which they considered vital to the educational programme.

(2) The findings revealed many similarities between the three villages. They are all farming areas with most of the cultivated lands devoted to vegetable growing, yielding three crops a year. Only a small portion of the land is devoted to rice cultivation.

Fruit trees are in abundance in the three villages. The size of the cultivated lands is generally small but the use of fertilisers to increase yield is generally common.

(3) The villages have mosques, at least one religious school and one or two six-year government elementary schools.

(4) There is no family planning clinic in any of these villages. The clinic located at Lembang and those in Bandung serve the family planning needs of acceptors from the villages. In the village of Cibodas it was indicated that a trained social worker makes periodic visits which are quite infrequent.

(5) The problems identified in the three surveys are also very similar, revolving largely around the following:

-difficult economic conditions;

-low priority given to education, low level of education, and lapses into illiteracy;

-early marriage;

-high rate of population growth and desire for more children - especially sons;

-high level of acceptance of the concept of family planning but very low rate of adoption of the practices recommended by the National Coordinating Board of Family Planning, coupled with the lack of knowledge of the "why" and "how" of family planning methods.

d. Educational Implications of the Surveys:

The findings of the surveys are indicative of the kind of educational programmes that should be designed for the people in the villages of Cikahuri, Cibodas and Cibogo. If the educational activities to be effective in promoting a successful popul[illegible] family planning programme in the villages mentioned,

such activities must be tailored to reflect the real situations, felt needs and problems of the people. The problems of difficult economic conditions, low priority given to education and low level of education, early marriage, low rate of adoption of recommended family planning practices, and lack of knowledge of family planning methods should find expression in the educational and training objectives, and in the instructional activities to be developed.

3. The Educational Programme

a. The second week of the Seminar was devoted to designing an appropriate educational programme. The teams went through the successive steps of curriculum development following the problem-oriented approach as described below:

(1) Selecting and defining the educational and training objectives:

(a) Based on the problems identified in its survey, Team A formulated general objectives that are learner-centred. Briefly, these general objectives are directed towards improving the learner's capability for rational thinking, creativity and sound decision-making; strengthening his role in democratic discussion and group planning; increasing his awareness of his economic potential and ability to utilise resources more effectively; helping him overcome the inhibitions of outmoded beliefs and practices and promoting openness to new ideas and innovations; deepening his knowledge of family planning, its methods and services; and helping him develop deep convictions as to the importance of planning the family size.

(b) The above objectives were translated into more specific ones in terms of skills, knowledge and attitudes. This would help in identifying the subject matter, the appropriate teaching methodology and the system of evaluation needed.

(c) While considering the problem of family planning in its totality, Team B directed its attention to the specific problems identified by the survey. The main objective was to bring about an improvement in the socio-cultural and economic life of the inhabitants of the desa Cibodas by effecting a change in the procreative patterns through a suitable and carefully designed educational programme. The programme would provide information on family planning and at the same time develop skills in reading, writing, mathematics, visual perception and oral expression in an integrated programme. More specifically, Team B adopted the following objectives:

i. To develop knowledge and understanding of the factors causing rapid population growth and their impact on the socio-cultural and economic life of the people;

ii To develop knowledge and understanding of the close relationship between family size and living standards;

iii To develop proper attitudes towards family planning and inspire the people to become acceptors.

(d) The general objective adopted by Team C was to sustain and strengthen motivation in family planning . This objective was broken into eight specific ones summarized as follows:

i To develop the idea that family planning means preventing unwanted pregnancies, spacing childbirth, helping sub-fertile couples beget children, and responsible Parenthood;

ii To discuss man-to-land ratios in relation to the number of people in the village;

iii To discuss the emotional strengths of a small family size in relation to happiness, mutual attachment and parental

love and care;

iv To understand that children in a big family have fewer chances to acquire the proper education to enable them to cope with modern developments;

v. To be able to read and understand pertinent information, impart and discuss ideas, and interpret pictorial symbols and messages about family planning;

vi To be able to write in simple sentences one's personal opinion in family planning;

vii To be able to make simple calculations in relation with daily life problems.

(2) Defining the target groups for the educational activity

(a) The teams took great care in studying their target groups for their literacy classes. Team A administered a literacy test to determine the literacy level of their students, a motivation test to know their degree of motivation to attend literacy classes, and a knowledge test to find out their level of knowledge about family planning. Team B also administered two tests: one, on literacy, and the other, on knowledge about beliefs and attitudes towards family planning.

Team C conducted two types of tests: a visual perception test, to find out how people perceive visual materials and identify some elements of their psychological world, and a literacy test to determine the literacy levels of their respondents.

(b) In choosing their target audience, the three teams followed different approaches. Team A considered the three literacy classes currently being conducted in Cikahuripan and selected one of these classes as its target group. The use of this class would deviate

the problem of setting up new classes which probably could not be sustained. The total class enrolment was twenty six, of which four were males and twenty-two females. Eighty-eight percent were married.

(c) Team B chose to form two new classes, one for men and another for women. The adult students were selected from 44 family planning prospects identified in the field survey. Of the total number of students, 19 were males and 25 were females. All were married except for 4 young women.

(d) Considering the limitations of time, manpower and resources, Team C chose the two on-going literacy classes in the hamlets of Cibedug and Cilumber with a total enrolment of 47, 20 of whom were females and 27 of whom were males.

(3) Construction of Instructional Units :

(a) After determining the target groups for the educational intervention, the teams then proceeded to prepare the technical and socio-educational contents of the curriculum corresponding to the training objectives they had formulated. For this purpose, they used the information and data collected through the surveys conducted at various levels. Instructional learning units, teacher's guides and technical cards were prepared utilizing the varied expertise of the team members. The instructional units also indicated the most appropriate methods and evaluative procedures to be used.

(b) The teams adopted the problem-solving approach, which is the core of functional literacy, in implementing their instructional units. This approach emphasises two basic principles, namely, convergence and integration. Convergence means that all relevant facts and information should converge to impart, through reading, writing and calculating a clear understanding of the problems and their solutions. Integration means that

the communication skills, -oral, visual and written/printed communications should be integrated with other educational activities in one global approach.

(c) Based on the objectives, Team ? identified four content areas: literacy, occupational possibilities, family planning and human development. Topics under each area for instructional purposes were identified and different strategies for constructing learning experiences were developed by the team. Four instructional units were finally adopted as follow: (i) highly structured lesson; (ii) puppet show; (iii) group discussion; and (iv) experiential story-telling.

(d) Team B defined five curricular areas based on the problems identified: (i) Basic demographic knowledge; (ii) Relationship between population growth and economic development; (iii) Population growth and social, cultural and religious aspects; (iv) Population growth and ecological harmony; and (v) Solutions of population growth problems through family planning. From these broad areas the team developed instructional units specifically geared to the problems of family planning in Cibodas. Three units were selected for the practical demonstration in functional literacy teaching.

(e) In pursuance of their instructional objectives Team C developed four learning experiences. The first two dealt with the concepts of family planning; the third, with the consequences of population increase in relation to available cultivable land, and the fourth, with the comparative expenditures per month between a large-and a small-size family.

(f) Choice and formulation of methods and techniques: The rationale for choice of methods or procedures for working out the educational action was largely determined by the objectives and the instructional units or learning experiences that formed the educational programmes designed by each team. The surveys revealed that

to develop the skill of visual message perception. To strengthen the skill of reading comprehension, a booklet on programme instruction was used with excellent results in one class.

(g) Educational aids: The three teams prepared and made use of the variety of educational aids to make their practical teaching demonstration more interesting and to help put the message across to the learners in an easy, attractive way. The educational aids were considered as an integral part of the educational programme. All the teams used posters, flashcards, flannel boards, illustrations and drawings. Team A also presented a puppet show. Team B was ready with a film strip but the absence of electricity in [illegible] prevented its being used. Team C used flannel boards, reading texts, programmed instruction books, flip books and others. Most of the instructional aids were produced on the spot by local artists.

Selection and Training of Local Teachers:

a. The selection and training of local teachers for functional literacy classes is a crucial decision to make. The success of any functional literacy class depends on the level of competence of the teachers chosen. It is for this reason that great care was given to the orientation of the teachers recruited for this training exercise.

b. While there was no set criteria for selection, it was clear that the teams chose their teachers on the basis of the following:

- Proficiency in the Sundanese language so that they could communicate freely, lead discussions and disseminate teaching knowledge;

- Recruited from the village where they are going to teach;

- Experience in teaching literacy classes.

- Knowledge about family planning.

c. The three teams decided that the teachers should participate in all phases of the educational exercise-planning the teaching units or learning experiences and preparing instructional materials and aids. Team A conducted a one-day training session for its teachers. The training was focused on how to teach functional literacy linked with population education and family planning, methods and techniques especially in conducting group discussions, using puppets and experiential story telling.

d. Team B conducted an intensive course in functional literacy teaching, thanks to the presence of two functional literacy specialists connected with the World Experimental Literacy Programme, who demonstrated how to teach a functional literacy class, how to prepare a teaching unit and the materials needed for functional literacy, how to conduct a group discussion and how to integrate communication and literacy skills in functional literacy linked with family planning. The demonstrations were so clear and effective that after discussing a few points raised, one of the teacher trainees volunteered to do the demonstration himself. Apart from this kind of training, the aims of the Seminar and the educational programmes and family planning concepts were stressed. The team conducted daily training exercises before each unit was to be taught.

e. In team C, a member of the team demonstrated its first learning experience unit in the literacy class before the teacher trainees. Then every day before the actual teaching, the teachers were given orientation in the content and procedure in presentation followed by actual practicum.

Implementation and Evaluation

a. Implementation: The third and last week of the [illegible] was devoted to the implementation and evaluation of the functional literacy programmes in the three selected villages. The three teams carried out their respective programmes and applied the various educational procedures they had planned.

b. Evaluation:

(1) Evaluation is considered as a continuous process. Based on this concept, the three teams endeavoured to make a continuous assessment of their educational activities. They conducted surveys at the beginning of the programme to establish baseline data, tried out their instructional units, materials and aids to determine their relevance and suitability, and applied tests before and after each activity to gauge the progress made.

(2) The aim of the evaluation exercise was twofold: to provide the participants with training in the preparation of appropriate evaluation tools; and to utilise the tools prepared in assessing the educational exercise.

(3) It was difficult to evaluate the total educational programme of the operational seminar. As Team B pointed out, at least two factors contributed to this difficulty. First, the time was too short, especially the time allotted to the implementation of the instructional exercise. Secondly, there was the problem of communication which might have increased the degree of bias that inevitably occurs in a study involving large numbers of people representing diverse linguistic and socio-cultural backgrounds. Aware of these limitations, the three teams, however, exerted much effort in trying to make a meaningful assessment of their educational endeavour.

(4) The evaluation tools prepared and used by the three teams were very similar. The three teams administered pre-tests to determine the literacy levels (reading, writing and numeracy) and knowledge of and attitudes towards family planning among their respective target groups. They also administered post-tests to establish data as a basis for determining progress made after the implementation of the educational activity. Teams A, B and C used direct observation with the aid of an "observation checklist" to assess teaching-learning effectiveness.

(5) There are very close similarities in the items that the three teams tried to evaluate. They all

focused their evaluation on course content, teacher, methodology, learner, and teaching materials and aids. Team B included an evaluation of the physical setting of the classes.

(6) Some of the significant findings of the evaluation are:

Teacher: The teachers taught as they were trained in functional literacy methods. They demonstrated great interest and generated much enthusiasm among their adult students. They have gained more confidence and competence through more intense training.

Course Content: The language used and course content were found to be suited to the level of the students and were interesting to them.

Methodology: The method was the application of functional literacy techniques. Informal group discussions resulted in greater participation without any reservation whereas initially the learners showed preference for the lecture and question-and-answer methods. After exposure to the problem-solving and inquiry approach, they preferred the new method.

Learner: The adult students were noted to have improved significantly in their literacy skills as well as in knowledge and understanding about family planning. They have shown a keen desire to know more; they have developed a better understanding about their misconceptions, particularly about large family size.

Teaching Materials and Aids: Learners showed much interest in visual aids depicting their own surroundings and environment. The teaching aids used captured the imagination of the students which led them to participate more actively in the discussions.

(7) Team B said their classes could not continue the preferred circular arrangement because so many villagers became interested and spontaneously joined the classes

Conclusions

1. From the reports of the three teams the following conclusions have been evident:

(a) Functional literacy is an educational process, an intellectual training in critical thinking, processing, interpreting, innovating, --- in short, learning how to learn. It goes far beyond mere training in the ability to read, write and reckon. It provides the learner with organised experiences designed to change their knowledge, beliefs, attitudes, values, skills and behaviour.

(b) The ultimate goal of functional literacy is not only to help individuals to become intellectually literate, but also to provide an educative community climate and to create an environment where literacy skills are meaningful and useful in dealing with daily problems.

(c) The values of functional literacy are found in its contributions to national development programmes and its ability to create the kinds of personal qualities and skills which promote both individual and community welfare.

(d) A functional literacy programme is geared to collective as well as individual needs. It is situation specific in that it is differentiated according to the environment and adjusted to the specific needs of the target group. Functional literacy as well as other educational programmes should be based on the real problems faced by the learners in relation to their socio-economic environment.

(e) In order for a functional literacy programme to be fully effective it must reflect the hopes and aspirations of the people for whom it is designed. It must accurately meet their needs and answer their problems. These needs and needs are translated into educational and training objectives expressed in terms of knowledge, motivations,

attitudes, mental skills, and abilities that the learner should acquire through reading, writing, arithmetic, visual perception and oral expression.

(f) A functional literacy programme stems from the study of a specific environment exposed to a given problem situation - in this case, the need for family planning. Based on identified behavioural objectives, a "made-to-measure" educational programme is evolved, aimed at solving the problems previously identified. Literacy training is thus not an isolated separate operation, let alone an end in itself, but is fully integrated within each learning experience.

(g) It was observed that if family planning knowledge is integrated within the lesson plans which are non-traditional and which ensure a high degree of participation and involvement of the learners, the message could be conveyed and understood effectively. The maximization of the learners' involvement and participation in the learning process is the key to success of the functional literacy approach.

(h) The importance of training all personnel involved in functional literacy was recognised. This includes literacy teachers, content specialists, and methods and materials specialists. Thus, it was found that an interdisciplinary approach is vital to the success of the training programme. In this aproach the teacher is the guide and stimulator of learning rather than merely the transmitter of facts and information.

(i) It was found that the functional literacy approach can be instrumental in promoting better understanding of family planning and may be conducive to changes in opinions, beliefs, attitudes and - hopefully - behaviour related to it.

(j) Instructional materials should take into account the educational profile of the learners as well as the ability of the teachers. One team stressed the importance of skill development in visual perception as an important factor in the learning process.

(k) There was general recognition of the value of a [redacted] operational seminar as an effective self-training [redacted] exercise for specialists, planners, literacy teachers.

trainers, evaluators, and personnel in charge of developing curriculum and educational materials. It is essential that programme specialists of other national development programmes be closely associated with such a seminar so as to demonstrate how to link functional literacy with other nation-building programmes.