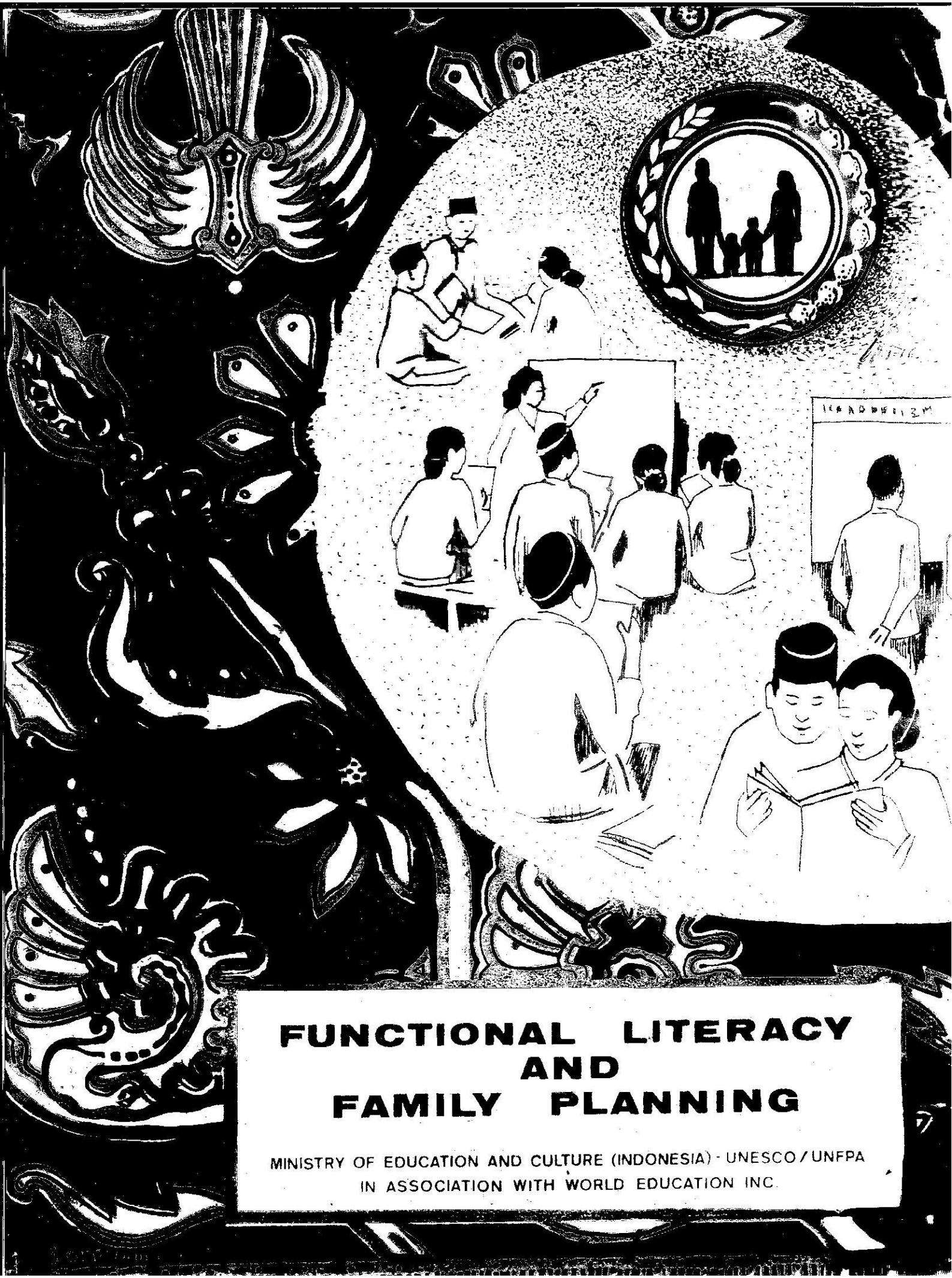


FUNCTIONAL LITERACY AND FAMILY PLANNING

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

REGIONAL FIELD OPERATIONAL SEMINAR

on the application of

FUNCTIONAL LITERACY

approaches to

POPULATION EDUCATION AND FAMILY PLANNING

Lembang, Indonesia, February 26 - March 18, 1973.

MINISTRY OF EDUCATION & CULTURE, INDONESIA

UNESCO - UNFPA

in association with

WORLD EDUCATION INC.

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INTRODUCTION

The Regional Field-Operational Seminar on Functional Literacy linked with Population / Family Planning was organised pursuant to Resolution 1.332 adopted by the General Conference of UNESCO at its sixteenth session within the framework of the Organisation's approved programme. The Seminar was organised in collaboration with the United Nations' Fund for Population Activities (UNFPA), and with the Government of the Republic of Indonesia, who together, in association with World Education, contributed liberally both technically and financially towards the support of the Seminar.

The first field operational seminar to be held in Asia under the sponsorship of the United Nations' Educational, Scientific and Cultural Organisation, this activity took place from February 26 to March 18, 1973, in the Lembang area, Indonesia, particularly in the three villages of Cikahuripan, Cibodas, and Cibogo.

The main objective of the Seminar was to provide each participant with concrete and diversified field experience in the approaches, principles, methods and techniques of functional literacy. The Seminar served as a training exercise for the participants (a) to study a particular environment and identify problems and needs in relation to population/family planning; (b) to draw up an educational programme and prepare instructional materials aimed at providing the target groups with new knowledge and practices in family planning; (c) to train local instructors in functional literacy geared to family planning; and (d) to experiment on, and evaluate the effectiveness of, the educational programme.

A total of forty-nine specialists in adult education, family planning, curriculum development, research and evaluation participated in the Seminar representing seven Asian countries: Bangladesh, India, Indonesia, Iran, Malaysia, the Philippines and Thailand. Two representatives from UNESCO,

one from the Secretariat and one from the Regional Office for Education in Asia, Bangkok, and three consultants from World Education also participated in the Seminar. The participants of the host country represented the Ministry of Education and Culture, particularly the Directorate of Community Education as part of the Directorate General of Sports and Youth, the National Population Education Project, the Institute for Teachers' Training (IKIP), the Indonesian National Coordinating Board for Family Planning, the Communication Service Centre for Family Life Planning and the Office of Educational Development (BPP).

The Seminar was officially opened on the morning of February 26, 1973, in the Conference Hall of the New Grand Hotel in Lembang.

In his brief introductory remarks, the Chairman of the Organising Committee, Drs. Soenarjono Danoevidjojo, extended a warm welcome to the participants and expressed his gratitude to the Ministry of Education and Culture, the Office of Educational Development, the Indonesian National Commission for UNESCO, the Indonesian National Coordinating Board for Family Planning, and World Education for their splendid cooperation and support. He also thanked the Honourable Governor of West Java and his staff, and the members of the national and local organising committees for their cooperation and invaluable assistance and expressed the hope that the objectives of the Seminar will be fully attained.

In his inaugural address, His Excellency Mr. Mashuri, Minister of Education and Culture, expressed his satisfaction that Indonesia has been chosen as the venue of the Seminar. He pointed out that "Indonesia is one of the developing countries in Asia where population pressure is strongest and where the non-schooling gap amounts to millions, combined with relatively low literacy".

The Minister emphasised that in spite of numerous problems, the Government is exerting all efforts to solve them. He invited the attention of the participants to the new educational reforms,

particularly to the Development Schools, which have the dual function of promoting formal and non-formal education. The reforms called for curriculum revision, hence the introduction of population education and family planning into the curricular programme of the Development Schools.

Before declaring the Seminar opened, the Minister emphasised the need for functional literacy linked with population / family planning and hoped that the participants would exchange experiences and explore new alternatives which should lead to a more effective implementation of the programme.

In welcoming the participants, the Honourable Governor of West Java, Major General Solihin, stressed the importance of the event and called attention to the significance of Asian experiences in the total context of development. He pointed out that West Java, and in particular, the city of Bandung, had in the past frequently hosted international meetings. He expressed the hope that through the exchange of information and ideas, the Seminar would make major gains towards achieving common goals.

In his brief remarks, Dr. Suwardjono Suryaningrat, Chairman of the National Coordinating Board for Family Planning, expressed his interest in the activities of the Seminar and pointed out that in the past there have been many discussions on the need for family planning, but he emphasised that what is needed now is action in view of the rapidly increasing population in Indonesia. He noted that although 1.4 million acceptors have been reached in the last three years, continued efforts must be exerted in order to develop family planning as a way of life.

On behalf of the Director-General of UNESCO, Mr. Marcel de Clerck expressed sincere appreciation for the generous cooperation extended by the Government of the Republic of Indonesia as host to the Regional Field Operational Seminar. The Seminar, he explained, would extend over a period of three weeks and would address itself to the population problem in view of its great significance

for the future development of many countries of the Asian region. The world as a whole is witnessing a fantastic population growth with enormous adverse effects on the quality of life.

In the field of population education, UNESCO's prospective programmes were endorsed by its Executive Board at its 77th session in November 1967 and adopted by the General Conference of UNESCO the following year. The programmes covered both the dissemination in schools of knowledge about population factors and their implications, and the introduction of population material into adult education. As one of the activities carried out in the implementation of UNESCO's approved programme, a Regional Workshop on Population and Family Education was organised by the UNESCO Regional Office for Education in Asia, Bangkok, in 1970. The workshop prepared a suggestive curriculum for secondary and upper elementary levels of education, especially geared to population and family education. The Lembang Seminar, on the other hand, is concerned with out-of-school activities, aiming at the adult sections of the community who are immediately pertinent to the population problem, and more particularly to functional literacy.

The main characteristic of a functional literacy programme is that it is conceived in relation to a distinct on-going programme, whether its objectives are economic, social or cultural; in this case the National Family Planning Programme in Indonesia. The Seminar would 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?

Unlike the usual type of seminar which emphasises exchange of views around a table, a field operational seminar is first of all a practical exercise taking place in the field - in real villages, with real people, facing real problems. It provides the participants with a situation in which they have to exchange not only their knowledge, but also their know-how, enriching each other by this exchange of skills and competences. A report of a field operational seminar is not an account of what has been said during the meetings, but of what has actually been done in the field, why and how it has been done, while facing concrete educational problems.

A field operational seminar, Mr. de Clerck continued, is a collective search and at the same time a self-training exercise. Participants jointly and progressively analyse, discuss, test different approaches, and begin to find answers to fundamental questions relating to the role of education within a family planning programme.

In closing his remarks, the UNESCO representative expressed the hope that the group would not only find better and more effective ways of solving population problems through the application of functional literacy approaches but also develop closer friendship among individuals and among countries represented.

On behalf of World Education, Mr. Thomas B. Keehn, President, conveyed greetings and good wishes to the Seminar participants, many of whom were already good friends of the organisation and directly involved in projects assisted by World Education in their countries. The experience generated by these projects in Asia has demonstrated the importance of broadening the concept of functional literacy and family planning to encompass functional education for family life planning. Education, to be meaningful, must take advantage of a broad range of communication tools to help the learner understand concepts in terms

of his own environment. Literacy is an essential part of this communication circle as one tool leading to functional education.

The innovative approaches being developed in this field in some countries in Asia are, in fact, attracting the attention of projects in other parts of the world for possible adaptation. Mr. Keehn believed that the present seminar would break new ground and assured the interest and support of his organisation.

Following the inauguration of the Seminar, plenary sessions were held, the first of which was devoted to the explanation of the structure and operation of the proposed exercise on functional literacy linked with population / family planning. This was followed by the division of the participants into three multidisciplinary teams which included, when possible, a specialist in adult education and literacy, in social science, in family planning and population education, in curriculum development, and in research and evaluation. Each team selected a village for field practice and worked out its own approaches, educational methods and procedures in meeting specific situations, problems and needs. The work of each team consisted of three logical stages, namely; (a) study of the environment, (b) drawing up of the educational programme and preparing instructional materials and aids, and (c) implementation and evaluation of the programme. Each of these stages took around one week to accomplish. At the end of each stage, a plenary session was conducted to present to the seminar the activities undertaken by each team.

Plenary sessions were also held for the purpose of presenting the programmes of family planning and adult education in Indonesia both at the national and at the sub-regency levels. These presentations are important because they provide significant information on the objectives and goals, programmes and problems of family planning and adult education.

It is hoped that this seminar will be followed by other "echo" seminars in the region.

SECTION II

TEAM A REPORT

TEAM MEMBERS

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Arma, Mrs. Sukapti	Indonesia
Izadi, Dr. K.	Iran
Kadir, Mr. Mohd. A.	Thailand
Latif, Mr. Shahed	Bangladesh
Marutotenojo, Mr. Sujanto	Indonesia
Moeljowerdojo, Mr. J.B.	Indonesia
Noor, Mrs. Dalima	Indonesia
Rao, Dr. Gopal D.	India
Rey, Mr. T.C., Jr.	Philippines
Sardin, Mr. P.	Indonesia
Srinivasan, Dr. Lyra	World Education
Sudradjat, Mr. Pepep	Indonesia
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Surachmad, Dr. Winarno	Indonesia
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I. INTRODUCTION

This report deals with the activities of Team A in its effort to develop an educational programme which integrates functional literacy, population education and family planning within the framework of the Indonesian Programmes on Education and Population. These activities are aimed at obtaining answers to the following questions:

a. What can education, namely functional literacy, do in relation to a population program?

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

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

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

II. INTEGRATED APPROACH IN FUNCTIONAL LITERACY, POPULATION AND FAMILY PLANNING

In the organised search for answers to the foregoing questions, the team decided to establish certain basic hypotheses that would provide guidance and direction for the various stages of the team's work. Based on actual experience and on further developments, the hypotheses may be modified or altogether discarded. The hypotheses stem from the following formulations:

A. On Adult Education

Through education, men and women should be able not only to cope with their environment and the problems it presents, but more importantly to reshape their environment, if necessary. Thus, education can help sustain human development and liberation. Through a process of education, local people can become aware of, and consequently, enhance their contribution to the social and economic goals of the country. In this way, adult education becomes part of the total effort

towards the country's development. Therefore, an important criterion of the success of the educational efforts is its ability to develop the people's capacity to contribute to and share in improvements.

B. POPULATION AND FAMILY PLANNING PROGRAMMES

As it is in education, population and family planning programmes should be geared to the ultimate objective of improving the quality of human life. Hence, population and family planning activities should promote the various aspects of the life of the people: political, social, economic, cultural and spiritual.

C. THE HYPOTHESES

1. The desire to be literate and to sustain literacy depends on the degree of motivation and relevance of educational opportunities.

2. Married adults are more likely to become and remain family planning acceptors if the educational programme is based on critical thinking rather than just simply persuasion.

3. Population and family planning are relevant themes for literacy programmes.

4. Literacy can accelerate acceptance and practice of family planning.

5. Given adequate preparation and guidance, adults will be able to develop their own materials and approaches for a sustained educational programme.

D. THE LITERACY AND POPULATION/FAMILY PLANNING PROGRAMMES OF INDONESIA AS THE FRAMEWORK

Considering the need to integrate the programme (to be designed by the team) into Indonesian national development goals, the team found it necessary to study both the adult education and population/family planning programmes of the country. The purpose of this inquiry is to determine the objectives and activities of the two programmes as well as

the problems thus far encountered. In this respect, the lectures and documents provided by the Indonesian Ministry of Education and Culture and the National Family Planning Board proved to be most valuable.

The following table provides the framework within which the team will design its educational programme.

General Description of National Programmes

Table 1

Programme		Adult Education/ Literacy[1] Programmes	Population/Family Planning[2] Programmes
A.	Goals	Development of democratic and enlightened citizens, of good character and responsibility for promoting the welfare of the community and nation	Improved health, education, level of living, quality of life of the people
B.	Targets	1. Eradication of illiteracy	1. Total of 6 million acceptors over 5 years
		2. Integration of civic responsibility, knowledge, vocational skill, family life development into adult education	2. At least 1 million acceptors per year

1. Soenarjono Danoewidjojo, Adult Education in Indonesia with Special Emphasis on Literacy Work.

2. Haryono Suyono, A Note on Population and Family Planning Program in Indonesia.

C. Projects	1. Literacy and post literacy courses	1. Public information through mass media
	2. Development of village libraries	2. Community education through workshops, seminars, group talks and community-oriented campaign
	3. Vocational and industrial courses	3. Person to person campaigns using specially trained fieldworkers to visit eligible couples in their houses
	4. Women's classes in family education	4. Population education in schools
	5. Establishment and maintenance of community education centres	5. Setting up of family planning clinics to provide services
D. Organisations/Agencies involved	1. Ministry of Education and Culture: Formulates educational policies and planning and provides financial resources	1. National Family Planning Coordinating Board (B.K.K.B.N.): Plans, supervises and evaluates the national programme
	2. Directorate of Community Education: Plans and supervises nationwide community education programmes	2. Family Planning Organisation of Indonesia (P.K.B.I.): Provides family planning information, education and evaluation

3. Inspectorate of Community Education in the Province: Elaborates and supervises program implementation in its respective province

4. Office of Community Education in the Sub-Province (Kabupaten): Executes and supervises programmes in the field

5. District Community Education Supervisor: Organises and supervises community and adult education activities

3. District Family Planning Clinics: Provides family planning information, education and service for couples

4. Police (SESKOPOL): Provides family planning information and education to wives of SESKOPOL Personnel.

5. Fieldworkers:
   a. Provide information to the villagers
   b. Contact acceptors

D. Main Problems

1. Lack of funds

2. Geographic difficulties

3. Diversity of languages

4. Lack of proficiency among volunteer teachers

5. High drop-out rate in adult education classes

1. Cultural factors
   a. universality of marriage
   b. early age of marriage
   c. desire for son(s)
   d. obligation of parenthood

2. Social-economic factors:
   a. low level of education
   b. low standard of living

			c. use of children in the labour force
F.	Favourable Factors	1. Community participation	1. Strong support of the government and its apparatus
		2. Extensive educational network	2. [illegible] organised religious or social [illegible]sition

III. DETERMINATION OF LEARNERS' NEEDS

A. Desired Learners' Conditions

With the Indonesian programmes on adult education/literacy and population/family planning as the frame of reference, the team proceeded to determine educational needs with the objective of formulating innovative approaches within the context of the national programmes.

As an initial exercise, the team listed broad descriptions of what could be the desired conditions of adult learners after going through the educational programme to be designed by the team. No attempt was made, at this stage, to classify or express the conditions into clear-cut educational objectives, as these conditions would have to be formulated in the light of actual findings in the village.

These conditions are listed below:

1. Adequate knowledge of family planning and methods
2. Favourable attitude towards small family size
3. Actual practice of family planning
4. Active interest in reading, writing and numeracy
5. Improved skills in reading, writing and numeracy
6. Ability to learn how to learn

7. Ability to create educational materials

8. Willingness to discuss community interests and needs

9. Ability to follow democratic processes and participate in decision-making

10. Ability to contribute activity for community welfare

11. Active participation in the implementation of the ten aspects of family life development

12. Receptivity to adoption of, and assistance to, the diffusion of innovation

B. Study of the Environment

1. Scope of the study:

The desired changes in learners provided indications of possible content and approaches that the team would consider. Attention was then turned to existing conditions. With the foregoing desired conditions as outputs in the community system, an inventory of the present inputs and processes in the community had to be obtained. The team decided to undertake an inquiry on the present state of the following themes in the community:

1. Economy

2. Health practices

3. Family relationships

4. Felt needs

5. Education and knowledge

6. Civic mindedness

7. Existing institutions

8. Value systems

The team felt that a study of these themes could provide an insight into the environment within which the educational programme will be undertaken. The study would also reveal

the extent to which the people see themselves as innovators or change agents.

Questions were then developed around these themes. Each theme was assigned to one or two members of the team, recognising, however, that there would undoubtedly be duplication and perhaps some gaps in the questions thus formulated.

The idea was to consolidate these questions before pre-testing. However, time did not permit this on the pre-testing day. As a result team A decided that each draftee should try out the questions separately to establish the degree to which the questions were understood by the people interviewed and relevant to their specific situation.

After necessary revisions, the team consolidated the questions and undertook the survey. (Appendix A presents the interview schedule).

2. Design of the Survey Instrument

The Survey Instrument developed by the team was designed to collect data on the following:

a. What is the perception of the population of its situation in terms of the eight themes?

b. What should be the objectives of the educational activities, its themes, content and approaches?

c. What existing institutions can be used either to implement or support the educational activities?

3. The Sample:

Inasmuch as the ultimate targets of education and family planning activities of the programme are the adults, the team decided to apply stratified random sampling. Four main classes of respondents were identified as the prospective target groups. These are:

a. Opinion Leaders

b. Married Adults (Male and Female) beyond the childbearing age

c. Married Adults (Male and Female) within the childbearing age

d. Unmarried Adults and Adolescents (Male and Female)

These groups are deemed important for the purposes of the programme either because they would be the targets of the educational activities or that they would have a very strong influence on the outcome of such activities.

3. The Community: CIKAHURIPAN

Cikahuripan is a village 5 kilometres south of Lembang. The village has 6 kampongs (communities), 18 Rukun Kampungs (neighborhoods). Farming is the main activity of the village with vegetables and oranges as the main produce.

Cikahuripan has a total population of 13,068, of which 7,064 are females and 6,004 are males. About 51% of the population belongs to 0-14 age group, 37% to the 15-64 group and 12% to the 65 and above age group. An average of 131 births and 21 deaths are reported annually.

It is reported that 30 women have accepted family planning (10 in Bangkor, 15 in Pojok and 5 in Pamecelan) and all of them are using pills. These acceptors are provided services by the clinic staff located in Jayagiri, approximately 7 kilometres away. The village administration is headed by a Lurah who has a staff of 14 persons. He is also assisted by 18 Rukun Kampung heads and 75 Rukun Tetangga heads. There are 6 elementary schools in the village (one in each kampong); There are 36 teachers and 934 students. The student population is evenly divided between the sexes.

The village has 5 mosques and 4 Ulama (religious leaders). Three kinds of organisations are found in the community: the Lembaga Sosial Desa (a mutual help organisation sponsored by the Government) with a membership of 50, the Muslimat (women's religious group) with 20 members, and the Koperasi (cooperative) with 100 members.

The organisers of the seminar assigned 3 kampongs of Cikahuripan to team A: Bongkor, Pojok and Pamecelan. Table 2 presents some information on these three kampongs.

Table 2
Data on the 3 Kampongs

Kampong	Total Population	Number of Households	Number of Illiterates	
			male	female
Bongkor	1700	350	75	95
Pojok	1400	300	65	75
Pamecelan	1500	450	65	95

Because of limitations in time, the team decided to confine its survey to Bongkor, with 10% of the households to be covered.

4. Cursory Survey

a. Procedures Adopted: The team conducted a cursory survey with the assistance of 4 interpreters. The plan was to conduct all interviews in the hamlet of Bongkor and to complete them in one day since there was danger of a spill-over effect from those already interviewed if part of the population were to be interviewed subsequently. However, the interviews had in fact to be continued the following day because of lack of time and the unavailability of some of the respondents. Also, due to circumstances beyond the team's control, the Bongkor contacts could not be reestablished in time the following day - which meant that the original sample could not be completed. Thus about 9 or close to 26% of the sample came from the neighbouring hamlet of Pamecelan (the kampong of the village head). While this shift was inevitable, the team considers this a limitation on the survey results as it changed the base of the sample studied.

The warm hospitality with which the people received the team, an indication of rapport, made the task of surveying and interviewing much easier; on the other hand, it complicated the task of conducting interviews individually and privately. The keen interest of the kampong people in the activities of the team resulted in an ever present audience including numerous children during interviews. Many of the interviews, even in private homes, accordingly developed into group interviews. Thus 9 respondents had to be left out of the tabulations, since their answers could have been made under strong pressures for conformity.

After the survey, the team divided itself into two subgroups to save time. While one subgroup proceeded to tabulate and analyse the results of the cursory survey, the other subgroup discussed various options for materials or methods which could be used for the curricular programme. The list of options ranged from the traditional formats of teachers' manuals and workbooks to the newer and more flexible methods of teaching such as loose-leaf folders, games, group discussion, projective or other learner-centred materials and techniques. (Appendix B shows a listing of materials and techniques reviewed by the team.) The review of the different materials revealed that one or more should be used in the projected programme.

When the results of the cursory survey had been tabulated the two subgroups came together for a discussion of the findings.

b. Data Analysis: In the tabulation and analysis of the data obtained in the survey, the team decided to focus on certain aspects which were considered to be vital to the educational programme. Hence, although the interview schedule provided a broader data base, some items of information were not included in the tabulation and analysis. The following findings are presented as indications of the areas of concern for the educational programme.

(1) Exposure to modernisation. Seven opinion leaders were interviewed, three of whom are teachers and the remainder are the headman, vice headman, the Ulama and the village midwife. The opinion leaders come from the landowning class and have an average

of 2.83 hectares, more than the average landholding of 0.4 hectares in the village. The opinion leaders show a high degree of openness to modernisation in agriculture and all report an increase in productivity per hectare. Of the adults beyond childbearing age (7 respondents), none uses high yielding variety seeds or irrigation. Only 29% reported an increase in productivity. Of the 15 respondents in the category of married adults within childbearing age, 13 are owner cultivators. Sixty-seven percent of these respondents reported the use of modern farm inputs; 0% reported none-use of these inputs. Forty percent use HYV seeds, 35% do not. Increase in output is reported by 60%; 6.5% reported a decrease and 6.5% reported no improvement in yield. Married females comprising 27% of these groups, concerned only with household chores, indicated that they were not aware of the use of modern farm inputs. There were 9 respondents in the unmarried young adults category, 4 males and 5 females. Only the male respondents owned land, an average of 0.4 hectare. Among the male respondents, use of modern inputs is common and everyone reported increase in yield.

(2) Institutions: Considering that cooperatives can be an extremely important institution for rural development, the team examined the status of cooperatives at the village level. Coverage of the cooperatives is high among opinion leaders, with 86% of them being members. However, adults beyond childbearing age are not even aware of the cooperative's existence. In the case of married adults, the cooperative coverage is considered low with only 33% being members. Under the circumstances, the cooperative in the village does not seem to be, as yet, an effective institution to support any functional literacy , population education and family planning programme.

It was found, however, that the majority of respondents are involved in some type of organised social activity. Seventy-one percent of the opinion leaders, 75% of adults beyond the childbearing age and 100% of unmarried adults are members of the Lembaga Sosial Desa. The majority of respondents participate in the activities of the Majelis Ulama, a religious group. This suggests that through the

L.S.D. or the Majelis Ulama, activities integrating functional literacy, population and family planning programmes can be strengthened.

(3) Literacy and Non-formal Courses: The survey indicated that 100% of the opinion leaders interviewed are literate and have completed elementary schooling. This is very fortunate since any motivational and leadership training programme organised for them (e.g., for the village headman, midwife, teacher or the Ulama) would be greatly facilitated by the fact that they can read and write. If such training were combined with the desired economic content or targeted functional components, a natural and influential nucleus of modernisation could be nurtured in the area.

In the category of adults beyond childbearing age, only 50% of the respondents have ever attended school and all claim to have dropped out, or been unable to attend, due to economic reasons. Among the married adults within the fertile age bracket, none is unschooled (unlike their previous generation) but the drop-out rate is 44%, again on ground of poverty. Among the young unmarried adults who were interviewed, the drop-out rate is zero. They have either completed elementary school or are in school. If this is indicative of a trend, we may conclude that the number of illiterate adults is not going to be substantially enlarged by school dropouts. However, the need for functional, non-formal education programmes remains acute since roughly 75% of the children of school age in the Lembang District are never able to enter school. In this connection, it should be noted that almost all the young respondents are interested in non-formal courses relevant to their occupation and/or felt needs.

(4) Mass Media: Almost everyone interviewed listens to the radio. The responses indicate that radio programmes involving music, folktales, drama and local news are of primary interest. These programmes might well be used to aid a functional literacy and family planning programme, provided that they are not overloaded to the point of creating a disincentive.

(5) Village Meeting: The majority of the people in Cikahuripan attend village meetings. The young married adults, the potential group which the family planning programme has to cover eventually, appear to be more interested than their earlier generation.

The team believes that the village meetings could be utilised for promotional purposes and are likely to be effective provided the functional literacy and related family planning programme are made interesting to the audience.

(6) Felt Needs: The tear found in analysing the felt needs of the various sample groups that education gets a very low priority in the case of older people. The unmarried adults, however, put first priority on education. Among the married adults within the childbearing age, only 11% gave priority to education. To get at felt needs in another way, respondents were asked to mention specific requirements needed to improve themselves. The common reply was "money" by opinion leaders, "increase in farm productivity" by 100% of adults beyond childbearing age, and "to possess more land" by 89% of the married adults within the reproductive age brackets. Only the younger generation mentioned specifically the need for education.

(7) Family Planning: Findings regarding the attitudes of respondents toward family planning show that the trend is towards large families with at least 4 to 5 children. This is evident in the context of a traditional agrarian environment where manpower is the mainstay for generating family income. The propensity to have more children is likely to be strong. Opinion leaders and older adults seem to be well aware of family planning and PKK (Family Life Planning). However, there is a critical knowledge gap among the most important group from the family planning point of view, the married adults within childbearing age. Forty-four percent and 78% of respondents in this group seem never to have heard of family planning and PKK respectively.

A significant gap also seems to exist between current knowledge and practice of family planning. One hundred percent of opinion leaders are aware of family planning and know the means of preventing conception, but only 43% actually use any type of family planning devices. Opinion leaders are expected to be the pace-setters for the community. Their practising family planning could have an exemplary effect on the community. Since the opinion leaders are literate, they are out of the purview of a literacy programme related to family planning or otherwise. But a separate programme for the opinion leaders, in so far as family planning and population education is concerned,

seems to be necessary. This may perhaps be taken care of through follow-up literate and concentrated family planning extension efforts involving this particular group. Among the married adults within childbearing age, this yawning gap between knowledge and practice is all the more serious. Fifty-six percent are aware of family planning but only 22% actually practise what they know. If this reflects the actual situation in the village as a whole, there appears to be an urgent need to design and create the kind of population/family planning education programme, incentives and services, by which married adults not only acquire knowledge but develop conviction leading to action. A suitable curriculum built around the learner's motivations and priorities needs to be evolved, integrating family planning and bridging the gap between knowledge and practice.

IV. DESIGN OF THE EDUCATIONAL PROGRAMME

Through the survey, the team obtained an overview of the forces at work in the environment of the prospective learners. The survey findings indicated to the team certain imperatives for the educational programme in terms of goals, objectives, design features, content, materials and methodology (Section IV-A).

The team then proceeded to the selection and description of its target group of learners. It was felt that the three literacy classes currently being conducted in the village were convenient target groups. The use of one of the classes would obviate the problem of setting-up a new class which probably could not be sustained as not all of the teaching units in the curriculum would be completed within the seminar period.

As the learners' profile had to be obtained before definite educational approaches could be determined, the team developed a set of tests that would provide a description of the status of the learner. The tests were administered to the members of the selected class, and the results tabulated and analysed. (Section IV-B).

The team then started the development of the objectives and content of the educational programme. As its first step in this phase, the team reviewed the hypotheses and desired learners' condition which were established earlier. The team then divided into 5 smaller groups with each group formulating

suggested objectives. These objectives were then classified into general and specific objectives. The general objectives tended to be broad and all inclusive whereas the specific objectives were expressed in behavioural and measurable terms. After classifying the specific objectives under the broad ones, a set of objectives was adopted for the educational programme (Section IV-C). Based on the objectives, the team identified 4 content areas: literacy, occupational possibilities, family planning and human development. The team considered these areas essential to the integrated educational programme; the absence of one will seriously impair the effectiveness of learning in the other three areas, and ultimately the success of the entire programme. Topics under each of the 4 areas were then specified. At this point the team realised the need to present the curriculum in a more functional way. The curriculum format must show not only the interrelationship among the various topics, but also the basic strategy: learning through problem solving. (Section IV-D).

After designing the curriculum in the broad outline, the team decided to explore 4 different strategies in developing learning experience for adult students. Each strategy was to represent a different point in the continuum from content-centred to learner-centred activities. This gradation was to be reflected also in the degree of pre-planning or structuring of each lesson. The team felt that to safeguard the experiment, it was desirable that the lessons be developed independently by 4 sub-groups, in accordance with their respective concepts of the characteristics of their particular types of learning experience. This also would avoid any possibility of mutual influencing on methods and approaches of the sub-groups. In so designing the experiment, there was no a-priori implication that any one of the strategies was necessarily superior to the other or equally suited to all adult learners concerned. On this basis, the team divided into 4 sub-groups to prepare the lesson plans and materials for these approaches:

- Highly structured lesson;
- Puppet show ;
- Group discussion;
- Experiential story telling
  (Section IV-E).

As the 4 learning strategies were being developed, a special subgroup was assigned the task of developing an evaluation system. The system adopted by the team consisted of 3 components:

- Pre-and post-test;
- Observation on participation;
- Analysis of attendance.
(Section IV-F).

A. Imperatives For The Educational Programme

The pressure on land in West Java is very high. Sixty percent of Indonesians live on the island of Java which covers only 7-1/2% of the total land area. With limited farming lands and lack of employment opportunities outside agriculture, there is a high rate of under-employment and unemployment among the working population.

The need therefore is twofold; firstly, to increase farm production through higher yields and greater cropping intensity, and secondly, to make the population aware of the possibilities of diversification in job opportunities through a variety of employment skills.

In Java, the Malthusian spectre is an agonising reality today. The survey indicates that the completed families have an average of 6 children. With so many new births, any increase in income will be wiped out by the growing population. The net result will be a stationary or a reduced income level. One of the primary objectives of any functional literacy programme, thus, of necessity, is to promote rational decision-making with regard to family size.

It is not the function of this team to propose in detail any specific occupational alternatives but only to create the awareness, the critical thinking and the ability to explore the possibilities further. The team however, considers it extremely important to relate functional literacy with the national economic programmes. Any functional literacy programme should first of all catalyse striving among the adults for higher income levels. The relationship of functional literacy with improved occupational skills is obvious from this assumption.

Population education and family planning together with economic content are the next most important areas to be emphasized. The need for a reduced family size, knowledge of family planning and motivation for regular practice are the 3 essential components in this respect. The purpose of a functional literacy programme geared to the need for family planning will be to

expand the knowledge base, make everyone aware of family planning and then bridge the gap between knowledge and practice. It may be useful to investigate the reasons for this gap. The team was not able to examine this problem in depth but some respondents indicated that they have experienced logistic difficulties, e.g., home visits by the family planning field workers were not frequent.

There are several factors which inhibit the adoption of family planning practices. Within the survey area the team identified, among others, the following factors:

- Insufficient staff from family planning agencies to provide the necessary coverage.
- Location factors including distance from the family planning clinic;
- Lack of identification by the local people with national aspirations. (The people see themselves apart from the government so whatever is projected by the government tends to be rejected by the individual as being above and beyond him).
- Family planning is something new and difficult to relate to the existing value structure. In any traditional society, the rejection rate of any new practice for the individual, family or society tends to be very high.

B. Description of the Learner

1. Test Design: Tests were devised to find out the present literacy level of adult students in existing classes, the motivation to learn, and their knowledge and attitude towards population problems. Thus the following three tests were developed and administered to one of the three adult literacy classes:

a. Motivation test. In order to find out to what extent the respondents were motivated to attend the literacy classes, 9 general questions were included - some dealt directly with motivation to learn to read, others focused on behaviour indicative of the desire to learn, while some dealt with attitude towards participation in group discussion and with degree of ready acceptance or rejection of new ideas. (Appendix C)

b. Literacy test: A literacy test was designed to find out the reading ability of the adults. The test consisted of 3 sets of 8 words of graded difficulty. In addition, 2 brief writing items were included, one requiring the respondent to write his/her name, and the other, to note down the distance walked to reach school. A copy of the test is enclosed in Appendix C. The test was administered to the class with the help of interpreters and was scored as follows:

score 1 = 1 mark for correct reading of each word in set 1;
score 2 = 2 marks for correct reading of each word in set 2;
score 3 = 3 marks for correct reading of each word in set 3
scores 4 and 5 = 1 mark each for correct writing of each word.

c. Knowledge test: Six sets of pictures covering the different aspects of family planning were developed to find out the level of knowledge of respondents with regard to family planning. The respondents were shown the different sets of pictures (shown in Appendix C) and asked the following questions:

(1) Which of the following pictures best describes the objectives of family planning?

(2) Who from the pictures of husband, wife, or both, should be involved in the practice of family planning?

(3) Which of the following 5 pictures does not relate to family planning?

(4) Which of the following 4 pictures properly illustrates the concept of family planning?

(5) Who (from the pictures: policeman, village doctor, clinic staff) would you approach if you are in need of help or information regarding family planning?

(6) Which of the following pictures represents an ideal family size?

The test was scored by assigning one mark to each correct answer.

2. Learner's Profile: The test to determine the learner's profile was administered to an on-going literacy class consisting of 26 members, 85% female, and 15% male. The class is composed of relatively young members, the mean age being 24.4 years only. Fourteen respondents (54%) are below and 9 (35%) above the mean age.

a. Motivation:

(1) Reasons for joining the class: Eighty-one of the respondents joined the class after having heard about it from: the village headman, 35%, neighbours and friends 27%, and the teacher 19%.

Only 15% of the respondents mentioned personal needs as a reason for joining the class. Eighty-one percent of the class is engaged in agriculture, and 50% of them are owner cultivators and 31% farm labourers. The rest are housekeepers.

(2) The ability to read and write: Sixty-five percent considered literacy as the means to increase knowledge. Twenty-seven do not see any scope for immediate application of reading and writing skills. Eighty-five of the adult learners went to school when they were young but all dropped out at some stage. Only 4% reached the 4th grade, 73% the 2nd grade, while 59% dropped out after first grade only.

When giving reasons for dropping out after first grade, 35% mentioned family problems, 27% mentioned economic reasons and 15% (3) health problems. Of the respondents, only 27% (8) have previously attended any literacy course.

Twenty percent of the respondents send their children to school. Since the average age of the adult learners is only 24.4 years, most of their children have not yet reached school age.

(3) Means of learning: Fifty-three percent of the learners think that remaining quiet in the classroom is the best way of learning. Twenty-five percent think that it is better if only a few other people do the talking. Only 15% consider active participation in classroom activities as a more effective way of learning.

(4) Acceptance of new ideas: Forty-two percent stated that they would accept new ideas and change readily and willingly. Twenty-three percent would consult others before deciding whether to accept or not. Another 23% would reject such new ideas outright.

(5) Class attendance: Seventy-six percent of the adult learners face no difficulty in regularly attending the classes. Only one respondent, i.e., 4%, is not in a position to ensure regular attendance due to various family/household problems.

b. Literacy Test: The results of the literacy test indicate that 46% of the class are at the fluent level, 12% at the reading level, 15% at the difficulty level and 27% at the frustration level. Roughly 50% of the adult learners have acquired the desired level of skill in reading and 50% are much below the level.

In terms of writing, only 5% could write their names correctly, indicating that the writing skill of the projected level was attained by only 5% of the learners, the same group who attained fluency level in the reading test. In the numeracy test, only 7 out of 26 learners came up to the desired level and these 7 also attained the fluency level in the reading test.

Based on the literacy test including reading, writing and numeracy components, the learners' group of 26 students could be divided as follows:

Literate level : Seven attained the literate level. In terms of reading they are at the fluency level. They also showed the desired competency in the writing and numeracy tests.

Semi-literate level: Five attained this level. They are at the reading level, qualified in the writing test, but failed in the case of numeracy.

Illiterate level: Fourteen are still at the illiterate level. They could do the reading but no writing or arithmetic.

c. Knowledge Test Regarding Family Planning: Based on the responses, the group has made the following observations:

(1) There seems to be a serious misconception about the goal of family planning in that around 54% indicated that the aim of family planning is to have no children at all. Only 35% of the respondents answered correctly. Other misconceptions also showed up in the course of the test but they are subjected to another verification.

(2) As regards who should be involved in the practice of family planning, 67.5% indicated correctly, that both (i.e., husband and wife) should be involved, while 21.6% said it should be the husband alone and 4% said it should be the wife only. The team however felt that responses to this item might perhaps have been conditioned by traditional decision-making roles within the family, or by the type of contraceptive device which some respondents associated with effective family planning.

(3) The respondents' knowledge of available services reveals the necessity of better information. Given three alternatives on whom to turn to for more information on family planning, only 67.5% said health and family planning personnel, 24.3% would rely on the advice of the policeman, and one respondent would prefer the fortune teller.

(4) Finally, when given a free choice to indicate the number of children they would like to have, 81% said 2, 10.8% said as many as 7 children and 2.7% said no children.

C. The Objectives:

1. Broad objectives: A list of general objectives was drawn up by the team based on the study of the environment and the learners' profile. These objectives are:

a. To improve the self-image of the learner as a person capable of rational thinking, creativity

and sound decision-making;

b. To strengthen his role in democratic discussion, group planning and community efforts;

c. To increase his awareness of his economic potential, both individually and collectively, and his ability to utilise resources more effectively.

d. To help him overcome the inhibitions of outmoded beliefs and practices, and promote openness to new ideas and innovations which can directly contribute to improving the quality of life;

e. To develop his capacity to disseminate innovative ideas and approaches;

f. To deepen his knowledge of family planning, its methods and services, and help him develop deep conviction as to the importance of planning family size;

g. To develop greater interest in reading and increased skill in using written language and numeracy to improve standards of living;

h. To make the educational experience enjoyable as well as profitable, so as to sustain lifelong interest in learning.

2. Specific Objectives: Specific objectives were also formulated by the team. The specific objectives would determine the subject matter and the possible educational methodology, and at the same time indicate a system of evaluation.

a. Skills:
-ability to read, understand and react to items of simple newspapers;
-ability to fill in application forms and write simple letters;
-ability to symbolise number concepts and perform basic numeracy computations (addition/subtraction/multiplication/division.)

b. Knowledge:
-of family planning and ability to discriminate between its different methods and objectives of resources and services.

c. Attitude:
-desire to make use of available reading materials and notices;
-interest in writing, making notes or computing daily business transactions;
-willingness to discuss family planning and visit clinics;
-willingness to look for resources and make rational decisions.

D. Content Areas:

The team decided to include the following content areas in the curriculum:

1. Family planning;

2. Literacy;

3. Occupational possibilities;

4. Human development.

Under each area, topics were identified as shown in the table on the following page:

LEVEL 2

CONTENT AREAS

LITERACY

PHASE I

- encoding and decoding simple words and sentences.
- counting, reading and writing numbers (1 - 100).
- writing names, address and commonly used words.

PHASE II

- comprehension reading simple sentences, labels, signs and announcements.
- reading specially prepared newspapers, bulletins,,pamphlets, posters.
- speed reading 25 minute.
- writing simple messages, letters, application forms, money orders, certain forms.
- counting, reading and writing numbers (1000).
- multiplication tables.
- simple fractions.
- weights, measures, volumes, areas, time.
- simple household accounts.
- +, -, x, ÷

PHASE III

- critical reactions to what he reads.
- writing instructions, taking down notes.
- farm plants.
- counting budget analysis
- percentage.

FAMILY PLANNING

1. need for family planning.
2. national goal, policy and programmes.
3. knowledge of family planning methods, devices, services, including side effects.
4. family income and family size.
5. misconceptions regarding family planning.
6. child-rearing, nutrition, parental responsibilities.
7. physiology of human reproduction.
8. maternal health and family size.

OCCUPATIONAL POSSIBILITIES

1. crop rotation.
2. modern method input, seeds, fertiliser, insecticides/pesticides, irrigation.
3. cooperatives.
4. investment/credit.
5. marketing.
6. home consumption or marketing.
7. diversification of occupation, poultry, dairy, horticulture
8. vegetable production
9. food preservation and processing
10. occupation alternatives (bamboo craft, tailoring).

HUMAN DEVELOPMENT

1. skill in discussion.
2. ability to seek out, mobilise resources.
3. greater community participation.
4. improved problem solving abilities
   a. ability to understand cause and effect
   b. ability to separate opinion from facts
   c. willingness to consider non traditional alternatives
   d. ability to seek out resources
   e. ability to set up priorities
   f. sustained effort.
5. openness to new ideas.
6. civic service and responsibility
7. cultural enrichment.

The team felt at this stage that a more functional format of the curriculum had to be developed. This curriculum description should reflect not only the relationship of the topics in the curriculum but also the basic philosophy: learning through problem-solving. This format is illustrated below:

Conditions	Problems	Goals	Methods of Teaching
Too little land	a. less yield b. less income	a. more yield per unit of land through the use of modern methods b. more income c. balancing family size and resources	a. puppet play b. discussions c. literacy experience
Large families with too many children	a. less income per family member b. less opportunities for schooling c. less clothing d. less food per number of the family e. less happiness	a. smaller family size b. increased production c. more opportunities for schooling	a. structured lesson (lecturer) b. discussion on occupational opportunities, family planning
Traditional farming practices	a. not enough land b. inadequate income	a. improved agricultural practice b. occupational diversification c. small family size	a. group discussions b. problem-solving c. literacy exercise

E. Learning Experiences:

Four learning experiences incorporating topics in the curriculum were developed. (The lesson plans for the 4 approaches are shown in Appendix D).

1. Structured Lesson: The lesson introduces the concept of a "Happy Family". The lesson consists of 2 parts: reading and writing. In the reading portion, the teacher reads a short story of a family that has achieved happiness with the help of family planning. The story is made vivid by means of pictures that are shown to the learners. Discussion leading to occupation opportunities, family planning and human development ensues. Key words and sentences of the story are written on the board and are read first by the teacher, then by the learners as a group and then individually. New words and sentences are studied further. In the writing portion, words and sentences on the blackboard are copied by the learners in their work books. Numbers and simple arithmetic operations are made on ages, distances, income and time.

2. Puppet Show: A puppet play is presented to the class. The play is an adaptation of a local story with built-in elements of family planning and improved agriculture. At the end of the play the class is divided into 3 groups. Each group is asked to discuss topics from among the following:

a. How to get the most out of the land;

b. How to seek the right person for advice;

c. How to increase income.

Each group is asked to present conclusions regarding its topic. Prepared sentences concerning modern farming are written on the board, then read and copied by the students. Learners are asked to form additional words with syllables of the words written on the board. Finally, a game in arithmetic is played. Two groups are formed and asked to work on problems based on the puppet play. The group which writes the correct answer on the board ahead of the other wins the game.

3. Group Discussion: The lesson is intended to help learners see the relationship between small family sizes, literacy and better standards of living. The session starts with the presentation of a picture to the class. Comments are elicited from the students. The teacher then suggests that the class elect a chairman, a vice-chairman and a secretary. A guide topic

relating to a perceived condition and its consequent problems is introduced for discussion in the class with the chairman acting as the discussion leader. After agreement concerning possible solutions is reached, members of the class are encouraged to continue studying the problems and possible solutions. Groups are formed and asked to study after the class session, certain aspects of the problems and to report their findings to the class in the subsequent session. Literacy exercises are then conducted on the words and numbers used by the students during the discussions.

4. Learner-Centred Experience: This approach seeks to promote active and creative participation of the class and in the process relate population, family planning, literacy and human development to the experiences and lives of the learners. The class is divided into groups. The groups are asked to depict by means of flexible paper figures on the flannel boards a problem, an event or situation in the village. The groups label their pictures with the aid of syllable cards from a syllable/number chart. The groups then take turns in describing their pictures. Each description is followed by a discussion between groups. The class is then asked to summarise or draw conclusions from the group presentations. Literacy and numeracy exercises derived from the description of the situation and the ensuing discussions are held.

F. The Evaluation System:

To determine the effectiveness of the "learning experience" developed by the team, an evaluation system was designed. Through the evaluation system, the team wanted to check the degree of learning achieved by the members of the class, the amount of participation in the sessions and the attractiveness of each learning situation to the students.

To measure the degree of learning, an achievement test based on the 4 lessons was developed. The test was to be administered before and after the 4 lessons. The test consisted of reading, writing, comprehension of family planning concepts and numeracy items.

The degree of participation of the members of the class was also considered to be an important item for evaluation. However, as the team did not have the opportunity to measure the actual degree of participation prior to the 4 lessons, it was agreed that the team would merely conduct an observation of learners' participation in terms of:

-Response to the teacher's stimulus;
-Supportive and sharing activities shown by the members of the class;
-Initiative and leadership as demonstrated by voluntary activity on the part of the learner.

A tally of the frequency of these 3 types of learners' activities would be made for every twenty minutes of the one hour sessions.

Since the team was particularly interested in degree of participation of the class, an item which had appeared in the survey's interview schedule was included in the post-test to determine any change in the attitudes of learners towards participative activities in the class. (The Evaluation Instrument and Observation on Learners' Participation Sheet are presented in Appendix E).

The third component of the evaluation system was designed to measure the attractiveness of the learning experiences. On assumption that the learners are free to come and leave the room at any time during the lessons, the team was to maintain a record of the attendance at the start, middle and end of every session.

V. IMPLEMENTATION AND EVALUATION OF THE EDUCATIONAL PROGRAMME

After completing the four instructional units, the team selected the teachers who would conduct the 4 learning experiences from among the interpreters and local teachers who handled the literacy classes. A brief orientation and individualised training of the selected teachers was undertaken by each sub-group. The training was intended to familiarise the teacher with the objectives, the content, sequence and materials to be used in the lessons.

The teacher training being completed, the team went to the next phase of the implementation - the administration of the pre-test to the target class and the try-out of the 4 lessons in the other two literacy classes in the village. As the pre-test was administered in the target class, the 4 sub-groups tried out their respective lessons in the two other classes. (Section V.A.).

The team then evaluated the results of both the pre-test and the try-outs and on the basis of this evaluation, the 4 sub-groups reconvened and planned out modifications of the lesson plans that each sub-group hoped would enhance the effectiveness of the lessons in terms of literacy, opulation and family planning. The teachers were then briefed separately by each group on the changes in the lessons.

The 4 lessons were then conducted in the target class. Observations during the 4 lessons are presented in Section V.B..

The post-test was administered after completing all the 4 lessons. The results of the post-test were then compared with those of

the pre-test. Based on this analysis, the team formulated its conclusions. (Section V.C.).

A. Preparatory Activities:

1. Teacher Training: Teacher orientation and training were undertaken by each sub-group. The local teachers and the interpreters were considered as the prospective teachers. Two or more teachers were trained by each sub-group for its particular learning approach. This was done to take care of any contingency that may arise. The training consisted of familiarization with the objectives, content and methodology of the specific learning approach, afterwhich the prospective teachers were asked to make return demonstrations.

2. Pre-testing and Try-Outs: The team split into 5 sub-groups to conduct pre-testing and try-outs of the lessons. As the pre-tests were being administered to the target class, try-outs of the lessons were conducted in the other two classes. After the try-outs, the team again met to discuss problems that were encountered regarding the performance of the teachers, the suitability of materials used and the sequences of topics and activities. The team again divided into five sub-groups. Four of these sub-groups attended to the requisite modifications; the fifth tabulated and analysed the results of the pre-test. As the group discussion, uppet play and structured lesson went on quite well during the try-out, there were very little revisions made in these approaches.

As expected, however, a more thorough review of the learner-centred approach had to be undertaken. More detailed and specific instructions on the procedures in the lesson were prepared. This lesson was given another try-out, and final revisions were made. fter all desired modifications and improvements had been completed, the sub-groups again briefed their respective teachers.

B. Actual Lesson:

The preparation being completed, the team undertook the actual lessons in the target class. The following observations were made on each lesson.

1. The Puppet Show: The class began at 3.52 p.m. The first 20 minutes were devoted to the actual puppet show which is an adaptation of a traditional folk tale and applied to real life problems and situations. The purpose of the show was to communicate to the students some real life problems and to suggest ways to solve them . The second 20 minutes were utilised for elicit-

ing comments on the show from the learners on the basis of which reading lessons were built up. The last 20 minutes consisted of writing and numeracy, the contents of which were again derived from the puppet play. The table below indicates the various types of responses during the class hour:

Table 3

Class Time	Type of Activity	Frequency of Response to Teachers	Frequency of Sharing and Supporting Experience	Frequency of Learners' Initiative and Leadership	Total Frequency
First 20 Minutes	Puppet Play	-	-	-	-
Second 20 Minutes	Comments and Reading Lesson	74	10	32	116
Third 20 Minutes	Comments and Writing and Numeracy	17	6	7	30
TOTAL	-	1	16	39	146 Grand Total

The puppet show itself drew the attention of the learners during the first 20 minutes and it appeared that the audience found it quite interesting. This is further borne out by the fact that there was frequent participation by the learners during the subsequent 40 minutes in terms of frequency of response to the teacher, sharing and supporting experience as well as initiative and leadership. Seventy-five percent of the learners participated in this exercise. All of the 3 types of responses were, however, dominated by one individual learner who was responsible for 75% of the total participation.

An analysis of the comments showed that the message was adequately conveyed to the audience.

Many implications of the real life situation were not explicit in the puppet play. It is interesting to observe that the learners , during the post-play discussion from which the reading/writing lessons followed, were able to bring out the implications, as well as the various alternative solutions to real-life problems, quite effectively. It therefore appeared that a well thought-out lesson plan based on an adaptation of traditional puppet plays could be an effective educational medium in adult literacy classes geared to the needs of family planning and population education.

2. Group Discussion: The class started at 4:54 p.m.. The teacher introduced the methods and the procedures to be observed. The learning process was novel to the learners and they were

immediately responsive to the classroom activities. The class selected the chairman, the vice-chairman and the secretary for conducting the discussion session. The preliminaries were all completed by 5:00 p.m., exactly 7 minutes after the class began. The class was highly responsive at this stage. There were as many as 76 suggestions, opinions, comments, etc., based on an actual count.

The discussions then followed after the teacher introduced the subject matter in accordance with the lesson plan. The discussions continued for about 17 minutes. Within this short period, there was a tendency for the group to come to a dead end. The teacher intervened, clarified some points within the lesson plan and the discussions again picked up. This development was quite contrary to what the team experienced during the try-outs in another class. One possible explanation may be that the try-outs were done with a more mature group of learners; the average age of the trial class was higher than the students of the target class. This may lead to one important implication: the discussion technique may be more effective in a class of mature learners where the realities of the outside world have exposed the students to a variety of experiences and ideas for a sufficient period of time.

After the discussions, the regular class resumed with the teacher undertaking reading lessons based on the learners' experience during the group discussion. The responses picked up. The whole class participated in answering the teacher, in sharing and supporting experiences of one another, as well as taking the initiative and leadership in the process of acquiring better literacy skills. The lessons continued for 17 minutes.

The last 10 minutes of the class consisted of writing exercises including numeracy. During this period, all the learners wrote down some key words and short sentences in their own notebooks. The participation at this stage appeared to be 100%.

The table on the following page indicates the various types of responses given during the class:

Table 4

	Type of Activity	FREQUENCY OF				
		Response to Teachers	Sharing & Supporting Experience	Initiative & Leader-ship	Total Fre-quenies	Remarks
st	Election of Chair-man, Secre-tary	75	-	-	76	
nd	Group Dis-cussions	-	58	32	90	
rd	Reading Lessons	200	18	30	248	
t	Writing Lessons	-	-	-	-	100% partic pation

The responses during the election process almost entirely related to the teacher's questions. During discussion, there was a high rate of participation in terms of sharing and supporting experience. The initiative and leadership, at this stage, were mostly from the chairman of the discussion session. During the reading lessons, the responses were mostly stimulated by the teacher.

3. Structured Lesson: A structured lesson was designed based on the stated objectives for the lesson plans. In simple and easy Sundanese an initial story was developed to convey the ideals of a small family. At the second stage, discussions developed based on the same story. At the third stage, reading and writing were initiated also on the basis of the story.

Throughout the hour-long lesson, participation by the majority of the students was very pronounced. The following table indicates the type and number of responses:

Class Time	Frequency of Response to Teacher	Frequency of Sharing of Supporting Experience	Frequency of Initiative & Leadership	Total Frequency
First 20 Min.	166	107	23	358
Second 20 Min.	75	70	58	203
Third 20	68	63	14	145

During the first 20 minutes when the narration of the story was made, there were frequent responses to what the teacher said. More suggestions and comments were also made and a significant trend towards mutual sharing of experiences was also noticeable. During the second and the third 20 minutes, when the lesson became more and more learner-centred rather than story-centred, the level of participation tended to taper off. This may be due to 2 factors: the interest that the story generated and/or the skills of the teacher in its presentation.

4. Learner-Centred Approach: The lesson was intended to provide the learners with an opportunity to express themselves through various colourful and flexible paper figures of objects common in their day to day lives. The learners were asked to develop a picture of a situation, an event or a problem that they experienced in their village. A flannel board provided the base for the pictures. The class was divided into 4 groups which were asked to form their respective pictures and provide captions. Discussion and literacy exercises were then conducted based on the pictures.

It was a new and novel experience for the learners. Obviously, they were exposed to such an exercise for the first time. But it is interesting to note that the learners quickly picked up in their initiative, and participation increased. The types and frequency of the responses are shown in the following table:

Table 6

Class Time	Response to Teachers	FREQUENCY OF Sharing of Supporting Experience	Initiative & Leadership	Total Fre-
First 20 Min	35	5	13	53
Second 20 Min.	15	5	13	33
Third 20 Min.	55	15	4	74

The lesson seemed to have been well prepared and the technical quality was of a fairly high level. The teachers' role appeared to be the critical factor. With better orientation, a better performance could have been achieved.

C. Evaluation:

Before introducing the 4 lessons designed by the group, a pre-test was conducted for the target group of learners to find out the level of literacy in terms of reading, writing and numeracy, as well as the knowledge-level regarding family planning. After the lessons, the same test was administered to find out the differences, if any, that may have occurred as a consequence of the lessons.

1. As regards literacy levels, a significant difference in the mean value was observed. The table below gives the details of the literacy tests in terms of the mean value of marks obtained (the maximum and minimum marks obtained were 10 and 1 respectively).

Table 7

Type of Test	Reading	Writing	Arithmetic	Total
Pre-test	6.4	6.2	6.1	6.3
Post-test	8.4	8.9	6.3	8.1

...nificant improvements are indicated in terms of reading and ...iting ability: the mean values for the target group as a whole ...creased by 3. and 2.7 points, respectively. In the case of ...meracy, the increase was rather low, only 0.2 points. This ...ight have been due to relatively less emphasis on numeracy.

2. In individual performance, significant improvements in terms ...f literacy levels were observed. The table below shows the ...esults of the pre-and post-tests in percentages:

Table 8

Range of Marks	Total		Percentage of Students Reading		Writing		Arithmetic	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
0-2	23%	9%	23%	18%	23%	9%	23%	18%
3-4	8	9	0	0	8	9	8	0
5-6	8	9	15	9	8	9	15	18
7-8	23	29	15	18	23	29	23	29
	100%	100%	100%	100%	100%	100%	100%	100%

In the pre-test, 23% of the learners obtained marks between 0 and 2. This was significantly reduced to only 9% during the post-test. Similarly, in the case of the highest marks (i.e. between 9 and 10) obtained, the percentage of students in this category increased from 38% to 44%. In the mid-level as well, considerable differences occurred between the pre-and post-tests. Further analysis of the literacy content also indicates corresponding developments in terms of reading and writing skills or ability in arithmetic.

3. The lessons were also related to family planning needs of the local community. A pre-test and a post-test were also conducted to find out the increase, if any, in terms of knowledge of family planning. A question was asked as to which of the following sentences best conveys the message of family planning:

-A couple should have five children;
-A couple should have two children;
-A couple should not have any children.

In the pre-test, only 23% of the learners answered correctly in the sense that a couple should have only 2 children. In the post-test, the figure increased to 62%, change of significant dimension. The percentage of students preferring a large family of 5 children decreased from 39% in the pre-test to only 13% in the post-test. During the lessons, more of the learners participated in finding out an answer to the problem of having large families.

A second question was asked as to where the family planning services are available: in the mosque, school, clinic or the police station. In this case, only 23% answered correctly in the pre-test and 62% in the post-test. Sixty-seven percent gave no answer in the pre-test while only 25% failed to provide an answer in the post-test.

On the basis of the results, the team observed that if the family planning knowledge is integrated within the lesson plans which are non-traditional and ensure a high rate of participation and involvement of the adult learners, the message could be conveyed and understood effectively. The results of the 4 lessons clearly point to this conclusion. The lessons designed by the team were more learner-rather than content-centred. Also, a maximazation of learners' involvement and participation in the learning process was kept in view. Finally, the lessons focused on the real life situations faced everyday by the adult students and the felt needs of the people and the community.

As a consequence, in the 4 lessons, each of a different type, pronounced changes in terms of literacy skills as well as knowledge of family planning were achieved.

VI. CONCLUDING STATEMENTS

A. On Literacy, Population Education and Family Planning.

The team initially formulated a set of hypotheses, impressionistic in nature and derived from the integrated approach considered appropriate for functional literacy, population education and family planning. In their totality, the lessons were designed to reflect an optimum combination of learners vis-a-vis content-centred learning experiences. An adult illiterate coming from the traditional rural environment was enabled to come forward and participate in the discussion, respond to the teacher's stimuli as well as initiate the development of reading materials by formulating his own stories through pictures and boldly lettered words and syllables. All these were again based on real life situations within the

environment of his own village.

The learning strategy thus developed was applied to the target class and the original hypotheses were tested in actual field conditons. The results, the team observed, were quite encouraging. Since the strategy put priority on learners' initiative and the lessons were relevant to the learners' problems in day-to-day life, it was possible to sustain a high degree of motivation through greater frequency of learners' participation throughout the four lessons.

Functionality of adult literacy courses in terms of population education and family planning was the other important aspect of the lesson designs. The team observed that family planning could be a relevant theme for literacy programmes, provided that the combination of teaching methods, materials and climate give the desired interest which sustains a high level of student participation and initiative. After only 4 lessons, the level of knowledge regarding family planning was substantially increased. In order to fill up the yawning gap between knowledge and practice, the team observed that the educational strategy can be made to play a critical role. If educational efforts are focused on the learner, rather than the teacher, relying more on what is given out by the learners themselves as their ideas and thinking, the faculty of critical thinking could be broadened. An expanded knowledge based on family planning will interact with the continued incentives on the learner to enhance his capacity to think and consider alternatives critically throughout the learning process. The interaction, which is the literacy experience itself, can accelerate acceptance and practice of family planning, provided the clinical facilities and other inputs are also made available.

B. On Objectives of the Seminar

The team was of the consensus that the objectives set forth for the operational seminar have been achieved to a considerable extent in that the participants attained a fairly clear insight into the various steps in the process: from the formulation of the educational programme to its implementation and evaluation. Despite the various limitations in terms of time available, the participants felt that this experimental project will have far reaching consequences in developing the impetus for integrated and functional literacy programmes not only in the villages covered by the experiment but also, through diffusion, in other countries of the region. The team members strongly feel that in addition to holding operational seminars in other regions, an inter-regional operational seminar may prove most profitable in terms of experience - sharing and mutual cooperation.

TEAM A APPENDICES

A	Interview Schedule.	page	i - x
B	Learner Materials and Methods of Teaching.	page	xi
C	Tests to Determine Learners' Profile.	page	xii - xiv
D	Lesson Plans.	page	xv - xxviii
E	Pre- and Post Test.	page	xxix - xxx

GROUP A

QUESTIONNAIRE

Kampung: _____ Village: _____ District: _____
Province: _____

MALE: _____
FEMALE: _____
AGE: _____
MARITAL STATUS: _____

ECONOMY

1. To what category do you belong?
   a. owner/cultivator _____
   b. tenant _____
   c. share cropper _____
   d. farm worker _____

2. Do you use the following?
   a. HYV seeds ____
   b. chemical fertilisers ____
   c. irrigation ____
   d. insecticides ____
   e. pesticides ____
   f. others (specify) ____

3. Has your yield increased?
   yes ___ no ___
4. Is there a cooperative in your community?
   a. yes ___
   b. no ___
   c. not known ___

5. Do you attend ccoperative meetings?
   a. occasionally
   b. frequently

6. In what way is the coop helpful to you?

_____

_____

7. Have you ever had the chance to attend a school?

   yes ___ no ___

   7.1 If yes, up to what level and why you discontinued?
   a. economic ___
   b. school not available___
   c. married ___
   d. others (specify) ___

   7.2 If not, what was the reason for not attending school?
   a. economic ___
   b. school not available___
   c. health ___
   d. others (specify) ___

8. Did you have an opportunity to attend any practical courses?

   yes ___ no ___

   8.1 If yes, specify

   _____

   8.2 If not, give reasons

   _____

9. Are you interested in attending some courses?

   yes ___ no ___

   9.1 If yes, specify

   _____

   9.2 If not, give reasons

   _____

10. At what time of day would it be convenient for you to attend courses?

_____

KNOWLEDGE

11. Do you like to listen to the radio

yes ___ no ___

12. If yes, what programmes do you like best?

a. music ___
b. news ___
c. speech ___
d. drama ___
e. others (specify) ___

13. Do you attend meetings in the village hall?

a. always
b. sometimes
c. never

14. Please give reasons why

_____

FELT NEEDS

15. Are you content with your standard of living?

yes ___ no ___

15.1 If yes, explain why

_____

15.2 If no, which aspect of your life needs improving?

a. all ___
b. housing ___
c. food ___
d. health ___
e. education ___
f. others (specify) ___

16. What is your present main job? _____

17. What kind of job do you like?

a. merchant ___
b. farmer ___
c. official ___

18. What do you need to upgrade yourself in your field?

a. finance ___
b. tools ___
c. guidance ___

19. How do you think you would get the help you need ?

_____

SOCIAL

20. Do you think your community is progressing?

yes ___ no ___

20.1 What is the achievement in each field?

a. economic (good __) (fair __) (bad __)
b. social (good __))fair __) (bad __)
c. education(good __) (fair __) (bad __)
d. health (good __) (fair __) (bad __)

21. What do you need to achieve progress?

a. manpower ___
b. finance ___
c. tools ___
d. facilities ___
e. infrastructure ___

DEVELOPMENT

22. What efforts have been tried?

_____

23. When you have ready money from the Government, what do you use it for? _____

24. If you won Rp 500,000 in a lottery, how would you use it?

a. Go to Bandung and have a nice time ___
b. Buy beautiful clothes ___
c. Remodel your house ___
d. Buy a tractor ___
e. Pay off your debts ___
f. Save ___
g. Buy land ___
h. Buy a car ___

25. Who are staying in the same house with you?

a. grandparents ___
b. parents ___
c. children ___
d. brothers ___
e. sisters ___

26. How many rooms do you have in the house? ___

27. Who decides in connection with the following:

a. education of children i. father__ ii. mether __
b. upgrading of house i. father__ ii. mother __
c. furniture buying i. father__ ii. mother __

28. Whom do you consult in solving the following problems?
    a. children's education i. father __ ii. mother __
    b. house/ furniture i. father __ ii. mother __
    c. investment i. father __ ii. mother __

29. How many children have you?
    a. boys ____
    b. girls ____
    How old are they?

    _____

    How many have died? _____

30. How many children do you think you would like to have?

    _____

    Why _____

31. What would you like to see other people have?
    1 2 3 4 5 6
    Why? _____

32. Where do you go for help in delivering a baby?
    a. local midwife ___
    b. government clinic ___

33. What do you feed the baby from birth to six months?
    a. mother's milk ___
    b. mother's milk and others ___
    c. others ___

34. How many children go to school? ____
    a. what do the rest do? _____
    b. why? _____

35. Have you ever heard about family planning

yes ___ no ___

35.1 Have you ever heard of PKK.

yes ___ no ___

36. Could you describe what it is?

_____

37. Do you know where the family planning clinic is?

yes ___ no ___

38. If you are a member of family planning, what devices do you use?

a. pill ___
b. IUD ___
c. condom ___
d. foam tablet ___

38.1 Why do you prefer the method you have chosen?

_____

38.2 If not, why ? _____

39. What is the source of your information?

a. government field worker
b. private organisation field worker ___
c. midwife ___
d. village head ___
e. teacher ___
f. radio ___
g. newspaper ___
h. neighbour ___
i. others (specify) ___

INSTITUTIONS

40. Do you have a literacy class here?

yes ___ no ___

40.1 If yes, which agency runs it:

a. government ___
b. religious group ___
c. social organisation ___
d. others (specify) ___

40.2 If answer is yes, what kind of help:

a. money ___
b. service ___
c. in kind ___

41. Who helps in the family planning activities?

a. government ___
b. religious group ___
c. social organisation ___
d. others (specify) ___

42. Are you a member of any organisation?

yes ___ no ___

42.1 If yes, which _____

43. Is there a Lembaga Sosial Desa in your community?

yes __ no __

44. Are you a member of the Lembaga Sosial Desa?

yes __ no __

45. How many in your community are members of the LSD? ____

46. What do you think are the functions of the LSD?
    a. to develop spirit of cooperation among members ___
    b. to provide assistance to members in time of need ___
    c. others (specify) ___

47. Do you know of the existence of a Majlis Ulama in your:
    a. kampung ___
    b. ruang ___
    c. others (specify) ___

48. What activities of the MU are you aware of?
    a. lectures ___
    b. Koran recital ___
    c. discussion groups ___
    d. information exchange ___

49. What activities have MU undertaken?
    a. lectures ___
    b. Koran recital ___
    c. discussion groups ___
    d. information exchange ___

50. How many times do they conduct these activities?
    a. once a week ___
    b. twice a week ___
    c. thrice a week ___
    d. four times a week ___
    e. others (specify) ___

51. Do you participate in these activities?
    yes ___ no ___

52. How many members of your community participate in these activities?

    a. few members ___
    b. most ___
    c. all ___

53. Do you know of the existence of a clinic in your area?

    yes ___ no ___

54. What services does this clinic provide?

    a. family planning ___
    b. health ___
    c. maternal and child welfare ___
    d. others (specify) ___

55. Is there a school in your area?

    yes ___ no ___

56. What activities take place in this school?

    a. classes for children ___
    b. adult classes ___
    c. community meetings ___
    d. others (specify) ___

57. Who is your Village Head? What is his name ?

    _____

58. What do you think are his duties? (open-ended)

    _____

    _____

LEARNER MATERIALS AND METHODS OF TEACHING

1. Puppets
2. Primer
3. Loose leaf
4. Slides
5. Flip chart
6. Flannel-graph
7. Three dimension models
8. Films borrowed
9. Community acting
10. Picture strip
11. Socio-drama
12. Read out story
13. Letter - word bulding
14. Folk song
15. Games
16. Comic strip
17. Student developed materials
    a. Pictures
    b. Folktales or legends
    c. Personal experience story (on the spot)
    d. Student magazine
18. Posters
19. Wall newspaper
20. Pamphlets
21. Student workbook
22. Flash cards
23. Group discussion
24. Tape recorder
25. Identity cards or tags
26. Word bank
27. Magazine cut out sentence building
28. Filling in forms.

LITERACY TEST

Reading and writing ability levels	Frust Level	Diffi Level	Read Level	Frust Level
I bibi babat bibit unggul babi babat bubi bobi	45	65	85	95
II dulah salah nga ngala binih malah ilah dalah clah	45	65	85	95
III naha wadi make gering. garong gawe wera weureu	45	65	65	95

1. Write your name.
2. How far is your house from the school?

PRE-TEST

Motivation and attitude towards literacy

1. How did you happen to join this class?
   (source of information)
2. How can learning to read and write help you in your daily life?
3. What is your reaction when you see somebody else read and write?

4. Did you attend school as a child?
   If yes, up to what grade?
   Why did you drop out?

5. Have you attended any other course?
   If yes, what kind?

6. Do you send your children to a school?
   If not, why not?

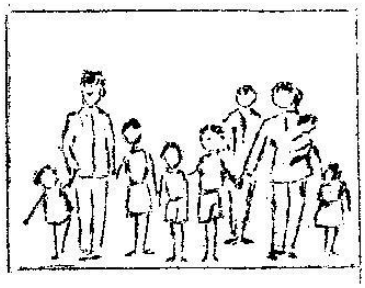
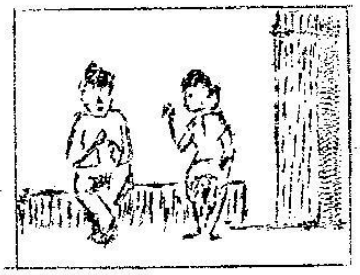
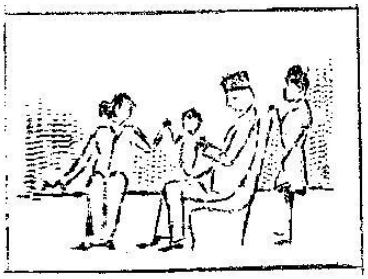
7. What problems do you have in attending the class regularly?

8. In class work which of these things do you like best?
   1. Remaining quiet
   2. Asking questions
   3. Sharing experiences
   4. Letting a few persons do the talking.

9. If a stranger comes and says to you that the rice you are using is very bad for health, what would you do?
   1. Accept his advice
   2. Consult the headman
   3. Wait to see what your neighbours do
   4. Reject the advice of the stranger.

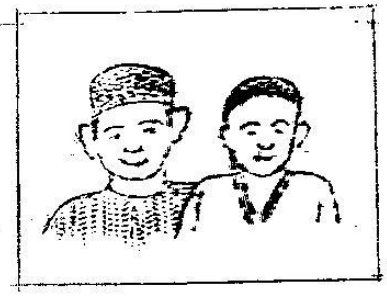
TEST ON FAMILY PLANNING KNOWLEDGE

1. One of these pictures is related to family planning. Which one is it? Check one of them!

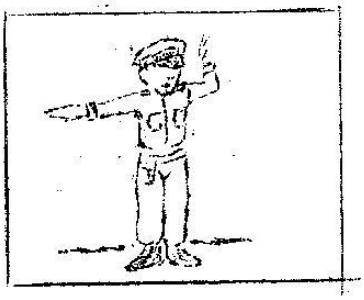




2. In practising family planning, who are supposed to be involved? Check one of them!

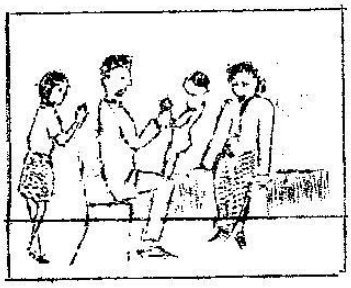
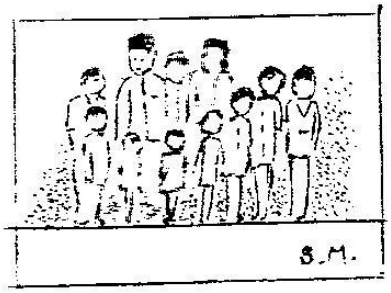




3. If you need family planning information, with whom will you consult? Check one of them!


4. If you can determine the size of your family, which one would you like to have?

LESSON PLAN

Puppet Show/Golek

nditions	Problems	Methods of teaching	Material	Goals
little tional of farming	Less yield per unit land Less income	Puppet play Discussions Literacy	Set of puppets Lesson plan	More yield per unit of land by modern methods More income. Balancing family size and holding.

Teacher

1. Welcomes students
2. Helps arrange seats
3. Asks the player to start the show.

Player

The player manipulates the puppets depicting

Three sons of a dying father went in different directions to seek the sacred amulet, called "Mustika Tri Warna", which was supposed to hold the secret of producing miracles. Only by obtaining this amulet could the father know best how to distribute his landholding of 200 tumbaks, a buffalo and a hut. The two older brother consulted the wrong persons and consequently were badly advised; but the youngest one went to the right person (depicted as a man who is competent in farming i.e. an agriculture extension worker).
Upon their return to their home, their father bequeathed the property to the youngest son as he was the one who successfully unveiled the secret of Mutika Tri Warna.

Teacher

1. Invites comments from students.
2. Asks the students to divide themselves into three groups.

Discussion with suggested topics:

Group I : How to get most out of the land.
Group II : How to get the right person for advice.
Group III : How to seek additional income.

3. Asks them to come together again and each group should state its conclusions in front of the class.
4. Introduces prepared sentence patterns concerning modern farming methods:
   "mi-lih bi-bit ung-gil"
5. Reads the sentence slowly several times and asks the students to repeat it.
6. Asks each student to read.
7. Asks the students to write down the sentence in their exercise book.
8. Asks each student to re-arrange the syllable for new words.

- recess 10 minutes -

Teacher

1. Organises team game in arithmetic. The class is divided into two groups facing each other.
2. The family depicted in the puppet show owns 200 tumbaks of land. Since there are four of them, how many tumbaks does each one receive?
3. If the family consists of only two persons, how many tumbaks will they get each?
   With these two questions, the group who writes the answers on the board first, wins the game.
4. Teacher carries on with addition, subtraction.

EXAMPLE PLAY SCRIPT

"Three Kinds of Amulets"

Act I: The father is lying on the divan suffering from a serious illness. He is surrounded by his three sons, Sadir, Sadur and Sadar.

Father: " Sons! Come closer to me! Sadir! Sadur! Sadar! I think I will not live very much longer. Before I die I want to convey a message to you. Listen well:

As you know, we have only 0.28 hectares of land, one water buffalo and this very small house. For a long time I have been wondering how to distribute these equally among you, to use as your own after my death. Several nights ago, however, I received a message from God, instructing me that I would know how to distribute this property wisely among you, if each of you were to go out and discover the miraculous "three kinds of amulets" and bring your discovery back to me. I suggest therefore, that before I die, each of you go out and search for these amulets and bring them to me as soon as possible".

- the three sons leave -

Act II: The three sons discuss among themselves how best to find the amulets:

Sadir (the eldest) to Sadur (second son):

(in whisper) "Sadur, I have an idea. How about sending our youngest brother, Sadar, to the forest. There are many wild beast there and surely they will eat him up"

Sadur to Sadir:

"A good idea ,brother! That way, we must only divide the heritage between the two of us, and we will each have larger shares".

Sadur to Sadar:

"My brother! I think it would be wise if you search for the amulets in the northern part of the forest. Why not start right away? I wish you much luck".

Sadar: "Good, brother. I am on my way then now".

Act III: The search

Sadir, in his search, meets with an old shaman, who is reciting prayer. Sadir thinks that the shaman could perhaps give him advice as to how to find the amulets:

Shaman: "O son! It is my opinion that the three kinds of amulets could only be 1) material, 2) jewelry, and 3) vehicles, such as a motorcycle and car".

Sadir is pleased with this and he rushes back to give the news to his father.

Sadur comes to one of the toughest fighters and strongman in the area and he tells him of his desire to find the amulets.

Fighter: "Oh, that is a very easy matter. I have many experiences with such things. The three kinds of amulets are no more and no less than the most pleasant things in the world, namely: 1) man, 2) woman, and 3) child. A man has to marry a woman and then beget a child".

Sadur is pleased with this advice and rushes back to tell his father.

Act IV: The three sons gather again together before their father and each one forwards his findings on the amulets:

Sadir: "Father, according to a famous shaman, the three kinds of amulets can only be: 1) riches, material, 2) jewelry, and 3) vehicles, such as a motorcycle and car. I conclude, therefore, that we should sell our property and use the money to buy these more important items".

Sadur: "Father, according to my adviser, who has had much experience with amulets, the three could only be 1) man, 2) woman, and 3) a child. This means that we should all three get married. In order to do this we must first sell all our property."

Sadar: "Father, I have passed through a vast forest in accordance with the wish of my eldest brother. For almost two days and two nights I prayed to God that He might give me an understanding of what He means by the three kinds of amulets. While I was praying, a kind and gentle old man passed by, carrying a case as if he was about to go to his office. I stopped him for a moment and told him of your message and my quest. He was wise and kind enough to guide me. He said to me:

"Boy, actually the three kinds of amulets are simply the symbols illustrating the real treasure that they are: 1) Physical, moral and spiritual discipline, to obey and carry out the religious order, in order to achieve security and to discourage trouble and sadness. 2) Health, in the sense that you are mentally healthy as well as physically healthy. To reach the goal, you must plan your family size in proportion with the standard of living you can afford. Never lie. Be helpful to others; 3) Prosperity, by promoting your farming efforts in terms of the following:

- to cultivate land in the right order;
- to select the best fertiliser;
- to practise modern methods by using modern farm tools;
- to irrigate;
- to kill insects.

That, Father, is what the old man told me and what I have learned".

Father: "My sons! I have received each of your reports. It is my belief, however, that the three amulets are those as described by Sadar. It will not surprise you therefore that I am willing all of my properties to Sadar, since he is the only one who will be able to apply them for the benefit of you all, in order to achieve a prosperous life, physically as well as mentally.
And so, my sons, good luck to you, and live well."

Father dies.

GROUP DISCUSSION

BASIS FOR LESSON PLAN
Topic-Occupation

Condition	Problems	How to teach
Farming	too little land too little income	1. discussion a. accepting conditions b. problems from the conditions c. ways to solve/improve agriculture - look for other alternatives - small family size. 2. Functional literacy (reading, writing, arithmetical skill) related to the lesson to reach the ultimate goal: better standard of living.

Group Discussion Technique

A. Objectives

1. To help students understand the importance of group discussion;
2. To involve students and enable them to participate actively in the teaching-learning situation;
3. To help them read and write the word pa-da-me-lan and build sentences from the word;
4. To help them aquire arithmetical skills in adding and dividing numbers and symbolising them.
5. To help them see relationships of small family size, literacy skills and economic activities leading to a better standard of living.

B. Aids and materials

1. Picture of farming
2. Chalkboard
3. Tape recorder
4. Student-produced materials

V. Procedures:

1. Introduction
   a. The class is arranged in a semi circle with the teacher at the centre.
   b. The teacher greets the students and presents a farming picture with the caption pa - da - me - lan at the bottom.
   c. The teacher invites comments and ideas from the students.
   d. The teacher suggests that to facilitate discussion the class elects a chairman, a vice-chairman and secretary.
   e. The teacher explains the rules for group discussion.

2. Group discussion
   a. Chairman presents the condition of farming. Discussion leads to acceptance of this situation.
   b. Chairman then leads discussion to the second step: what problems stem from this present condition.
   c. Guide topics are identified and discussed
      too little land - enough land
      too little income - enough income.
   d. Chairman leads discussion to the third step: solving the problem.
   e. Guide topics are discussed:
      improved agriculture,
      occupational alternatives,
      small family size.
   f. Conclusions are drawn and the class secretary summarises all the discussions.
   g. The chairman forms subgroups and assigns for further study, topics previously discussed.

3. Break 10 minutes

3. Reading, writing, arithmetic

Teacher writes on the board the following word:
pa - da - me - lan.

Beginners:
- teacher reads it slowly and clearly 3-4 times;
- teacher asks students to read after him 3-4 times;
- teacher asks everyone to read one by one quickly;
- teacher asks each student to come and write on board.

Advanced students:

- teacher asks each of them to come and write one sentence on the board;
- advanced student reads his sentence slowly and clearly 2-3 times.

Continue until all the sentences are read.

- teacher asks all students to write down the sentences in their exercise books (full page);
- teacher asks students to write number of concept of land each one has;
- teacher asks students to write number of children each has;
- teacher reminds the students to please carry the assignments (small group assignment of the three topics) to report ideas and findings to the next class meeting.

* Group 1 = explores ways to improve agriculture
2 = explores other possible alternatives
3 = explores appropriate family size.

STRUCTURED LESSON

Conditions	Problems	Solutions	How to teach	Goals
There are large families with too many children	1.Less income 2.Less schooling facilities 3.Less clothing 4.Less food 5.Less happiness	1.Small family like Ali's family with 2 children only. A happy family. 2.Raise production. 3.Good family life. 4.Better schooling facilities	Structured lesson according to the instructions: literacy skills reading, writing, arithmetic, occupation family planning General human development	Have small families for a high standard of living and happiness.

Goals: To teach the words "The Happy Family"

Teaching Material: a paragraph giving a story "Ali's happy family"

" Ali lives in Cikahuripan village.
Ali's wife is called Umi, she is also called Mrs. Ali. The first child, a son, named Kasim is 10 years old. The scond child, a daughter named Aminah, is 7 years old.
Umi is a member of a family planning association.
Kasim is in the 4th grade of the elementary school. Aminah is in the second grade of the elementary school.
Ali's family wakes up early every day.
Ali works as a farmer, he is planting rice.
Mrs. Ali goes shopping in the market.
She serves nutritious food.
This family has enough income, and it can save money in the ccoperative.
Every Wednesday and Saturday Mrs.Ali joins a course which begins at 3 o'clock.
Ali is also a member of L.S.D.
Once a month he goes to the meeting.
Ali's family is always healthy and gay.
Under such conditions you see a happy family".

Steps: A.(Reading)

1. Teacher reads the story
2. Teacher shows the pictures
3. Teacher asks questions
4. Discussion follows:

   incl.: occupations
   family planning
   human development.

5. Decision making
6. Teacher writes the key sentence/words
7. Pupils read (imitate the teacher)
   a) together
   b) individually
8. Teacher writes and reads new words, syllables, new sentences
9. Teacher shows the flash cards.

B. (Writing)

Pupils copy the sentence and words given by the teacher.

C. Reading and Writing in arithmetic:
   incl.: ages
   distances
   incomes
   times etc.

D. Teacher makes conclusion by saying:
" A small family is a happy family".

E. Song.

I. READING MATERIALS

1. Key-sentences
   A planned family will be a happy family.

2. Key words
   Happy family.

3. New words

   Family:
   a. ethic
   b. dynamic (clever)
   c. aesthetic
   d. rich
   e. healthy
   f. harmony
   g. religious
   h. grouping
   i. learning
   j. working
   k. deed
   l. planning

II. ARITHMETIC

Number of the children .....
Number of members in the family.....
Kasim is ..... years old
Today is March .....
Go to the course at ..... o'clock
Distance from home to the course ..... km.
Distance from home to the clinic ..... km.
Income per year ..... rupiahs
Outlays per day ..... rupiahs
Saving per month ..... rupiahs
Total saving in one year ..... rupiahs.

III. WRITING MATERIALS / EXERCISE

1. Family Planning , Happy family

2. 6 + 4 = ...
   7 + 3 = ...
   20 - 6 = ...
   14 - 5 = ...
   4 x 5 = ...
   20 : 2 = ...

P I L E U L E U J A N

5 5 1 7
PILEU LEU YAN

3 3 5 4
SAPU NYE RE

5 5 1 7
PILEU LEU YAN

3 3 5 4
PATU RAY PA

1 1 3 2
HA YU BA TUR

1 1 3 2
U RANG PA DA

1 1 3 2
HA YU BA TUR

1 1 3 2
U RANG PA DA

1 1 3 2
DA U RANG BA

6 7 ⋮ 5
PILEU LEU YAN

3 2 1 3
PEGAT SEMBAY

6 7 6 5
PILEU LEU YAN

3 4 2 1
TE PANG DEU

2 2 4 3
HA YU BA TUR

1 7 2 1
SO SO NO AN

2 2 4 3
HA YU BA TUR

1 7 2 1
SO SO NO AN

1 7 2 1
KAL PA TU RAY

Note: Sundanese song, meaning:
"Goodbye, till we meet again".

LESSON PLAN: LEARNER-CENTRED APPROACH

A. Objectives:

The objectives of the learner-centred experience are as follows:

1. To promote among the learners active and creative participation in group activity;
2. To develop the learners' confidence in presentating and interpreting their perception of a problem, an event or a situation in their village
3. To help the learners derive, by themselves, a vocabulary and enhance their reading skills for the problems or events they have presented;
4. To help learners apply numeracy skills as an integral part of their discussions during the group activity;
5. To help learners perceive the family planning and demographic implications of the situation they depicted.

B. Materials needed:

1. syllable/number chart;
2. flannel board;
3. flexible paper figures for flannel board;
4. blackboard;
5. chalk and eraser;
6. learner's workbook.

C. Classroom setting:

1. The class is divided into two groups;
2. Chairs are arranged into two "U" shaped sets for the members of the two groups;
3. Adequate floor space is left open at the front of the seats for work on the flannel board;
4. The teacher is initially positioned in front of the class.

D. Procedure:

1. The class is divided into four groups;
2. The teacher creates an appropriate atmosphere in the class and explains the process;
3. The groups are asked to depict by means of the paper figure on the flannel board a problem, an event or a situation. The teacher emphasises

the importance of using the movable parts of the figures to indicate movement or express feeling. From the syllable/number chart, the groups form a title or brief description of their respective pictures (8 minutes).

4. Each group selects a spokesman who gives a verbal description of the problem, situation or event depicted by the picture. The teacher notes on the blackboard key words or numbers used in describing the picture.

5. Questions are then asked by members of other groups regarding the picture described by a group. Any member of a group may answer these questions.

6. The groups take turns in describing their picture through its spokesman. Questions are then asked of the picture.

7. The teacher asks the class to summarise, restate the problems identified, the conclusions reached and the indicated solution to the problems, if any.

8. The teacher then calls the attention of the class to key words and numbers written on the board.

9. The teacher asks members of each group to read aloud the key words and numbers, pertaining to their pictures.

10. The key words and numbers are then copied by all members of the class in their workbooks.

11. Learners are asked to solve on the board simple arithmetic problems derived from the situation depicted on the flannelboard.

12. Learners are asked to comment on and evaluate the learning experiences in terms of what they felt they had acquired in the process.

ACHIEVEMENT TEST

NAME: ..... DATE: .....
max.marks: .....

A. ORAL TEST

1. Read the following words:

1. Occupation	3. Happy	5. Sufficient	7. Clinic
2. Farming	4. Income	6. Need	8. Healthy

(8 marks)

2. Write the following words: (dictation)

1. Tailoring	4. Condition	7. Children
2. Fertiliser	5. Guidance	8. Family
3. Member	6. Wise	

(8 marks)

B. WRITTEN TEST

1. Ali has two children. Kadir has 6 children
Ali lives in a good house, whereas Kadir lives in a hut.

Who has two children? .....
Who lives in the hut? .....

(2 marks)

2. a. add 6 + 10 = ...
b. subtract 8 - 3 = ...
c. count the number of letters in the words "Panca-sila" .....
d. Hasan had 4 ha of land. He purchased two hectares more of land. How much land does he have now?.....
e. Umi had 15 goats. Seven died from some disease. How many goats are left?.....

(5 marks)

3. Which of the following sentences best convey the message of family planning? Check one of them.

a) A couple should have 5 children ___

b) A couple should have 2 children ___

c) A couple should not have any children ___

(1 mark)

4. Where do we get family planning services? Check one of them.
   a) mosque
   b) school
   c) clinic
   d) police station

(1 mark)

5. In a classroom meeting, which of these things would you like to do?
   a) remain quiet
   b) ask questions
   c) let a few persons do the talking
   d) share experiences.

(no mark)

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