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ABSTRACT

In 1987, when the United Nations proclaimed 1990 as International Literacy Year (ILY), it invited nongovernmental organizations (NGOs) to participate in national and international programs for the year. An evaluation of these programs was done in order to make recommendations for the future battle against worldwide illiteracy. The evaluation procedure followed was primarily future oriented and illuminative. Data were gathered through case studies, interviews, correspondence, content analysis of publications, and questionnaires. Some of the findings of the evaluation were as follows: (1) the media launch of the ILY was a success; (2) projects sponsored in various regions had a great impact; (3) once it was determined that learners should be involved directly in the year, the programs by NGOs made every effort to involve them; (4) successful projects included the Book Voyage, an international newsletter, and various publications, packets, and kits; and (5) funding for the projects was stabilized through several major contributors. The study concluded that the experience of the year's projects offers valuable lessons for moving from awareness-raising to action to reach a goal of world literacy. (The book includes 14 appendixes consisting of the documents from the ILY campaign, case studies, questionnaires, and research reports.) (KC)

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FROM AWARENESS TO ACTION

EVALUATION OF THE ITFL EXPERIENCE FOR FUTURE DEVELOPMENT



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FROM AWARENESS TO ACTION

**EVALUATION OF THE ITFL
EXPERIENCE FOR FUTURE
DEVELOPMENT**



BY

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TORONTO

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PREFACE

Three years after the end of International Literacy Year, this evaluation has become a reality. Its publishing coincides with the first attempt to review the progress made in the period following Jomtien in March 1990. Together with delegates drawn from a wide range of countries, international agencies and NGOs, I recently attended the World Conference on Education for All organized by the National Consultation Forum on EFA in New Delhi to review the accomplishments made in literacy since 1990.

The initial analysis shows that trends are beginning to change. By the year 2000, although the population will increase by 712 million compared with 1990, there will be 13 million less illiterates as compared with that year if the present trend in literacy continues. The number of illiterate adults will be reduced by 10 percent from 1990 to 2000: from 19 percent to 15 percent in the male population; from 34 percent to 28 percent in the female population. The present strategy of international agencies is to concentrate efforts on the nine most populous developing countries which have the highest numbers of adult illiterates (for example, China - 224 million; India - 281 million).

The most important conclusion we can draw today, according to Unesco sources, is that the goals of Education for All are financially, technically and qualitatively feasible. The cost of providing education for all by the year 2000 was estimated at about 6 to 7 billion dollars per year. This is equivalent to only two days of military expenditure in the industrialized countries. More of the so-called "peace dividends" should be channelled to education.

We have begun to change the trend but much more needs to be done before the turn of the century. We have to continue the collaboration that began around International Literacy Year, and as adult educators

contribute towards making society as a whole responsible for educational action in the area of literacy.

Dr. Ravindra Dave has meticulously examined the role and activities of the International Task Force on Literacy in catalysing action on literacy — his evaluation is very positive. Dr. Dave's recommendations provide practical ideas for inclusion in a literacy plan towards the next century. Our challenge is to secure the funds to carry out these necessary endeavours. We can only hope that when the efforts for literacy and education for all over the next seven years are evaluated, we will see overwhelmingly positive results.

Ana Maria Quiroz
Secretary General
International Council for Adult Education

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In response to the United Nation's call to NGOs to participate actively in the observance of ILY 90, ICAE established an International Task Force on Literacy for a period of four years. This report presents a comprehensive evaluation of ITFL's world-wide activities, experiences and achievements. It also draws some important lessons on the basis of this information and analysis for future action aimed at the attainment of a cherished goal of universal literacy and functional literacy throughout the globe. I wish to take this opportunity to express my indebtedness to all agencies and individuals who extended their co-operation in preparing and publishing this report.

On account of financial reasons, the International Committee that was to undertake this comprehensive and multi-dimensional task could not meet as needed. In any case, I had made a commitment to take up this work which I gladly did on a voluntary basis. However, during the seventh and last meeting of ITFL, it did become possible for the Committee to meet separately without incurring extra cost and provide valuable suggestions and advice. For this, I am grateful to all members: Louise Miller, Josef Müller, César Picón, Seydou Sal and Joyce White. It should be noted that this consultation with the Committee was at a very preliminary stage of the evaluation work and hence the responsibility of any shortcomings in conducting the evaluation exercise and in preparing the report are entirely mine.

In their capacity as Secretary General of ICAE, Dr. Budd Hall, followed by Dr. Retta Alemayehu, and currently, Ms. Ana Maria Quiroz — extended great support and co-operation in conducting this evaluation and tolerating unforeseen difficulties in completing this work earlier. I am extremely thankful to them. Also, for providing valuable help in various different aspects of this work, I wish to place on record my appreciation and

gratitude to the ICAE/ITFL staff members, especially, Yusuf Kassam, Patricia Rodney, Motoyo Kamiya, Karen Yarmol-Franko, Eduardo Boza, Raimunda Duarte, Darlene Clover and Rest Lasway.

Without the critical financial support of the German Foundation for International Development (DSE) to ICAE in conducting this evaluation and publishing the report, it would not have been possible for this work to see the light of the day. My special thanks are due to Dr. Josef Müller and Ms. Anja Dietrich of DSE not only for the support but also for providing the much needed continuity and guidance throughout a rather unexpectedly long process of this undertaking.

A large number of agencies and individuals from different parts of the world supplied data, collaborated in conducting case studies, gave interviews, filled questionnaires and participated in this venture of future-oriented and illuminative appraisal. It is not possible to list them all separately, but I do want to express my thankfulness to all of them for their invaluable assistance.

It is hoped that this broad-based evaluation of ITFL's experience and a variety of recommendations emerging from it would be of some help to NGOs, governmental organizations, funding agencies, Unesco and others involved in tackling the formidable problems of providing literacy and functional literacy to millions of people in all parts of the globe.

Ravindra Dave

EXECUTIVE SUMMARY

1. In 1987, when the United Nations proclaimed the year 1990 as International Literacy Year, it specifically invited NGOs to participate in the preparation and implementation of national and international programs for ILY. ICAE, an international NGO of great repute, responded to the call and set up an International Task Force on Literacy (ITFL) for this purpose. The ITFL worked for about four years in order to take world-wide action prior to, during and soon after ILY 90.

2. This report presents an analysis and evaluation of ITFL's activities, experiences and impact, and makes recommendations for future action to carry forward the world-wide struggle against illiteracy and under-development. The evaluation procedure followed was primarily a future-oriented and illuminative type. It was both goal-directed and goal-free. Therefore, the data-gathering techniques included case studies of critical episodes, interviews, correspondence analysis, content analysis of publications and the like, besides the usual questionnaires. Since many data sources cut across individual objectives or programs, a procedure of cumulative analysis and interpretation of evidence was adopted for drawing conclusions.

3. ITFL was originally meant to be a 15-member Task Force. But its popularity increased rapidly and other NGOs applied pressure to become members. Ultimately, it became a loose coalition of 40 members. Some of the new members had thousands of local branches all over the globe. It was found that as a result of this development, ITFL emerged as an extensive and world-wide network of NGOs for the cause of ILY, and acquired an infrastructure needed to achieve its objectives. It also quickly earned great appreciation from various agencies including Unesco—the UNO's lead agency for ILY.

4. ITFL expressly identified four objectives for ILY. On the basis of the multiple evidence obtained through several data-gathering techniques as mentioned above, it was found that ITFL's achievement on the central target, namely, "Creating Public Awareness" was indeed outstanding, especially in consideration of the fact that ITFL was an NGO group. Two other objectives were also attained reasonably well. The achievement pertaining to the fourth objective of "Encouraging Literacy Research" was not as high. ITFL succeeded well in achieving four other important objectives which were either not foreseen during the initial phase of the Task Force or were not expressly stated at the outset.

5. In 40 months between October 1987 and February 1991, ITFL held as many as seven international meetings of the Task Force. The meetings were found to be highly useful and effective in (i) collective planning and development of a number of innovative and exciting programs such as the Global Pre-launching of ILY and the International Book Voyage, (ii) monitoring progress, (iii) building partnerships with various agencies throughout the world, and (iv) mobilizing financial resources.

6. The Global Media Pre-launch of ILY turned out to be a success story. The world-wide announcement of ILY 90 was made 10 months in advance by adopting an innovative approach of mobilizing media, using a specially prepared multi-media kit, employing the modern telecommunications system, and organizing news conferences at 26 locations in seven regions of the world on one and the same day. Millions of TV viewers, radio listeners and newspaper readers were thus given the exposure to ILY and were made aware of the massive problems of illiteracy. The immediate impact, especially in developing countries, was very encouraging.

7. Another major initiative that ITFL took to involve the press and media world-wide was the organization of an International Media Colloquium as part of the prepara-

tory work for ILY. It eminently succeeded in eliciting co-operation of some of the topmost media agencies. The Colloquium was attended by 24 world media leaders and others representing 18 reputed TV networks, radio broadcasts and newspapers covering major parts of the globe. The Director General and Senior Officials of Unesco also took part in this high-level meeting. Among the evidence of the concrete impact of this program is an excellent example of Japan which is presented as a case study in this report.

8. One of the programs undertaken by ITFL was to promote the effective launching of ILY by national, regional and international NGOs in the beginning of 1990. For example, the India/South Asia Office of ITFL responded to this action and organized an impressive opening including a Learners' March of 2000 literacy learners and school students in New Delhi on January 1. ITFL itself arranged a spectacular international launch in co-operation with ICAE in which about 500 adult educators from some 100 countries took part. This colourful ceremony reinforced a spirit of solidarity and unity of purpose among the NGO leaders present for observing ILY effectively. The impact produced on the host country, Thailand, was also highly significant.

9. Though belatedly, once the new goal of direct involvement of learners in the observance of ILY was accepted by ITFL in its third meeting, it took all possible action within its ambit throughout the remaining period of its mandate to achieve it. It was found that learners were meaningfully involved in international meetings, press conferences, video-programming, pre-launch, international launch at Bangkok, Book Voyage, publication of books fully authored by neo-literates, special conferences for literacy learners, and in several functions held in connection with ILY.

10. The Book Voyage turned out to be a unique and exciting project. Launched formally in the beginning of

ILY in Bangkok, it was concluded on December 10, 1990 at the UN Headquarters in New York from where the ILY-resolution itself had originated in 1987. On behalf of all unlettered and newly lettered adults of the world, a literacy learner from Kenya presented a symbolic Book solely written by neo-literates from all regions of the globe to the Secretary General of the United Nations in an impressive function, followed by a literacy seminar for about 250 participants. Before the beginning of ILY, some 8000 brochures on the Book Voyage were distributed in all regions and a network of Regional Coordinators was established to carry out the project. Thousands of learners took part in this program from at least 62 countries. Several books containing the voices of literacy learners were compiled and published. The goal-free evaluation of this project revealed its rich pedagogical value at the micro-level, its socio-political visibility at the local and higher levels, and its media attractiveness. It also has a potential to become an effective learning strategy for post-literacy programs.

11. An important activity of publishing an international ILY-Newsletter was carried out exceedingly well. It was found that between October 1988 and June 1991, as many as 14 issues were brought out in English, French and Spanish, and were distributed free to some 6000 addresses. The content analysis of the Newsletter and the analysis of its mailing list showed that it covered a critical mass of literacy leaders and institutions in more than 170 countries, and disseminated significant information to stimulate and support ILY activities. It was further found that this was the only international Newsletter in relation to ILY, and thus it attained a unique position as a tool for world-wide communication and networking. ITFL's attempt to promote the publication of its translation into several local languages through national agencies did not succeed adequately.

12. ITFL also brought out other publications in the form of reports, publicity leaflets, media kits, video cassettes

and three Declarations. They were found to be highly functional and useful to ITFL member organizations, media networks, Funding Partners and collaborators in various programs. Publicity leaflets were widely distributed in thousands of copies and in different languages. The first two Declarations were also widely disseminated but not the third one.

13. Apart from its own programs, ITFL participated actively in corresponding programs of other agencies, including the World Conference on Education for All organized jointly by UNDP, Unesco, Unicef and the World Bank in Jomtien, Thailand in March 1990. Such participation added to ITFL's visibility, promoted the cause of NGOs and served several aims pertaining to ILY.

14. The action of establishing ITFL's Co-ordinating Office at the ICAE Headquarters proved to be very advantageous in terms of costs, equipment, support from ICAE staff and a world-wide network of contacts. This was amply reflected in the quality and intensity of work produced by the Co-ordinating Office. Compared to the heavy responsibilities of ITFL's extensive programs that came in quick succession, the staff available at both the Toronto and New Delhi Offices was just minimal, but the staff members took up the challenge, and worked with great motivation and efficiency.

15. As regards financial arrangements, it was found the ITFL succeeded in mobilizing the minimum essential funds for its functioning from five Core Funders and a few other agencies. During the four years of its existence, ITFL judiciously spent about 1.2 million US Dollars for its staff and establishment as well as for initiating and gradually expanding a number of international projects and activities analyzed in this report. Thanks to the Donors like CIDA, DSE, the Mott Foundation, NORAD, SIDA and others, this direct funding proved to be a critical and confidence-building input that enabled

ITFL in taking calculated risks of launching a series of large-scale and innovative programs befitting the occasion of ILY. In addition to this direct funding, ITFL mobilized significant indirect, and often invisible, support through a process of partnership with a large number of agencies in conducting each of the programs.

16. The experience of ITFL is immensely useful in reviewing and redefining the targets and strategies for future action. It offers valuable lessons for moving "from Awareness-raising to Action" during the post-ILY period which should be sharply focused on promoting and undertaking the central task of eliminating illiteracy in order to reach the goal of a literate world. The count down must now begin in a big way. Towards this aim, and in the context of the information and finding of this global appraisal presented in 16 Sections and 14 Annexes of this report, a number of concrete recommendations have been made under different chapters for the consideration of pertinent agencies.

SECTION 1

INTRODUCTION: THE GENESIS OF ITFL

THE UNITED NATIONS CALL TO NGOS

1. In 1987, the United Nations General Assembly proclaimed the year 1990 as International Literacy Year (ILY). This was done in recognition of the importance and urgency of launching and strengthening a world-wide campaign against illiteracy, and ensuring global co-operation and solidarity to achieve universalization of literacy. Among other things, the General Assembly recognized that:

- Education is a basic human right and elimination of illiteracy constitutes a prerequisite for ensuring the right to education;
- Widespread illiteracy, especially in many developing countries (besides functional illiteracy in both developed and developing countries) seriously hinders the process of economic and social development as well as cultural and spiritual advancement;
- Such a situation of massive illiteracy (over 900 million adults above the age of 15 not being able to read and write at all and many more functionally illiterate) is utterly incompatible with what is required by great advances in the scientific and technological revolution

that humankind is witnessing;

- Elimination of illiteracy in all regions of the world should be recognized as a priority objective of the international community; and
- The task of this magnitude calls for world-wide co-operation and joint efforts.

2. Through its resolution on ILY, the United Nations General Assembly not only invited Unesco to assume the role of lead organization for International Literacy Year, but also extended an invitation to all States and a number of international, regional and national organizations to take part in the observance of the Year. Among them, the United Nations specifically invited *non-governmental organizations* (NGOs) to exert efforts in their respective fields in order to contribute adequately to the preparation and implementation of national and international programs for International Literacy Year.

RESPONSE TO THE CALL:

SETTING UP OF ITFL

3. Responding to the call of the United Nations and also in line with its earlier efforts concerning the proclamation of ILY, the International Council for Adult Education (ICAE) took immediate action to set up an International Task Force on Literacy (ITFL) in 1987 in order to initiate action towards the mobilization of non-governmental organizations and establishment of their world-wide solidarity in relation to ILY and also to take appropriate measures towards the preparation for and implementation of ILY.

4. For ICAE, the observance of the International Literacy Year in a befitting manner was of paramount importance for two major reasons, among others. First, as an international non-governmental organization of great repute, perhaps the only one of its kind in the world

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working in the field of adult education, it has paid special attention to the problems and programs of literacy as an integral part of the broader concept of adult education. Ever since the Council's inception in 1973, its founding Secretary General J.R. Kidd, and then from 1979 to 1991*, Secretary General Budd Hall, gave utmost priority to literacy without neglecting other issues relating to adult education and development. Furthermore, ICAE eminently succeeded in having as its presidents, international personalities such as Malcolm Adiseshiah of India (Formerly Deputy Director General of Unesco), Julius Nyerere, former President of Tanzania, and Dame Ruth Nita Barrow of Barbados (representing her country in the United Nations and other international agencies, and now Governor General), for whom the questions of literacy and human development were at the core of their hearts. The second reason, not unrelated to the first, was that as early as in 1982 ICAE had, on its own, taken a bold initiative of proposing that an International Literacy Year be proclaimed by the United Nations. This was officially done in its "Udaipur Declaration" which came out during an international seminar on literacy organized by ICAE in close co-operation with the German Foundation for International Development (DSE: Deutsche Stiftung für Internationale Entwicklung) with the participation of Unesco and various other organizations in January 1982 at Udaipur, Rajasthan State in India. The Declaration ends with this statement:

"We call upon the United Nations and its agencies and organizations, and particularly Unesco, to take the necessary action to declare a World Literacy Year as a concrete step in our common goal of achieving a literate world by the year 2000."

The Udaipur Literacy Declaration,
January 11, 1982. (ICAE)

*From July 1, 1991 to March 1992, Dr. Retta Alemayehu became the Secretary General of ICAE as Dr. Budd Hall left ICAE to join the faculty at the Ontario Institute for Studies in Education. Subsequently Ms Ana Maria Quiroz took over as Secretary General.

5. It was with this background, purpose and spirit that the International Task Force on Literacy was established in 1987. In fact, in view of its unqualified commitment to literacy and having sufficient information about Unesco's concrete action with the United Nations regarding the processing of the resolution, ICAE did not wait for establishing ITFL until all formalities were completed by the United Nations. While the resolution proclaiming 1990 as International Literacy Year was adopted by the United Nations General Assembly on December 7, 1987, the first international meeting of ITFL had already taken place at ICAE Headquarters in Toronto from October 17 to 19 of that year!

6. The Task Force was operationally set up on October 17, 1987 for ILY 1990, and its mandate ended on June 30, 1991.

EVALUATION AND ANALYSIS OF THE ITFL EXPERIENCE

7. This report presents an evaluation and analysis of experience gained and impact generated by ITFL during this period, and draws some lessons for future action by the various agencies concerned.

8. Evidently, much has been achieved during the Year not only by the Task Force and its membership, but also by many other agencies and individuals around the world. And yet much more has still to be accomplished. The task is still unfinished. It is from this perspective that this report makes a series of recommendations for continuing the global campaign at least up to the year 2000 and even beyond.

SECTION 2

ADOPTION OF AN ILLUMINATIVE AND FUTURE-ORIENTED EVALUATION APPROACH

ARRANGEMENTS FOR CONDUCTING THE EVALUATION

1. At the fifth meeting of ITFL held in 1989, it was decided that an evaluation of ITFL activities, experience and impact be carried out and that Ravindra Dave, former Director of Unesco Institute for Education, Hamburg be invited to take the responsibility of conducting and co-ordinating the evaluation and preparing its report. At the sixth meeting, held in February 1990, an Evaluation Committee was formed by inviting members present to volunteer to join the committee. Later Seydou Sal from Africa and César Picón from Latin America were added to the Committee by the ITFL Co-ordinating Office in order to have better geographical distribution. Thus, the final composition of the Committee was as follows:

Louise Miller, Regroupement des groupes populaires d'alphabétisation du Québec, Montréal

Josef Müller, German Foundation for International Development (DSE), Bonn

César Picón, Consejo De Educación De Adultos De América Latina, Lima

Seydou Sal, African Association for Literacy and Adult Education, Nairobi

Joyce White, Movement for Canadian Literacy, Ottawa

Ravindra Dave, Evaluation Co-ordinator and Chairman of the Committee, India

FINANCIAL CONSTRAINTS AND ADOPTION OF ALTERNATIVE APPROACHES

2. There were certain limitations within which the evaluation work had to be carried out. The scope of the appraisal was international for obvious reasons, but it was not possible to visit pertinent places in different regions of the world for the observation of various activities and collection of evaluative evidence because of financial constraints. Funds were also not available for holding meetings of the International Evaluation Committee. The question arose, how can we conduct the evaluation and study the experiences of ITFL under these constraints? Obviously some adjustments in the usual procedures of evaluation had to be made and alternative approaches to seeking pertinent evidence had to be found. For example, two meetings of the Evaluation Committee held in February 1991 in Bonn had to be connected with the seventh meeting of the ITFL. Other things had to be done by correspondence. The chairman prepared a plan of evaluation, questionnaires, etc. and consulted members for their advice and comments through correspondence and meetings in Bonn as well as individually as and when possibilities arose. Alternative ways of identifying, obtaining and using data without incurring huge costs and yet doing reasonable justice to the international scope of this evaluation exercise were adopted as indicated in the procedure outlined in the following paragraphs of this Section.

EVALUATION PROCEDURES: MAJOR GUIDING PRINCIPLES

3. In view of the nature of ITFL, ILY and the ongoing

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international movement for the universalization of literacy, the following guiding principles were adopted to conduct the analysis and evaluation of ITFL activities, experiences and impact:

(a) The evaluation should primarily be of an illuminative type. This guiding principle implied that while some simple quantitative data generated through questionnaires were not totally excluded, a deliberate attempt was made to employ such data-gathering techniques that permitted illuminative evaluation. They included mini case studies of critical experiences, individual and collective interviews and discussions based on a variety of probe questions, and content analysis of newsletters and other documents in order to make an in-depth and qualitative study of various aspects of ITFL.

(b) It should be future-oriented and development-centred. International Literacy Year, for which ITFL was set up, was aimed at initiating world-wide co-operation and joint efforts which should continue up to the year 2000 and beyond. The global awareness-raising process, once initiated, also has to be continued and transformed into action of different types. A variety of programs have to be developed at the international, regional, national and local level. The evaluation exercise should therefore throw light on the process of moving from awareness generated during the Year, to action by planning for the post-ILY period and indicating some examples of specific activities.

(c) It should not only be goal-directed but also goal-free. Normally an evaluation process is focused on the purposes with which a given program is launched and a goal-directed assessment is carried out. However, in certain situations, new activities emerge having new objectives not visualized earlier. Hence, besides those activities which were centred around initial goals, those activities and experiences that were not based on initial objectives were also taken into account by making the

appraisal more comprehensive.

(d) It should be participatory in nature involving different partners of ITFL. It was decided that within the limitations of time and funds, the ITFL Co-ordinating Office and others concerned should be genuinely involved in the evaluation process (going beyond just tokenism). Right from the planning stage, their active participation was sought in collecting, analyzing and interpreting evidence as well as in offering suggestions for future action.

DATA-GATHERING: SOME COMMON AND ALTERNATIVE APPROACHES

4. The following major sources of data and corresponding tools and techniques for data-gathering as well as analysis were used. In a few cases, alternative approaches were adopted in view of financial constraints mentioned earlier.

(1) Questionnaire for Members

Of 35 members (excluding funding partners for whom another questionnaire was prepared), 28 responded. (Annex 1)

(2) Questionnaire for Funding Partners

Five major funding agencies received another questionnaire (Annex 2), four of them responded either in writing or through an interview. The fifth one stated that it was not its policy as a funding agency to reply to the questionnaire of a receiving agency.

(3) Interview of Selected Individuals and Groups

The names of persons formally interviewed appear in Annex 3. Many others were also interviewed on a less formal basis.

(4) Correspondence Analysis

In order to carry out an illuminative and goal-free

assessment on an international scale with limited resources of time and money, an alternative approach of correspondence analysis was adopted instead of sending questionnaires to large numbers of people or visiting pertinent places in different regions of the world. Between October 1987 and December 1990, ITFL received about 1000 letters written spontaneously by individuals and institutions from more than 100 countries asking for information, materials, etc. This was in addition to hundreds of phone calls received for similar purposes. A sample of such letters was therefore examined as one of the data sources. Besides doing a frequency count and keeping a record of the geographical distribution, some probe questions were raised for analysis. For example: who wrote these letters? What did they ask for? How did ITFL respond to them? The information about this analysis is given in Section 14.

(5) Case Studies of Critical Experiences

To conduct an illuminative and in-depth evaluation, mini case studies of four selected activities and experiences were carried out utilizing a participatory approach. They included:

- (i) Japan: Involvement of Media
The Yomiuri Shimbun Literacy Campaign
(Annex 4)
- (ii) Dominica and Jamaica: Learner Involvement
Results of the Exposure of Learners from
CARCAE to the Fourth World Assembly
on Adult Education in Bangkok (Annex 5)
- (iii) Canada: Book Voyage
The Book Voyage in Canada (Annex 6)
- (iv) Quebec, Canada: Book Voyage—Provincial
and Grassroots Level Experience
The Book Voyage of the Popular Literacy
Groups of Quebec (Annex 7)

(6) Content Analysis of the Newsletter

The content analysis of different issues of the ITFL's International Newsletter and a similar study of its mailing list, etc., along with the examination of several other pertinent matters proved very useful. The findings are given in a separate Section on the Newsletter.

(7) Content Analysis of Other Publications and Declarations

The list of these documents is in Annex 8. In all, three Declarations were brought out by different ITFL meetings:

(i) Declaration on Involving Learners (Annex 9)

(ii) A Call to Action from the International Task Force on Literacy (Annex 10)

(iii) From Awareness to Action: Building the Literacy Decade (Annex 11)

Further details concerning findings etc. are given in a separate Section in this report.

(8) Use of the Data and Findings of Previous Evaluation Reports

An interim assessment of the Newsletter was conducted by the ITFL Co-ordinating Office in February, 1990. Similarly a report on the Pre-launch of ILY was submitted to ITFL by Hill and Knowlton, the firm commissioned for this activity. These reports were utilized to economize on time and money for the present evaluation.

(9) Use of Reports Presented by Individual Members in Different Meetings

Some of these were included in the published reports of meetings, others were in the files of ITFL. Moreover, the end-of-the-meeting evaluation made by participating members at seven international meetings proved very valuable.

(10) Outcomes of the Seventh Meeting

While the Seventh Meeting of ITFL was devoted to several items, one of the major items on the agenda was evaluation. The discussions carried out by participants were of special relevance for the present evaluation work. Also, formal interviews and informal discussions held during that meeting and at the two meetings of the Evaluation Committee were of great value for this report.

5. The ITFL Co-ordinating Office and the concerned staff members of ICAE management team were intimately involved in the evaluation process, these included Budd Hall, Secretary General; Yusuf Kassam, Program Director; Patricia Rodney, Program Co-ordinator; Motoyo Kamiya, Rest Lasway and Karen Yarmol-Franko directly connected with evaluation work; and Darlene Clover and Raimunda Duarte mainly responsible for the ITFL Newsletter and database. They provided their personal experiences, their perceptions of impact and effectiveness as well as problems and issues faced, and interacted with the author of this report regarding possible recommendations for future action.

CUMULATIVE ANALYSIS AND INTERPRETATION OF EVIDENCE

6. It may be noted that many of the data sources and evaluation techniques cut across various activities undertaken by ITFL and replicate some of the evidence. Hence, a process of cumulative analysis and interpretation of evidence was adopted for drawing conclusions. This is reflected in the different Sections of the report that follow.

SUBSEQUENT SECTIONS

7. Subsequent Sections that present information and findings as well as reflections for future action are organized as follows:

- Section 3: Composition of the Task Force: Initiation, Expansion and Transformation**
- Section 4: Objectives and Strategies**
- Section 5: Seven Multipurpose Meetings of the Task Force**
- Section 6: Pre-launch of ILY — A Global Event for Advance Action**
- Section 7: Media Colloquium: Involvement of Media Leaders to Focus on ILY**
- Section 8: International Launching of ILY by NGOs**
- Section 9: Learner Involvement: An Unforeseen Goal Faced by ITFL**
- Section 10: Book Voyage: An Innovative Global Project**
- Section 11: The Newsletter: ITFL's Tool for International Communication and Networking**
- Section 12: Other ITFL Publications**
- Section 13: Participation in Allied Activities**
- Section 14: Some Structural and Organizational Aspects**
- Section 15: Financial Arrangements**
- Section 16: Conclusion**

SECTION 3

COMPOSITION OF THE TASK FORCE: INITIATION, EXPANSION AND TRANSFORMATION

THE BEGINNING

1. ICAE established a 15-member Task Force and convened its first meeting in Toronto in October 1987. It was found that out of the 15 organizations invited, 13 attended the first meeting. This is indicative of the overwhelming support and affirmation received by ICAE to the idea of setting up the Task Force in connection with planning and promoting the role of NGOs in ILY. The two agencies that could not attend the first meeting were the Arab League for Literacy and Adult Education Organization (ARLO) and the International Union of Students (IUS). However, it was further found that they did attend the second meeting of ITFL and joined the Task Force. Thus the response turned out to be 100 percent.

EXPANSION AND CATEGORIZATION OF ITS MEMBERSHIP

2. Although the ITFL was originally set up with 15 members, ICAE and ITFL experienced mounting pressures from other NGOs to become members. In consequence, the Task Force was gradually expanded and ultimately the membership reached 40. Simultaneously, an internal classification of member organizations emerged and was eventually crystallized into four categories:

1. International Non-governmental Organizations
2. Regional Organizations
3. Co-operating Bodies
4. Canadian Co-operating Bodies

3. The classified list of members showing their date of joining the Task Force is in Table 1. The alphabetical list is in Annex 12.

TABLE 1
FOUR CATEGORIES OF MEMBER ORGANIZATIONS OF ITFL

I. International Non-governmental Organizations

	Date of joining ITFL
1. The Baha'i International Community	
2. Commonwealth Trade Union Council	
3. Co-ordinating Committee for International Voluntary Services (CCIVS)	Dec.88
4. Disabled Peoples' International (DPI)	Dec.88
5. International Community Education Association (ICEA)	June 88
6. International Council for Adult Education (ICAE)	Dec.88
7. International Council on Social Welfare (ICSW)	Mar.89
8. International Federation of Settlements and Neighbourhood Centres (IFS)	Oct.87
9. International Movement A.T.D.- Fourth World	Oct.89
10. International Publishers' Association (IPA)	June 90
11. International Reading Association (IRA)	
12. International Union of Students (IUS)	Dec.88
13. Laubach Literacy International	Jan.89
14. Ligue Internationale de l'Enseignement, de l'Éducation et de la culture Populaire	Oct.87
15. Movimento per Un Mondo Migliore (Movement for a Better World)	Oct.87
16. Women's International Democratic Federation (WIDF)	Apr.89
17. World Association of Girl Guides and Girl Scouts World Bureau	Feb.90
18. World Confederation of Organisations of the Teaching Profession (WCOTP)	Nov.89
19. World Council of Churches (WCC)	
20. World Council of Indigenous Peoples (WCIP)	Dec.88
21. World Education Inc.	
22. World Federation of Trade Unions (WFTU)	May 89
23. World Federation of Unesco Clubs, Association and Centres	Oct.87
24. World Scouts Bureau	
25. World Young Women's Christian Association (WYWCA)	Apr.89
	Dec.88

continued on page 16

II Regional Organizations

1. African Association for Literacy and Adult Education (AALAE) Oct.87
2. Arab Literacy and Adult Education Organization (ARLO) Oct.87
3. Asian South Pacific Bureau for Adult Education (ASPBAE) Oct.87
4. Caribbean Regional Council for Adult Education (CARCAE) Oct.87
5. Consejo de Educación de Adultos de América Latina (CEAAL) Oct.87
6. European Bureau for Adult Education (EBAE) Oct.87

III Co-operating Bodies

1. Canadian International Development Agency (CIDA) Oct.87
2. Charles Stewart Mott Foundation Dec.89
3. German Foundation for International Development (DSE) Oct.87
4. Norwegian Agency for International Development Cooperation (NORAD) Apr.89
5. Swedish International Development Authority (SIDA) June 88
6. Unesco Institute for Education Oct.87
7. Unesco NGO Standing Committee Dec.88

IV Canadian Co-operating Bodies

1. Movement for Canadian Literacy Oct.87
2. Regroupement des groupes populaires d'alphabétisation du Québec Oct.87

4. It may be noted from Table 1 that as many as 25 members were international in their scope of operation. Some were directly involved in literacy programs at the international, national and grassroots levels, others were interested in literacy activity, among other commitments, and were willing to participate in ILY. Several of them have thousands of branches or centres spread all over the globe.

5. The six Regional Organizations are the affiliates of ICAE covering all regions of the world. They are the key partners engaged in literacy and other fields of adult

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education working closely with ICAE Headquarters. It was obvious that they became members of ITFL.

6. The Co-operating Bodies included ITFL's major funding partners besides Unesco-related bodies. Further observations regarding the membership of funding partners on the Task Force are given in Sections 4 and 15 of this report.

7. Finally, there were two members from Canada, it being the host country of the International Headquarters of ICAE/ITFL.

8. These agencies, institutions and organizations were expected to work towards the goals and strategies of ITFL within their respective fields and levels of operation, and concurrently participate in planning and organizing joint activities to be initiated and executed by the ITFL's International Co-ordinating Office. The questionnaire replies and other information received from them indicated their perception as to the effectiveness of ITFL projects and programs. More detailed evaluation of ITFL activities is presented in subsequent Sections of this report.

APPRECIATION OF ITS WORK BY UNESCO

9. ITFL soon received appreciation and recognition from the Unesco Secretariat and other pertinent agencies. The fact that not only the international NGOs, but also regional and even some national NGOs showed interest in becoming members of ITFL itself and put pressure on it for this purpose, is a sign of recognition of the need and significance of the Task Force. Moreover, the Unesco Secretariat, and particularly a specially created ILY Secretariat of Unesco, which was involved in ITFL right from the first meeting held in October 1987, was one of the active participants and constructive collaborators in ITFL's projects. After two years of keen observation of ITFL's performance, and active partici-

pation in some of them, the Director General of Unesco wrote the following in his report on the preparation and plans for the ILY (25 C/72, dated 15 September 1989) to the 25th Session of the General Conference held in Paris in October - November 1989:

"At the initiative of the International Council for Adult Education (ICAE), more than 30 international and regional NGOs and other co-operating bodies have come together to form the International Task Force on Literacy (ITFL). The NGO Standing Committee has invited the Unesco Secretariat to co-operate with the ITFL. A first meeting of the ITFL was held in Toronto in October 1987. Subsequent meetings have taken place in Berlin (West), in Chantilly, France, and, in April 1989, in Mombasa, Kenya. In these meetings, the ITFL has approved and launched an ambitious program. On 2 March 1989, to cite an outstanding example, the ITFL, in co-operation with Unesco, organized press conferences in 44 cities around the world. The press briefings, which took place in literacy centres, were opened by the projection of a video tape which featured the actor Peter Ustinov, the Director General of Unesco, James Duffy, of the American Broadcasting Company, who has played a key role in literacy initiatives in the United States, Dame Nita Barrow, the President of the International Council for Adult Education, and literacy learners from different continents. An evaluation of the media coverage of this event indicates that hundreds of millions of viewers were reached, many learning for the first time that 1990 will be International Literacy Year. Unesco is grateful to the governments who, by supporting the ITFL, have made it possible for the Task Force to play such a dynamic role in promoting ILY."

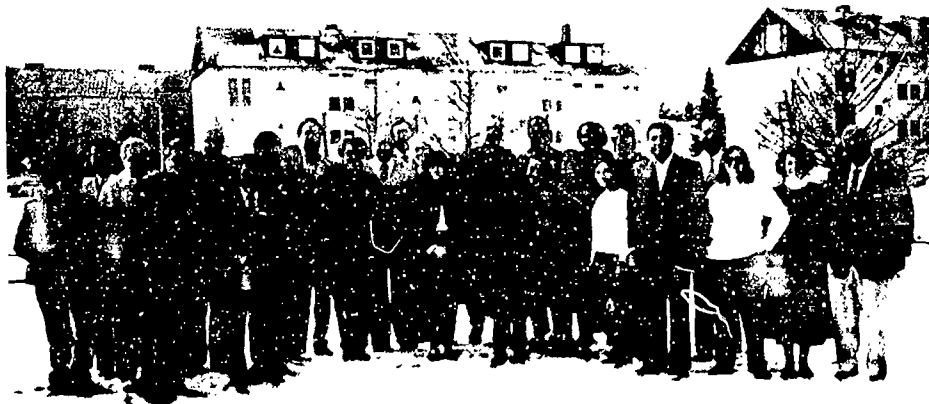
GRADUAL TRANSFORMATION AS A COALITION OF NGOS

10. As ITFL expanded, it also went through at least a partial transformation into an international coalition of NGOs. The concept of a coalition was not at all prominent in the first two meetings. It was later on that the coalition concept not only acquired prominence, but

became operative and gathered strength and momentum as a large group of international NGOs, regional organizations and co-operating bodies. Several documents of ITFL also began to describe it as a coalition. For example, the introduction of the report of ITFL's fourth meeting held in April 1989 states:

"The ITFL is a coalition of regional and international non-governmental organizations established to mobilize and coordinate activities of non-governmental organizations prior to, during and after the International Literacy Year (ILY)."

11. In a way, such a transformation was a great accomplishment on the part of ICAE and others concerned, because some of the new members of ITFL had thousands of national, sub-national and local centres and branches doing a great deal of voluntary work at the grassroots level. Through this coalition an extensive and world-wide network of NGOs emerged for the cause of ILY. However, along with the phases of expansion and transformation of ITFL, some structural problems arose. As time passed they became more critical causing concern for the functional aspects of ITFL. These issues are examined further in Section 14 on structural aspects with a view to drawing lessons for the future.



ITFL members at the February 1991 meeting in Bonn, Germany

SECTION 4

OBJECTIVES AND STRATEGIES

GENERAL GOAL

1. The overall goal of ITFL as stated in its Annual Report of November 1989 and similar documents was "to mobilize and stimulate activities of non-governmental organizations prior to, during and after the International Literacy Year 1990." This broad goal was very much at the centre of the first meeting of the Task Force which made some observations about the general objectives such as mobilizing NGOs and other agencies concerned; providing a forum and structure for NGOs to take action prior to, during and after ILY; and charting out NGO strategies for ILY.

FROM A GENERAL GOAL TO MORE SPECIFIC OBJECTIVES AND STRATEGIES

2. It was in the second meeting of ITFL, held in Berlin in June 1988, that the Task Force moved from the general goals to more specific objectives and strategies providing a framework for action. As mentioned in the report of the second meeting, "The framework of a common strategy was divided into four broad areas, each with a series of tasks." These four areas, subsequently quoted in many ITFL documents and used as operational tar-

gets or objectives in various ways prior to and during ILY, were:

- (1) Creating Public Awareness
- (2) Creating and Strengthening Literacy Structures
- (3) Stimulating a "Great Debate" on Literacy
- (4) Encouraging Literacy Research and Evaluation.

3. How far did this four-pronged strategy work, and to what extent were these operational targets achieved? What was done by the members of ITFL and the ITFL Co-ordinating Office to achieve these and other targets? And what impact did this effort produce? What lessons can be learned for future action by NGOs and others concerned? This Section and the rest of the report attempt to provide reasonably dependable and detailed answers to these questions. The results of a questionnaire that was addressed to ITFL members, which constitutes one of the ways of appraising achievement, are presented in Table 2.

TABLE 2					
EXTENT OF ACHIEVEMENT OF FOUR TARGETS OF ITFL					
	Achieved Fully	Very Largely	Largely	Fairly	Poorly
1.1 Creating Public Awareness (N=26)	1	11	9	5	
1.2 Creating and Strengthening Literacy Structures (N=23)			8	12	3
1.3 Stimulating a "Great Debate" about Literacy (N=24)		5	10	9	
1.4 Encouraging Literacy Research and Evaluation (N=18)		3	4	10	1

FROM AWARENESS TO ACTION

4. These results together with qualitative responses in the questionnaire, interview data, mini case studies and other evidence indicate that ITFL achieved a commendable success in "Creating Public Awareness." This observation is supported by the findings and analysis presented in subsequent Sections of this report. It is also evident that the International Year has enabled ITFL to "Stimulate a 'Great Debate' about Literacy." Discussions held in international meetings and conferences on issues such as women and literacy, and involvement of learners in the literacy movement, and also highlighting them in the Newsletter, appear to have contributed to achieving a high rating for the "Great Debate" target. There are also some good examples of "Creating and Strengthening Literacy Structures" such as AALAE's efforts towards the establishment of a Regional Literacy Centre and the World YWCA's excellent work on mobilizing and strengthening a large number of its branches throughout the world for undertaking literacy activities as a result of its involvement in ITFL. The Book Voyage project also contributed towards strengthening literacy structures in some places. The overall performance for this target, however, needs to be further improved in future. This can be done during the Decade through ILSS by ICAE. In order not to miss the information on excellent work done by WYWCA as a result of the stimulus it received through its membership of ITFL, a brief account of its performance is presented in Annex 13.

5. With regard to the fourth target of "Encouraging Literacy Research and Evaluation," the performance of ITFL is not as encouraging. While some surveys and other attempts were carried out by a couple of members, not much could be done in this area. It might be that most coalition partners were more action-oriented rather than research-oriented. It might also be that the context of ILY within which ITFL was expected to operate was more geared to raising public awareness about literacy and hence research and evaluation activities were not high enough on the agenda for resource mobilization as

well as action. Even the time frame of ILY might not have been suitable enough to mount any serious projects of research as part of ILY activities. Nevertheless, more work is definitely needed in this area and it should be given due consideration when planning further action for the Decade. Research is chiefly carried out by university personnel and it is evident that ITFL could not involve this category of people from different parts of the world in adequate measure due to its limited resources, time and other factors. However, some recommendations given subsequently in this Section, merit consideration for future planning and action.

ANOTHER LIST OF OBJECTIVES

6. While ITFL treated the aforementioned four targets as part of its strategy, the Task Force also envisioned 1990 to be a year which achieves eight specific things listed in Table 3.

**TABLE 3
EXTENT OF ACHIEVEMENT OF OTHER EIGHT OBJECTIVES**

Specifications	Achieved fully	Very largely	Largely	Fairly	Poorly
4.1 Marks the beginning of a 10 year intensive effort to dramatically reduce illiteracy in the world (N=26)	1	7	9	8	1
4.2 Mobilizes resources from the grassroots and factory floors through to government and educational institutions (N=22)			5	12	5
4.3 Recognizes that illiteracy is a problem of both industrialized and non-industrialized nations (N=25)	2	10	10	3	
4.4 Will not confuse a campaign against illiteracy with a campaign against illiterate people (N=23)	3	8	6	6	
4.5 Links literacy to the achievements of social, economic and political democracy (N=22)	2	3	6	11	
4.6 Strengthens organizations of women, the poor, the jobless and landless (N=20)		2	3	15	
4.7 Results in increased empowerment of people not increased dependency (N=23)	1	1	3	18	
4.8 Results most importantly in strengthened permanent structures for promoting and enhancing literacy and adult education at both governmental and non-governmental levels (N=23)		2	7	12	2

7. The frequency distribution of ratings by members with corresponding number of respondents (N) as well as their qualitative responses show which objectives have been achieved and to what extent, and what remains to be achieved with a greater degree of satisfaction in future. Several deductions can be made. A few are cited below as examples:

(i) At least 9 out of 26 respondents are not sure that the Year really marks the beginning of a Decade of intensive effort to dramatically reduce illiteracy in the world.

(ii) Much yet remains to be done to mobilize resources.

(iii) The Year has succeeded in pointing out that illiteracy is a problem not just of developing countries, but also of industrialized countries. The very composition of the Task Force appears to have helped in this process.

(iv) Fifty percent of the respondents feel that more efforts are needed to link literacy to the achievement of social, economic and political democracy. Much remains to be done towards gearing literacy for increasing the empowerment of people while decreasing their dependency.

(v) The tasks of strengthening permanent structures to promote literacy and adult education, and also strengthening organizations of women, the poor, the jobless and the landless call for greater attention in future programs.

8. It has been pointed out by some respondents that several of the targets anticipate concerted action over a longer time span and therefore cannot be evaluated definitively. This observation points to the unfinished tasks that should find a place in the future agenda for action.

SOME NEW OBJECTIVES

9. At the time of preparing a plan for evaluating ITFL's experience and impact, it was found that there were at least four more objectives which were either not foreseen during the initial phase of the Task Force, or were not expressly stated at the outset, and are certainly not adequately covered in the lists of targets mentioned in the two preceding Tables. In line with the intent of making this evaluation not only goal-directed but also goal-free, these objectives were also included in the evaluation work.

One of these objectives relates to "Increasing the Involvement of Learners." Clearly, this objective was not visualized at the outset. It emerged in the third meeting of ITFL in December 1988, the details of which are given in Section 9 of this report. The other three were implicit but were not included either in the four targets

TABLE 4
ACHIEVEMENT OF ITFL WITH RESPECT TO
NEW OR IMPLICIT GOALS

Other goals	Achieved fully	Very largely	Largely	Fairly	Poorly
5.1 Increasing the involvement of learners(N=23)		7	10	3	3
5.2 Full partnership and participation of Funding Agencies (N=23)		4	6	11	2
5.3 Raising literacy issues in allied NGOs (other than "educational" NGOs) (N=22)		5	9	8	
5.4 Increasing the participation and visibility of NGOs in ILY activities (N=24)	1	8	12	3	
5.5 (Please add more if any, and rate them)(N=0)					

of ITFL's strategy or in a statement of eight objectives for ILY mentioned in Tables 2 and 3. Hence, the evaluation of these four objectives was attempted separately. The questionnaire response pertaining to the appraisal of ITFL's performance in respect to these goals is presented in Table 4.

LEARNER INVOLVEMENT — AN OBJECTIVE ADDED LATER

10. As regards "Increasing the involvement of learners", although this objective was clearly structured, internalized and accepted more than a year after the establishment of ITFL, 17 out of 23 members have indicated that the objective was largely or very largely achieved and the other three have considered it as having been achieved to a fair extent. This data, coupled with other pertinent evidence gathered, tend to show that the objective was well accomplished, especially when viewed in the context that this was the first ever international attempt to involve literacy learners in programs other than just literacy learning. Three other members, however, are not satisfied, which is also understandable because while ITFL undertook several activities aimed at increasing involvement of learners and did a number of things possible within its limited resources of money, time and personnel, a lot more still needs to be done. In view of this special situation, a considerable amount of illuminative data was collected for in-depth evaluation through mini case studies, informal dialogues with learners, etc., and several recommendations have been made. They are presented in Section 9.

PARTNERSHIP WITH DONOR AGENCIES

11. The objective of seeking "full partnership and participation of funding agencies" is innovative and laudable. At the same time, it is more complex than it appears.

12. The complexity became apparent when a separate questionnaire was addressed to the five funding partners. An open-ended question on this particular goal was specifically included after consulting informally one of the five donors at the stage of constructing the questionnaire.

13. As a concrete measure towards the achievement of this objective, the organizers of ITFL invited the core funding agencies to attend its meetings and thus sought their active participation in the process of discussions and decision-making. The ITFL Co-ordinating Office also sent them progress reports, newsletters and other publications.

14. In the process of receiving questionnaire replies as well as informal dialogue with funding agencies, it was found that their policies with regard to direct involvement in the programs and activities of receiving agencies was markedly different. Some have the policy of not participating directly in the programs of receiving agencies and not even officially filling out an evaluation questionnaire. Others are keenly interested in direct participation and even active collaboration in implementing the funded programs. Why such major differences exist and what the better practice is, are issues that are beyond the purview of this evaluation exercise. What is important for this report is to emphasize that these inherent differences in donor policies should be clearly kept in view when casting judgment on the degree of success achieved by ITFL in its goal to seek donor participation and partnership.

15. Another factor which became explicit through questionnaire analysis, is that even though a particular funding agency may have no objection to building partnerships and participating directly, and may even be ready to encourage such a policy, it may not be able to do so because of a lack of enough staff members. A gap inevitably emerges between the intention and the action.

This factor should also be taken into account when interpreting any quantitative data pertaining to building partnerships. These factors concerning funding agencies are important for future action as part of the overall literacy movement. Recommendations in this regard are given at the end of this Section.

16. Keeping these and other factors in mind, it was concluded that ITFL succeeded in its effort to seek direct participation of core funders in its programs. The international meetings were especially successful in this respect. Of the five core funding partners, one attended five out of seven meetings, another three meetings, two others one meeting each, and one did not attend any. Furthermore, the funding agencies found the information including progress reports and other documents received from the ITFL Co-ordinating Office, adequate for their purposes. It may be noted from Table 4 that 10 out of 23 members felt that this objective was largely or very largely fulfilled, another 11 rated it as fair and two as poor. This frequency distribution should be interpreted with special care in view of the policy differences and other contextual factors as explained in the previous paragraphs.

INVOLVEMENT OF NGOS OTHER THAN "EDUCATIONAL/LITERACY" NGOS

17. The evidence collected on "raising literacy issues in allied NGOs" (other than "educational" NGOs) shows that ITFL achieved success in this goal. A look at Table 1 presented in Section 3, listing all members of ITFL reveals that as opposed to those who joined ITFL in the first meeting held in October 1987, many of those members who joined subsequently were allied NGOs who came forward to add literacy work as one of the components of their overall responsibilities. Some of them like the Baha'i International Community and World Young Women's Christian Association (WYWCA) stepped up the literacy component of their more broad-based ac-

tivities and made a significant contribution to ILY. It may be noted, however, that the extent of involvement of allied agencies that became members of ITFL was not uniform. The degree of involvement depended on the nature of the central function of a particular NGO and several other such factors and forces governing its activities. The questionnaire response presented in Table 4 showed that of the 22 members who responded to this question, 14 considered that this objective was realized largely or very largely, whereas eight felt that it was achieved to a fair extent but none rated it as achieved either fully or poorly.

VISIBILITY OF NGOs IN ILY ACTIVITIES

18. The goal of "increasing the participation and visibility of NGOs in ILY activities" was central to the entire mandate of ITFL. The goal itself became more structured as time passed and activities grew. The questionnaire analysis and other evidence show that, within its limitations of time and resources, ITFL has eminently succeeded in fulfilling its mandate and achieved this objective. The questionnaire response shows that out of 24 members, as many as 21 (87.5 percent) felt that this goal was largely or very largely or fully achieved; the remaining three (12.5 percent) indicated that it was achieved to a fair extent; none said that the achievement was poor. Apart from various other agencies and institutions, Unesco, which was the lead agency for ILY on behalf of UNO, has acknowledged in its various documents the participation of NGOs, and in particular ITFL in ILY activities. Even in its major document (136 EX/8 dated 25 March 1991) produced by Unesco indicating evaluation and follow-up of ILY — prepared for the Executive Board of Unesco and for submission to UNO, it is mentioned that:

"The International Task Force on Literacy, a coalition formed by some 30 NGOs to promote ILY, was a particularly active initiator and partner in many undertakings: e.g., a 'pre-launch of ILY,' and International Media Colloquium on

Literacy, the 'Book Voyage,' etc. This 'partnership approach' was desirable because involvement implies interest and commitment."

19. ITFL tried to achieve this and other objectives examined earlier through a variety of activities including meetings of its members, work with the media and other programs involving different categories of personnel and organizations. Appraisal of these activities given in subsequent Sections throws further light on ITFL's performance in relation to these objectives.

SUGGESTIONS FOR FUTURE ACTION

20. The goals achieved during ILY and the strategies followed to achieve them by ICAE and ITFL, in co-operation with various agencies, point to further efforts needed during the post-ILY period. In this context, the following recommendations may be considered in planning future action.

(1) The present evaluation has collected ample evidence to show that ICAE, through the instrumentality of ITFL, and with the active co-operation of a number of NGOs, Unesco and funding partners, provided a commendable leadership prior to and during ILY, and carried out significant programs and activities of international dimension. Most of these programs were aimed chiefly at raising public awareness concerning literacy and allied issues. It is therefore recommended that (a) ICAE should provide an equally bold and perceptive leadership during the post-ILY period; and (b) ICAE should develop and execute such programs and activities, in close collaboration with various agencies, that result in moving from awareness raising to action. This action should be directed towards the most central task of reducing illiteracy drastically in the next ten years or so everywhere in the world. Towards this fundamental and concrete goal, ICAE should prepare an international and innovative plan for determined and dedicated action.

(2) There were proposals for launching what was called, an International Literacy Decade following ILY, but at the same time some technical and practical difficulties were also voiced. Whatever the name ultimately chosen, what seems to be critical in terms of time-span for the proposed action plan is to use the psychologically appealing time target of the year 2000. This time target would be further helpful in establishing complementarity and mutual reinforcement with Unesco and other international organizations as well as national authorities that are working in the same field and following the same time frame. Within this time-span, small cycles of biennial or triennial plans may be worked out with concrete programs, specific targets and built-in review mechanisms. The plans should be kept sufficiently dynamic and flexible through the processes of periodical monitoring and adapting to new situations.

(3) As a first step, ICAE should clearly formulate its future role and responsibility as a leading international NGO in the world-wide movement for (a) the eradication of illiteracy, (b) arresting the incidence of functional illiteracy, (c) ensuring adult basic education for all, and (d) linking these different levels of learning with better development and higher quality of life especially for the socially and economically marginalized populations in different societies. Based on this exercise, it should enunciate a set of objectives and corresponding strategies as well as action plans. Some of its objectives and strategies would be the same as those of ITFL, whereas others would be different in the context of new needs and challenges of the post-ILY period. It is proposed that the tasks of (a) defining ICAE's role and responsibilities, (b) formulating specific and attainable objectives, (c) identifying unconventional and innovative programs to achieve these objectives, and (d) evolving effective strategies, should be carried out by ICAE in cooperation with potential partners such as (i) other like-minded NGOs, (ii) ILSS and all Regional Affiliates, (iii) Unesco and other pertinent international bodies, (iv)

some national agencies and local practitioners, and (v) some potential funding partners.

(4) As regards the role of ICAE during the post-ILY period, it should be pointed out on the basis of the data collected for the present evaluation exercise that: as a result of the success achieved by ICAE and ITFL by conducting a series of effective programs and activating world-wide networks during the ILY period, ICAE has raised great hopes in the literacy world for an equally effective performance during the post-ILY period if not better. It is in the spirit of this professional-cum-moral obligation that ICAE may undertake a serious exercise of defining and delineating its role up to the year 2000 (and even beyond) in the field of literacy and allied aspects as stated in paragraph (3). Towards this goal, a few suggestions are listed below. Of course, it is clear that ICAE will play a co-ordinating role for its Regional Affiliates through ILSS — an important development about which mention is made in paragraph 6. Also, the final definition of ICAE's role, etc. should be arrived at in a meeting of some 20 to 25 experienced persons as mentioned in paragraphs 3 and 5. However, to initiate thinking and dialogue in this direction, the following suggestions are made:

(i) ICAE may assume the role of a sort of an International Literacy Watch with a purely positive and constructive spirit and in co-operation with its Regional Affiliates, Unesco and its Regional Offices, and national authorities. The world literacy profile that has emerged in the last decade of the twentieth century produces a mixed feeling of hope and dismay. The progress achieved so far by different nations of the world in adult literacy as well as in formal and nonformal primary education for children is extremely uneven. Of those countries that have to fight against the problem of basic illiteracy, some have reached a stage of marginal or residual illiteracy (say, less than 15 percent illiterate adults), some others have a medium level problem (15 to 40

percent illiteracy), and the rest are still suffering from the scourge of massive illiteracy (41 to 80 percent and even higher). But everywhere, the "Count Down" must begin in a significant way if the ultimate goal of a literate world is to be accomplished and social justice established within a foreseeable future. It is for this reason, among others, that there is now an urgent need to introduce a practice of an International Literacy Watch (ILW) for which ICAE as an independent NGO of world-wide repute appears to be most eminently suited. This measure is not for making academic international comparisons without regard to local realities. Therefore, the literacy watch should be carried out in such a manner that it enables every participating country to derive clear, practical benefit from (a) worthwhile experiences of other countries in reducing adult illiteracy, mobilizing external funding and internal resources, and adopting effective methods of motivating potential learners as well as involving local communities; and (b) making comparisons of one's progress by using an "internal criterion" of its own previous status regarding literacy instead of following any "external criterion" of comparison. With this end in view, ILW may be started with a small number of countries willing to participate in the larger interest of educationally and socially deprived populations of the world, and then gradually expanded to others as they perceive the advantage of such a collective and collaborative action.

(ii) ICAE may take special measures to keep literacy high on the international agenda. Among other things, this is absolutely essential for most countries to get a fair share of their national budget (and also of international aid, where applicable) for literacy work without which they cannot make sufficient progress. In fact, the introduction of a practice of the International Literacy Watch

as suggested above, would be one such measure. Working with press and media, about which ITFL has already given a promising start, would be another complementary measure. ICAE and its network of collaborators would no doubt work out other suitable measures if ICAE accepts the above-mentioned task as one of its major responsibilities.

(iii) ICAE may take up the responsibility of attacking the growing problem of functional illiteracy. The problem has already reached a rather alarming proportion in many developed countries. Some of them, such as Canada, U.S.A., Australia and France have already foreseen the backlash of this problem on their economies apart from social and political difficulties it can produce. The developing countries are also suffering from the problem of functional illiteracy. The incidence and intensity of functional illiteracy increases as these countries make increasingly more technological advancement to catch up with the industrialized world. One of the roots of the problem is that while basic literacy is achieved in school or an adult literacy centre by mastering one set of competencies, the acquisition of permanent functional literacy calls for some other additional competencies that are not yet adequately understood or recognized. Most adults who recede to acute functional illiteracy have learned how to read and write, but they have not acquired and internalized the competencies of learning how to learn. In the modern world, these competencies are becoming increasingly more necessary for every adult to master within the broader framework of self-directed lifelong learning in order not to lose one's personal, social and occupational efficiency and effectiveness. Elimination of basic literacy will, therefore, lose much of its meaning in the twenty-first century, if functional literacy spreads far and wide as it has already started happening. It is in this context that, in the last decade of the present century, ICAE should assume the role of spearheading a strong worldwide movement to fight against functional illiteracy by

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stimulating multi-pronged and effective action, and involving appropriate agencies. Well before the world crosses the year 2000, it should be recognized more explicitly than ever before that tomorrow's illiterate will not be the ones who cannot read and write, but the ones who have not learned how to learn.

(5) In order to develop a blueprint for action on the lines suggested in paragraphs (3) and (4), it is recommended that an international meeting of potential partners and experienced practitioners be called with the co-operation and support of agencies like DSE. Adequate preparatory work should be carried out in advance so that the group invited can discuss and work out all essential elements pertaining to its role, objectives, strategies, a few examples of innovative programs, etc. for the post-ILY period. If feasible, this group may be converted into a "Core Group" to co-operate with ICAE in the implementation of important programs as and when needed. It is not considered necessary to over-structure this group so that other bodies can easily join hands from time to time for collective thinking and action.

(6) As part of the overall planning and programming exercise, the good work already started by ILSS should be taken into account. It appears that while ICAE will have to play a catalytic, co-ordinating and innovative role, more and more work will have to be carried out at the regional, national and local levels, if those practical activities that result in the actual reduction of illiteracy are to be kept central. Therefore, a policy of co-ordinated decentralization should be followed and the Regional Affiliates should be encouraged and enabled to take on greater responsibilities.

(7) In operational terms, ICAE may follow the principle of program-based partnership which in fact evolved with the evolution of ITFL's programs or projects. Depending on the nature and scope of a particular program, suitable agencies, institutions and individuals

should be invited to form a program-based cluster or team. The potential partners may include, among others, those NGOs that participated in ITFL projects (as indicated in the recommendations in Section 15) and whose specific areas of interest are now known, other NGOs that could not join ITFL, National Institutes of Adult Education or Literacy, Government Departments of Literacy or Nonformal Education, University Departments of Education or other allied fields, and international organizations like Unesco, UNICEF, UNEP and UNFPA. For every program or project, a competent and committed Program Co-ordinator may be nominated by ICAE either from its own staff or the ILSS network or from outside as External Program Co-ordinators. Similarly, program-based or project-based core funding should also be raised jointly by ICAE and other partners in a given program so as to share both academic and financial responsibilities.

(8) Insofar as the universities are concerned, it was noticed that their participation in ITFL was rather marginal and peripheral. On the other hand, the number of universities taking active interest in the problems of illiteracy and functional illiteracy has markedly increased both in developed and developing countries in the past decade or so. Similarly, the number of universities having special Departments of Adult Education has also greatly increased during the same period. Apart from these Departments, University Faculties of Education and other allied Faculties and Departments such as those of Psychology and Sociology have started taking action of varied types in the fields of literacy and adult learning. All these are academically strong and potential partners in the world-wide literacy movement. What is more, especially from the standpoint of ICAE, is that the universities in general and these Departments or Faculties in particular are essentially autonomous and non-governmental types of institutions. These features may allow the establishment of collegiality and co-operation around specific programs

of mutual interest somewhat more easily. It is therefore recommended that the Universities, their Faculties of Education, Departments of Adult Education, and other allied Faculties or Departments be more intimately involved by ICAE in literacy activities during the post-ILY period. Their collaboration should specifically be sought in promoting research, case studies and evaluation as well as in strengthening operational programs and materials meant for planners, organizers, trainers and grassroots instructors. The results of any collaborative studies may be widely disseminated through ICAE/ILSS Newsletters, journals and special publications to be brought out either directly by ICAE or through national and international publishers. It is further suggested that a beginning be made by collecting basic information through the Regional Affiliates about what some of the Universities have actually done in the recent past and which are the Faculties, Departments and individual specialists who are ready to join hands voluntarily with ICAE in the immediate future on a couple of well-selected projects having modest financial implications. These activities may then be gradually expanded to involve more Universities.

(9) The policy of "full partnership with funding agencies" as evolved by ITFL effectively through its successive international meetings is indeed promising in many ways. This policy should be pursued in future with similar collegiality and transparency. Without their support and advice an NGO like ICAE cannot fulfil its role effectively. But the support has to be earned in several different ways, including the policy of partnership. In doing so, the following suggestions and observations emerging from the analysis of ITFL experience in this respect may be considered for making certain minor modifications in this policy and corresponding practice:

(i) During the ILY period, the "full partnership" was confined chiefly to Core Funders. It is suggested that the

partnership of other funding agencies, besides Core Funders, should also be sought in pertinent programs in future.

(ii) Different funding agencies may have different policies with regard to their direct participation in the programs of receiving agencies. Hence, it is desirable to know the policy of a particular funding agency and expect the response from it accordingly.

(iii) Of those funding agencies who favour participation, they may not uniformly be able to take part in all pertinent activities and events because of other priorities, etc. This factor should also be kept in view in expecting their responses.

SECTION 5

SEVEN MULTIPURPOSE MEETINGS OF THE TASK FORCE

SEVEN INTERNATIONAL MEETINGS IN 40 MONTHS

1. Between October 1987 and February 1991, seven international meetings of ITFL were organized. Normally it is very difficult to hold so many international meetings within such a short period and to find funds for them. But this critical action was essential for the purpose of stimulating and mobilizing international NGOs and regional affiliates to undertake a variety of tasks related to ILY. ITFL succeeded in securing the minimum essential funds needed for this purpose from core funders and other agencies. The support received from the German Foundation for International Development (DSE), especially for the second, fourth and seventh meetings, was not only financial in nature, but also in the form of professional and organizational co-operation.

2. The meetings proved to be extremely beneficial in bringing a large number of NGOs together under the banner of ITFL for the cause of ILY. They helped the regional affiliates of ICAE to establish cohesion and mutual reinforcement among themselves, and to participate in international programs besides strengthen-

ing their leadership in regional level action. In particular, the African and Asian affiliates (AALAE and ASPBAE) strengthened local and regional work utilizing the occasions of the fourth and fifth meetings at Mombasa and New Delhi respectively. Unesco's intrinsic involvement in all seven ITFL meetings resulted in making the partnership approach a genuine reality. While some structural issues came up, (as discussed in Section 14,) on the operational plane, programs carried out together by Unesco and ITFL before and during ILY became possible and easy as a result of joint decisions made in these meetings.

3. Some details of the seven meetings are given in Table 5.

TABLE 5 PLACES, DATES, NUMBER OF PARTICIPANTS AND SPONSORS OF ITFL INTERNATIONAL MEETINGS			
Place of Meeting	Dates	Number of Participants	Sponsoring Agencies
1. Toronto, Canada	Oct. 17-19, 1987	25	CIDA, SIDA, NORAD
2. Berlin, Germany	June 5-10, 1988	32	DSE, CIDA
3. Chantilly, France	Dec. 10-12, 1988	25	CIDA
4. Mombasa, Kenya	Apr. 10-12, 1989	51	CIDA, DSE, NORAD, SIDA, UNESCO
5. New Delhi, India	Oct. 2-6, 1989	52	ASPBAE, CIDA, FINNIDA, NORAD, SIDA, OTHERS
6. Paris, France	Feb. 6-7, 1990	29	CIDA, SIDA, NORAD, FINNIDA
7. Bonn, Germany	Feb. 4-8, 1991	37	DSE, CIDA, NORAD

4. These meetings became an important forum for making a variety of policy decisions collectively and co-operatively. This process welded the members together for the common cause of ILY and resulted in planning and organizing a number of collaborative programs and projects of far-reaching consequences.

5. The **first meeting** held in Toronto in October 1987 brought together some 15 representatives of international organizations involved in the literacy movement, funding agencies, Unesco and Unesco Institute for Education. This group gave shape to the Task Force; identified ways of working together prior to and during ILY; and established a strong nucleus to initiate and strengthen the participation of NGOs and related agencies worldwide to respond to the call of UNO and Unesco pertaining to ILY. In addition, the meeting initiated a dialogue with the communications specialists in order to understand how to secure active and continuing support of the press and media to promote the global observance of ILY. Specific programs involving effective use of media subsequently followed. The dialogue with media specialists also became more or less a recurrent theme in subsequent ITFL meetings.

6. The **second meeting** was held in Berlin in June 1988 with the support and professional co-operation of the German Foundation for International Development (DSE). This meeting enlarged the membership of ITFL and their participation; and moved from general objectives to a four-fold strategy as discussed in Section 4 of this report. It designated ICAE as the International Coordinating Office of ITFL, charging the office with responsibilities of implementing and monitoring the plan of action and production of a quarterly newsletter — which eventually became a unique newsletter as explained in Section 11. While the four-fold strategy became a binding thread for the functions of ITFL, as many as 71 tasks listed under these four areas turned out to be too numerous to concentrate on either by the

members of the Task Force or by the Co-ordinating Office.

7. The **third meeting**, organized at Chantilly near Paris in December 1988, accepted the additional objective of learner involvement and produced a special "Declaration on Learners' Involvement in ILY" (Annex 9). It also developed and detailed important international programs including the Media Pre-Launch and Book Voyage. A steering group for ITFL was also identified in this meeting, although this structural arrangement did not function effectively. Details on the appraisal of these new programs as well as structural aspects are given in different Sections of this report.

8. At the **fourth meeting** in Mombasa in April 1989, literacy learners were invited for the first time and their participation in literacy movements and in ILY was sought. Various decisions were also made about ITFL's participation in the World Conference on Education for All (WCEFA) which was to take place in March 1990 in Jomtien, Thailand. The meeting was hosted by the African Association for Literacy and Adult Education (AALAE) and an important decision of creating an African Centre for Literacy was taken. Action on implementing this proposal was subsequently initiated by AALAE. This project has to be taken further as a concrete follow-up of ILY. The support provided by DSE in organizing this meeting proved to be very valuable.

9. The **fifth meeting** took place at Suraj Kund near New Delhi in October 1989. The India/South Asia Co-ordinating Office of ITFL took the lead in organizing this meeting. The Sub-regional Co-ordinating Office succeeded in securing partial financial and professional support from the Department of Education, Government of India, the Indian National Literacy Mission, India Office of Unicef, and the Asia South Pacific Bureau of Adult Education (ASPBAE). The meeting carried forward the dialogue started earlier by ITFL regarding

ways and means of involving media in the national and international literacy movements. It also made a concrete proposal regarding the evaluation of the impact of ITFL. Furthermore, it carried out effectively the preparatory work for the international launching of ILY together with the ICAE World Assembly which was to be held in January 1990 in Bangkok and discussed various issues including women's literacy and ITFL's participation in the WCEFA conference. The decision about the evaluation of ITFL's experiences and impact was carried forward by the International Co-ordinating Office and has resulted in this evaluation report. Yet another outcome of the meeting was the preparation of a Declaration entitled "The NGO's Call for Action on Literacy" (Annex 10).

10. The sixth meeting held at short notice in Paris in February 1990 was different from the rest. It was a special meeting and was chiefly called to discuss various issues about the management structure of ITFL. Further details and observations about the decisions made in this meeting are given in Section 14 on structural and organizational aspects.

11. The seventh and last meeting was held in Bonn in February 1991 in co-operation with DSE as before. The Year 1990 was fully used for the implementation of programs and not for meetings. As the mandate of ITFL officially ended on June 30, 1991, this was a concluding meeting and hence it prepared a Statement of Principles for the future entitled: "From Awareness to Action: Building the Literacy Decade" (Annex 11). This meeting of ITFL provided an opportunity for holding two meetings of its Evaluation Committee as funds were otherwise not available to hold its meetings. The evaluation plan was also discussed by the full meeting of ITFL.

MOVING FROM AN AD-HOC TASK FORCE TO A MORE PERMANENT SUPPORT SERVICE

12. As the seventh meeting was the last international meeting of ITFL and as ILY was just over, the members were eager to know what would happen when ITFL's mandate would end on June 30, 1991. In this connection, a proposal was placed before the meeting on behalf of ICAE by Dr. Budd Hall and Ms Patricia Rodney to establish an International Literacy Support Service (ILSS) based on the existing regional networks of ICAE. A summary of the proposed objectives, structure and functions is given in Annex 14. The meeting discussed various features of ILSS and considered it to be a viable proposition for moving from a time-bound task force to a relatively more permanent support service. The indications in the questionnaires to donors and the trend of personal discussions with some of them are in favour of this idea.

13. Another proposal received by the last meeting of ITFL pertained to an EFA Network. This was in relation to the follow-up of the Jomtien Conference on Education for All (EFA). Since this proposal was not foreseen by the planners of the ITFL meeting, it created some difficulties and differences in handling it. As mentioned in the report of the seventh meeting, the proposal, which involved a range of concerned parties in the area of education including United Nations bodies and government organizations, was somewhat beyond the scope of the ITFL meeting. Nonetheless, the meeting observed that the proposal of the EFA Network was not an alternative to ILSS, but complementary to it and that the former could be examined further by individual NGOs.

14. Yet another important outcome of the last ITFL meeting pertained to media involvement in ILY and in ITFL activities following the experience of Masato Tanaka of the Yomiuri Newspaper Company. In fact, this issue was discussed in the very first meeting of ITFL and

several actions were taken in this regard at the international and national levels besides recurrent discussion in almost every subsequent meeting. As a result of three years of work in this area, Mr. Tanaka observed that the interest of the general public on literacy issues diminishes quickly and unless some action is taken immediately to keep their interest alive on this issue, the ILY momentum would disappear. Mr. Tanaka cautioned the members of the meeting further and candidly observed: "One of the significant points is how to present relevant information to the public. The public is not interested in 'academic papers' no matter how splendid the contents are." Mr. Tanaka's experience concerning literacy and media in the context of ILY was case-studied as part of this evaluation exercise. This mini case study is included in this report in Annex 4. Also recommendations have been made for planning future work concerning media in Section 7.

15. Several other aspects of the ITFL international meetings such as place, duration, agenda, general organization, etc. were also evaluated on the basis of the trend analysis of both qualitative and structured data obtained through questionnaires and other sources. With regard to the choice of venue for the meetings, the general feeling was that they were all interesting places but five of them were in the North and only two were in the South where the problems of illiteracy are more severe. The duration of the meetings was found to be adequate by most of the members. The agenda was, however, found by some to be too open, sometimes unfocused, and having a big gap between the original and the actual agenda of the meetings. The attendance, the mode of conduct and the quality of discussions were considered to be very satisfactory. The reports of the meetings were found to be very valuable in planning programs by individual member organizations and in many other ways. Other aspects such as physical facilities and overall organization of different meetings were also adjudged as highly satisfactory.

SUGGESTIONS FOR FUTURE ACTION CONCERNING MEETINGS

16. Based on the analysis of performance of ITFL meetings, the following suggestions and observations are made for future action.

(1) The ITFL experience has clearly shown that periodical international meetings of NGOs and other collaborators are most essential for planning collective action and reviewing progress, for discussing and developing innovative projects, and for building solidarity and motivation to maintain the tempo of work in a difficult field like literacy. Without such meetings a strong network of like-minded NGOs, funding partners and other bodies created during the ITFL period would become weak and even disintegrate with the passage of time. Furthermore, ICAE and ILSS will need continuing co-operation and support of other agencies and institutions to make an adequate contribution of NGOs in the world-wide struggle against illiteracy, functional illiteracy and under-development during the post-ILY period. On the other hand, frequent international meetings are indeed very costly. In the light of this, it is proposed that the frequency of international meetings be reduced from an average of one in six months as it happened during the ITFL period to, say, one in 18 to 24 months. The international meetings of NGOs may be followed up by regional, subregional or national meetings which would also be needed to sustain and strengthen literacy action at different levels. The periodicity of these meetings would vary from region to region.

(2) For the international and other meetings, active co-operation and financial support of Funding Partners like CIDA, DSE, Mott Foundation, SIDA, NORAD and others who have made valuable contributions during ILY should be sought. New sources of funding should also be explored as time passes. With the reduction in the periodicity of international meetings as proposed in

paragraph (1) above, the funds required for this activity would be correspondingly less. Moreover, as stated in Sections 4 and 15, the proven competence of DSE in organizing such meetings most efficiently (besides providing financial support) should be sought in order to optimize the outcome and impact of such meetings. This may particularly be done for the first international meeting of the new cycle as stated in Recommendation 5 of Section 4.

(3) The international meetings may identify a set of core functions for its agenda besides other items of responsibility which may vary from time to time. The core items on the agenda may include such tasks as the review of the actual reduction of literacy in different regions, the International Literacy Watch, progress made in functional literacy, a review of success being achieved in enlisting media support, and strategies of strengthening linkages between literacy and development.

(4) Only two out of seven ITFL meetings could be held in developing countries due to various practical reasons. It is suggested that a better balance be maintained with regard to the venue of future meetings as the problem of illiteracy is much more severe in developing countries and also because these meetings generate a renewed drive and motivation, as a concomitant outcome, in the developing countries and regions where they are held.

SECTION 6

PRE-LAUNCH OF ILY — A GLOBAL EVENT FOR ADVANCE ACTION

WORLD-WIDE ANNOUNCEMENT: AN INNOVATIVE APPROACH USING MEDIA

1. At its third meeting in Chantilly, France in December 1988, ITFL decided to organize a world-wide media pre-launch in co-operation with the members of the Task Force, local and national media, and other non-government and government agencies. The two chief purposes of the pre-launch were:

- (i) To announce ILY 1990 well in advance on a large scale thereby launching the mobilizing activities required to make it a success; and
- (ii) To call on the media and the public to get involved in ILY activities.

2. This decision was put into effect in co-operation with Unesco. Extensive preparatory work was carried out with the help of a number of agencies and the global event of holding news conferences simultaneously on one and the same day in many parts of the world took place on March 2, 1989. In Japan it took place on March 15. Such an innovative, world-wide task required special skills and technical know-how to carry it out effectively and on schedule. Therefore, a public relations firm, Hill and Knowlton Inc. in Toronto was contracted

to execute the project together with ITFL.

3. The main idea was to hold press conferences in different parts of the world on the same day for mobilizing newspapers, radio and TV to inform the public at large about ILY. This was an effort to create awareness among them about the problems of illiteracy in the world and the need for their involvement in a global literacy crusade.

MEDIA KIT: THE CENTREPIECE

4. One of the important aspects of the preparatory work was the development of a standard media kit including relevant materials for the media, and supplying them to different locations world-wide. Local organizers of the event were encouraged to adopt, adapt and supplement the standard kit, prepared internationally, so that relevance to the local media was optimized. The report presented to ITFL by Hill and Knowlton Inc. indicated that local materials highlighting local and national scenarios in literacy were added to the standard media kit by the organizers in the various locations, and distributed to the press and invitees of each news conference for information and large-scale dissemination through different media.

5. The standard press kit contained:

- a press release;
- background documents on ITFL;
- background material on the literacy movement; and
- a full listing of the press conference sites and pertinent details.

The kit was made available in English, French and Spanish. In addition to this printed material, a 9-minute video was prepared and provided to each location specifically for the event. The objective was to supplement the printed material and to introduce ILY 1990 to the attending media to inform them about the international context within which the local, national and

regional efforts were to be situated. The video was also dubbed into three languages, English, French and Spanish, and featured brief statements by the following spokespersons:

- Federico Mayor, Director General of Unesco
- Dame Nita Barrow, President of ICAE and ITFL Representative
- A learner from Bombay representing learners
- James Duffy, President, Capital Cities, ABC News Network U.S.A.

TABLE 6	
LOCATIONS BY REGIONS WHERE MEDIA PRE-LAUNCH PRESS CONFERENCES WERE HELD ON MARCH 2, 1989	
Region	Location and Country
1. Africa	1. Harare, Zimbabwe 2. Nairobi, Kenya
2. Arab Region	20 Arab States through satellite transmission in Tunis, Tunisia
3. Asia	1. Delhi, India 2. Dhaka, Bangladesh 3. Jakarta, Indonesia 4. Islamabad, Pakistan 5. Macao, (Macao) 6. Tokyo, Japan*
4. The Caribbean	1. Castries, St. Lucia 2. Kingston, Jamaica 3. St. Michael, Barbados
5. Europe	1. Copenhagen, Denmark 2. La Palma, Spain 3. Moscow, U.S.S.R. 4. Paris, France 5. Prague, Czechoslovakia
6. Latin America	1. Managua, Nicaragua 2. Mexico City, Mexico 3. Quito, Ecuador 4. Santiago, Chile 5. Sao Paulo, Brazil
7. North America	1. Montreal, Canada 2. Ottawa, Canada 3. New York, U.S.A. 4. Winnipeg, Canada
Source: Report of Hill and Knowlton Inc. Toronto to ITFL *Japan held the pre-launch event on March 15, 1989	

SIMULTANEOUS PRE-LAUNCH AT 26 LOCATIONS

6. As stated earlier, news conferences were held concurrently in 26 cities from all regions as shown in Table 6.

7. It may be noted that most of these locations are state capitals and the satellite transmission from Tunis went to 20 Arab States. Such a novel strategy became effective in many ways. Each conference location secured attendance of local and national press. Key personnel from the government and educational organizations participated in local events. Throughout the preparation and execution of the program, Unesco personnel, ITFL member organizations and other NGOs were intimately involved.

LITERACY LEARNERS AT NEWS CONFERENCES

8. One of the highlights of the news conferences was that at many places one or more literacy learners were invited to attend. They were placed on the conference program as speakers together with political dignitaries, educational officers and Unesco representatives. The learners attended these events, spoke and gave statements to the media. The involvement of literacy learners in the news conferences caught the imagination of correspondents who interviewed them, published their life histories in newspapers, and highlighted their statements and stories in TV clips and radio broadcasts.

IMMEDIATE IMPACT: UNESCO'S OBSERVATIONS

9. According to the report of Hill and Knowlton Inc., media coverage of this communication on March 2 and soon thereafter was substantial on both local and national levels. The print as well as broadcast coverage in India, Tunisia, Mexico, the Caribbean, and South America was positive and widespread. Major television and radio stations featured clips of the pre-launch events. Newspapers continued to mention the events for up to one week following the pre-launch. Further impact was generated as a result of television programs, radio

interviews and newspaper articles on literacy. Although it is difficult to make a precise judgement regarding the number of people reached through all these channels of mass communication and in so many countries, it is not difficult to conclude that the number should undoubtedly run into the millions, encompassing practically all walks of life.

10. While the impact in the developing countries and regions was extensive and substantial, that in industrialized countries was moderate to minimal. For example, Hill and Knowlton Inc. indicated in its report that although the media attendance at the press conferences in Paris, New York, Ottawa and Montreal was favourable, the actual media coverage that occurred as a result was not that encouraging. This experience has many lessons for the future on the issue of generating interest in literacy among the media in industrialized countries.

11. Unesco as a lead agency of the United Nations for ILY cited this activity of ITFL as "an outstanding example" in the report that the Director General of Unesco presented to its General Conference (25 C/72) in October 1989. The rating of the members of ITFL who participated in this activity was also high. During his interview, John Ryan, Chief of the ILY Secretariat in Unesco observed:

"The pre-launch of the Year was a big success if we take into consideration the limited funds and the number of people working for the ITFL. To have done that in so many capital cities at a time is something extra-ordinary."

12. For the ITFL Co-ordinating Office, the experience of working with media through this activity was found to be very useful when organizing the media colloquium in June 1989 following the pre-launch. These two programs provided an important opportunity to ITFL and ICAE to draw valuable lessons for the future and develop further contacts and related activities in order to strengthen the role of media in the coming years. Some

suggestions in this regard are included in the next Section which is also devoted to the experience with media in the context of literacy.

SECTION 7

MEDIA COLLOQUIUM: INVOLVEMENT OF MEDIA LEADERS TO FOCUS ON ILY

ANOTHER INNOVATIVE ACTION TOWARDS MEDIA INVOLVEMENT

1. In co-operation with Unesco, ITFL organized the International Media Colloquium on Literacy on May 16-17, 1989 at Unesco Headquarters in Paris involving 24 media leaders and others. This was the second major initiative by ITFL involving the media after the international media pre-launch (examined in the previous Section) as part of the preparatory activities for ILY. The purpose of the colloquium was to consult media leaders, and to learn how to mobilize media and stimulate their participation in global literacy efforts. In his welcome address, Budd Hall, Secretary General of ICAE, speaking on behalf of ITFL, clarified the objective of the colloquium when he said, "*We are very much looking forward to hearing from you the people who know how communication happens, who can help us to shape the messages, who know how to reach the public and the policy makers.*" (P.4, ITFL Report of the Colloquium)

CO-OPERATION OF SOME WORLD MEDIA LEADERS ACHIEVED FOR ILY

2. The strategy of organizing the world media to discuss ILY 1990 was found to be very innovative. Instead of ITFL or Unesco signing a letter of invitation, some key senior leaders in the media were involved as conveners. They signed the letters of invitation to their counterparts in the media. This approach appears to have generated a better sense of participation and a greater concern for ILY among media leaders. Those who signed the letter of invitation included:

- Mr. James Duffy, President, Capital Cities ABC, U.S.A.
- Mr. Michael Reupke: Editor-in-Chief, Reuters, U.K.
- Mr. Shiv Sharma: Director General, Doordarshan, India
- Mr. Henrikas Yushkiavitshus: Vice-Chairman, U.S.S.R. State Radio and Television, U.S.S.R.
- Mr. Paddy Sherman: Chairman, Southam News, Canada
- Mrs. Eurfron Gwynne-Jones: Controller, Educational Broadcasting - BBC, U.K.
- Mr. Yosoji Kobayashi: President, The Yomiuri Shimbun/Nippon Television, Japan

3. Those agencies that participated in the colloquium and presented either case studies or oral information about their experiences and observations are given in Table 7.

TABLE 7
MEDIA AGENCIES INVOLVED IN THE
INTERNATIONAL COLLOQUIUM

Country	Agency
1. Australia	Australian Broadcasting Corporation
2. Brazil	T.V. Globo
3. Canada	Southam News
4.-5. France	Agencia E.F.E. Inter Press Service
6. India	Doordarshan TV
7. Japan	Yomiuri Shimbun
8. Kuwait	Kuwaiti News Agency
9. Nicaragua	Radio Sandino
10. Nigeria	News Agency of Nigeria
11. Pakistan	The Daily Nation, Newspaper Company
12. Senegal	Agence de Presse Sénégalaise
13.-14. United Kingdom	British Broadcasting Corporation Reuters
15.-17. U.S.A.	Capital Cities, ABC The Washington Post
18. U.S.S.R.	United Nations U.S.S.R. TV

4. It is evident from the list of co-conveners given earlier, and the names of media networks presented in Table 7 that ITFL, together with Unesco, eminently succeeded in attracting top media leaders to generate a dialogue around literacy and ILY. It may also be mentioned that, apart from ITFL's participation, there was a strong contingent from Unesco including, Mr. Federico Mayor, Director General; Mr. Collin Power, Assistant Director General for Education; Mr. G. Koutcharenko, Director, Division of Primary Education, Literacy and Adult Education and Education in Rural Areas; Mr. John Ryan, Chief, Unesco Secretariat for ILY and other specialists from the ILY Secretariat including Ms Leslie Limage, Ms Maria Luisa Jauregui de Gainza and Ms

Cilla Ungerth Jolis.

5. Participation of such an experienced and expert group in the colloquium resulted in the discussion of basic ideas and principles, exchange of information around experiments and case studies, and consideration of practical suggestions on how to work with and through media in the field of literacy. The rating of ITFL members who were conversant with this program was high.

MULTIPLE IMPACT: THE CASE OF YOMIURI SHIMBUN IN JAPAN

6. The colloquium appears to have generated some immediate impact as well as long-range effects. It is too early to appraise the latter, and more importantly it requires further follow-up work during the current decade to take full advantage of the outcomes of the colloquium. Some recommendations made at the end of this Section are related to this matter. It is difficult to attribute a particular follow-up action exclusively to the colloquium. Also all media agencies that participated in the colloquium could not be studied on account of financial and other constraints. However, what happened with Yomiuri Shimbun was critically examined by conducting a mini case study in co-operation with Mr. Masato Tanaka of the Yomiuri Shimbun and Dr. Motoyo Kamiya of the ITFL Co-ordinating Office. This could be done without incurring any special cost. The mini case study presents a striking example of positive action. It may be noted that the Yomiuri Shimbun, and in particular its President Mr. Yosoji Kobayashi, was closely associated with the colloquium right from the planning phase by Unesco and ITFL. Mr. Kobayashi was one of the co-conveners of the colloquium and a signatory of the letter of invitation. Two of his journalists, Mr. Susumu Taniguchi and Mr. Toshio Ikemura participated in the colloquium. At the invitation of President Kobayashi, Mr. Masato Tanaka undertook the major responsibility of the "Yomiuri Shimbun Literacy Campaign" together with a team of about 20 reporters.

Under this campaign, a number of important activities were taken up. For example,

(1) The newspaper alerted millions of its readers about its action plan and announced that it would carry out a literacy promotion campaign in preparation for ILY-1990.

(2) This was followed by front-page articles on ten consecutive days in the Yomiuri Shimbun, the newspaper which has the largest circulation in Japan (and perhaps in the world), and, as a result, a new level of awareness and understanding about the problems of illiteracy in Asia and in the world was generated in the Japanese public at large.

(3) As a calculated strategic action, the ninth article out of 10 published on consecutive days, was on the state of literacy in Japan. This created a great impact on the readership because, as Masato Tanaka noted in a case study, *"The fact that there are many people in Japan who can neither read nor write came as a surprise to the Japanese population. They have finally become aware that the problem of illiteracy is not just other peoples' problem."*

(4) The Yomiuri Shimbun and its English counterpart The Daily Yomiuri published several other articles, news items and special reports. Together they amount to about 100 pages of tabloid format. Other newspapers in Japan followed suit and published information on ILY and literacy reaching many more people. This was an unanticipated and important multiplier effect.

(5) The Yomiuri Shimbun did not necessarily campaign for collecting funds, they simply put a bank account number at the end of each of the ten initial articles published on ten consecutive days. This small initiative proved to be a good indicator of the effectiveness of the campaign. The interest of readers was directly reflected in the growing amount of spontaneously generated contributions. The intensity of this concentrated newspaper campaign had succeeded in capturing the minds and hearts of the readership. Within two months after the ten-day newspaper campaign, an amount equivalent to over 130,000 US Dollars was voluntarily contrib-

uted by readers.

(6) Over a period of two years from the time of launching "The Yomiuri Shimbun Literacy Campaign" they succeeded in collecting donations of 300 million Yen (About 2.5 million US Dollars). The campaign included some activities by way of providing support to certain Asian developing countries and conducting studies on the literacy situation in these countries.

7. Further information in this regard is presented in Annex 4 in the form of a mini case study which was carried out in collaboration with Masato Tanaka who took special interest in this activity and who attended the final meeting of ITFL as well as some other ITFL programs.

8. It is clear that what Japan did could not simply be repeated everywhere. But it does indicate, in concrete terms, how effective media support can be in various aspects of the overall literacy movement. There are many important implications that can be drawn from this experience and other similar experiences for future action.

9. As one of the major follow-up actions, the colloquium established six committees on selected issues and identified specific tasks to be undertaken by each committee. However, it was reported that this proposal did not materialize for various reasons.

10. ITFL worked on the programs and issues pertaining to media support in the literacy movement almost throughout the period of its existence. In particular,

- it initiated discussions on this issue in its very first meeting and held a special session inviting some media specialists in Toronto;
- it organized a media pre-launch as delineated in Section 6;
- it held a media colloquium as analyzed in this Section;

- at its fifth meeting held in New Delhi a special symposium on this subject was organized inviting local specialists as well as Mr. Masato Tanaka from Japan; and
- at its seventh and last meeting also, this subject was discussed with the help of Mr. Tanaka.

SUGGESTIONS FOR FUTURE ACTION CONCERNING THE MEDIA AND THE LITERACY MOVEMENT

11. Based on the appraisal of ITFL's work with media as presented in Sections 6 and 7, the following recommendations are made for future action.

(1) The novel approaches adopted by ITFL for both the media pre-launch and the international media colloquium succeeded in reaching millions of people from all regions of the world for the purpose of raising public awareness about literacy issues and informing them about ILY. The case study of the impact generated by Yomiuri Shimbun Newspaper Company in Japan gave further indications of success achieved by ITFL together with Unesco and other collaborators. This experience also reconfirmed the need and significance of modern media in multiple ways to strengthen the mass movement for the virtual elimination of illiteracy and functional illiteracy from the globe in the shortest possible time. In the light of this appraisal, it is recommended that a comprehensive plan of action on media co-operation in literacy should be prepared by ICAE, its Regional Affiliates and ILSS in consultation with Unesco and other bodies, and implemented effectively as an integral part of the larger action plan for the achievement of a literate world. To develop such a plan for media involvement in the global literacy crusade, ICAE may seek the help of (i) specialists in the modern means of mass communication, (ii) literacy specialists and practitioners from both developed and developing countries, and (iii) selected world media leaders including some of those who took part in the international media

colloquium. The media involvement plan should then be dovetailed into the larger plan when carrying out an exercise indicated in Recommendations 3 and 4 of Section 4.

(2) The support of media and its modern communications technology is absolutely essential to fulfil at least three major functions relating to the mass movement for literacy, namely, (i) promotional, (ii) motivational, and (iii) instructional. In this context, it is important to observe that ITFL's programs of the pre-launch and colloquium involving media were chiefly meant for the promotional function aimed at informing political leaders, social activists and the public at large about literacy issues and thus heighten their awareness, empathy and support for the literacy movement. Fulfilment of this function through a variety of pertinent activities is very critical and should therefore continue so that literacy is kept high on the national and international agenda (as mentioned in Recommendation 4 of Section 4). However, it is recommended that the other two functions should also be given high priority during the post-ILY period because the most central task during this period is not just awareness raising, but also to take pedagogical and motivational action aimed at the actual reduction and virtual elimination of illiteracy and functional illiteracy for the better development in all parts of the world in the 21st century. In the past decade or so, several countries have used radio, TV and videos for the motivational function. These concrete experiences and technological know-how should now be co-ordinated and disseminated widely by ICAE/ILSS in co-operation with Unesco and other agencies in order to strengthen national literacy movements in all countries, especially the developing ones. Similarly, with respect to the instructional function of the media, some countries have recently used newspapers, radio, TV, audio-cassettes as well as video-tapes for literacy, and more particularly for post-literacy learning. Publication of special newspapers for neo-literates, bringing out weekly broad-

sheets in general newspapers, TV programs to reinforce literacy skills or post-literacy learning, use of audio cassettes to improve reading skills, listening comprehension and social awareness are but a few examples in this regard. Moreover, when systematic programs for attacking the burgeoning problem of functional illiteracy as proposed in Recommendation 4 of Section 4 are launched with full strength, the multi-media support including VCRs, newspapers and other forms of print and electronic media will be necessary as an important input in generating decentralized mass education as well as self-directed individualized learning. As some promising developments have already taken place in the instructional function of media in literacy, post-literacy and functional literacy of youth and adults, it should also be consolidated, further promoted and disseminated according to the kind of technology available locally. All these aspects should be considered as part of the comprehensive planning and action as proposed in Recommendation (1) above.

(3) Yet another, and not so common, aspect of media cooperation in the literacy movement that may be explored, especially for promoting post-literacy and functional literacy programs, is to encourage selected media groups to conduct literacy surveys on the lines carried out by the Southam Newspaper Group in Canada in June 1987 which stimulated a series of significant actions on the part of governmental and non-governmental organizations across the country during the period when the world as a whole was, by coincidence, planning and preparing for the observance of ILY. It is suggested that ICAE may approach selected media agencies and encourage them to conduct similar surveys in developed countries, and if possible, in some developing countries as well, and gauge the nature and magnitude of functional illiteracy following the differential diagnosis approach based on critical life functions so that proper action can be taken by the governments, NGOs and enterprises to fight against this problem. The

methodology and other technical matters available in the Southam News publication, "Broken Words: Why Five Million Canadians are Illiterate" (150 Bloor Street West, Toronto), provide an excellent starting point for those agencies who wish to design and conduct such surveys. ICAE may also consult the Southam News, that participated in the ITFL's international media colloquium, whether it could host a meeting in Canada for those media agencies that would like to consider conducting such surveys and publicize findings through their newspapers and other means. If this proposal materializes, the possibility of promoting recurrent surveys of literacy and functional literacy, at least in a few countries to begin with, may be considered as part of the Literacy Progress Watch as mentioned in Recommendation 4 of Section 4.

(4) As one of the concrete and immediate actions in the field of literacy and media, it is proposed that ICAE/ILSS may take up a program of preparing three short handbooks on three major functions as described in Recommendation 2 above, namely, promotional, motivational and instructional. These are of course not to be treated as three water-tight compartments because they do have certain linkages. And yet, each has its own characteristic features and corresponding techniques which need to be highlighted. For the promotional function, aimed at raising public awareness and understanding regarding literacy issues, the ITFL experiences and materials can be profitably utilized together with similar experiences accumulated by several countries. For the other two handbooks, a good deal of material and related experiences have been generated in the past decade and more in different countries, as hinted in Recommendation 2 above, which again should be of great value to enrich the books by including in them concrete and practical examples. ICAE/ILSS may also encourage national agencies to translate them in their respective languages to increase the use and impact of the proposed handbooks.

(5) It was repeatedly pointed out in the first, fifth and seventh meetings of ITFL as well as in the international media colloquium that literacy leaders and organizers are generally not well conversant with the requirements of media and techniques of shaping media messages, etc. to take full advantage of the promotional function which in a way is a public relations activity using mass communication technology in its multiple forms. This gap in knowledge and know-how should be filled as early as possible in the post-ILY period by taking a variety of measures. As one of the measures, it is suggested that orientation seminars on this subject may be organized to sensitize literacy leaders operating at the national and sub-national levels about the media requirements to fulfil the promotional function. The handbook on this subject, proposed in Recommendation (4) above is another measure, but it can also be used for the seminars as background material. The seminars may be organized by various institutions as National Institutes of Adult Education, Government Departments of Adult Education and Universities in co-operation with those agencies that are in charge of newspapers, radio and TV. ICAE/ILSS may prepare basic materials needed to enrich such seminars utilizing international and regional experiences and encourage national agencies to strengthen this important component of national literacy movements.

(6) Through the instrumentality of ITFL, ICAE has widened its contact with the media world during the ILY period. This contact should be maintained, further strengthened and an informal network generated by ICAE/ILSS in order to ensure sufficient media support for the world literacy crusade. Towards this end, several concrete measures should be taken. For example, (i) A directory of media agencies and individual specialists who have demonstrated interest in literacy issues should be developed to build the proposed informal network. The directory may start with the inclusion of those who participated in the international colloquium and in the

panel discussions on media involvement held during ITFL meetings. In many countries there are newspaper and TV journalists and other media experts who have been taking special interest in the progress and problems of literacy. Their names may be gathered from ICAE's Regional Affiliates and other sources. (ii) Those media agencies and specialists that are included in the directory should be placed on the mailing lists of the ILSS Newsletter and such other periodical literature disseminated by ICAE and ILSS in order to maintain contacts and develop the eventual network. (iii) ICAE and ILSS may develop/strengthen in their Documentation Centres a special section containing actual exemplars of striking newspaper stories, special articles such as those serialized by the Yomiuri Shimbun Company, media kits for news conferences, TV clips, selected videos and such other materials. Around these materials, a variety of programs and activities may be generated to stimulate media co-operation in literacy in different national circumstances and scenarios.

SECTION 8

INTERNATIONAL LAUNCHING OF ILY BY NGOS

PREPARING FOR AND PROMOTING THE ILY LAUNCH

1. While the program of the pre-launch developed by ITFL was organized in 26 cities around the world through media as examined in Section 6, that concerning the actual launch of ILY in the beginning of 1990 was organized differently. The program comprised the following major actions:

- (i) Preparation of an action plan and a set of guidelines for NGOs to launch ILY;
- (ii) Promotion of national and regional level launch by NGOs throughout the world; and
- (iii) Organization of an international launch of both ILY and the Book Voyage by ITFL.

2. The first action was well taken. When ITFL held its fifth meeting at Suraj Kund near New Delhi in October 1989, one of the items on its agenda was to prepare an action plan including a set of guidelines for the ILY launch. The plan was focused on the ILY launch at the local, provincial and national levels, and on developing activities around the launch for a Decade.

3. For the second action aimed at promoting the ILY launch in different parts of the world, the ITFL Coordinating Office sent a circular letter to all ITFL mem-

bers in December 1989 giving suggestions and guidelines for the launch on the basis of the plan prepared at Suraj Kund. The suggestions pertained to:

- Major principles guiding ILY launch activities
- Time frame
- Guidelines for achieving maximum results
- Reporting and information-sharing for global impact
- Possible partners for successful launch events
- Core launch events

4. The response was varied. This is reflected in the questionnaire reply from members — 12 out of the 20 who responded said this work was done well, the others were not satisfied. Further analysis revealed that not all members of ITFL could follow the guidelines on account of the fact that the nature, scope and style of work of many member organizations were markedly different from the typical literacy organizations. However, there are indications that many of them would have participated in launching the Year in one form or another together with other agencies. Some of the regional and national organizations could undertake the launching more systematically. For example, the India/South Asia Office of ITFL organized an impressive opening of the Year on January 1:

- It organized a six-kilometer Learners' March in New Delhi on January 1, 1990. The March started from the Government of India's main office complex and ended at Raj Ghat, the memorial of Mahatma Gandhi.
- As many as 2000 literacy learners and school students took part in the march. In addition, there were senior government officials, educators and others. The wife of the then Prime Minister of India was the chief guest of the function.
- On the termination of the march at Raj Ghat, there was a special program of singing hymns and performing street plays focusing on problems of illiteracy.
- The launching ceremony was widely covered by TV, radio and the press.
- In the months that followed the launch, various

programs such as symposia on literacy and adult education, International Women's Day celebrations focusing on the problems of women's illiteracy, and distribution of ILY calendars were undertaken. These programs represented the efforts of NGOs and were complementary to the programs of the Government of India and a number of other agencies working in literacy at the provincial and local levels. The analysis and appraisal of these events with the help of photographs, reports, other documents and informal discussions with a few participants clearly showed the reflection of the main objectives and guidelines of ITFL, especially relating to (i) raising public awareness concerning literacy, (ii) involving literacy learners, (iii) increasing NGO visibility, and (iv) mobilizing media.

THE INTERNATIONAL LAUNCH AT BANGKOK: AN ACT OF FOSTERING GLOBAL SOLIDARITY

5. The ITFL's International Co-ordinating Office itself organized an international launch of ILY. Taking advantage of the plan of ICAE for holding its Fourth World Assembly from January 8-18, 1990 in Bangkok, ITFL prepared its plan to organize the international launch of ILY and also the official opening of the Book Voyage on January 12 at the Sukhothai Thammathirat Open University in Bangkok. It became a joint program of ICAE and ITFL.

6. Every four years, the General Assembly of ICAE attracts a cross-section of NGOs and others interested in literacy and adult education from all parts of the world. As a result, a number of member organizations of ITFL were present at the Bangkok Assembly and could take part in the opening of the Year as well as the launching of the Book Voyage. These particularly included all ICAE's regional affiliates, namely, AALAE, ARLO, ASPBAE, CARCAE, CEAAL and EBAE, besides the Canadian Co-operating Bodies and Unesco Representatives all of whom, among others, later played a promi-

ment role in the Book Voyage that continued throughout the Year.

7. The step of linking the international launch of ILY and the Book Voyage with the ICAE World Assembly turned out to be very useful and effective in many ways. It enabled ITFL:

- to secure active participation of about 500 delegates from some 100 countries spanning all regions of the world at one spot for launching the Year and commencing the Book Voyage;
- to involve hundreds of local participants from Thailand including teachers, students, specialists from the Department of Non-Formal Education, and others;
- to demonstrate, in concrete terms, the procedures of the Book Voyage to the representatives of the regional and national NGOs, (who were to take part in this program later), as several literacy learners present wrote their pages for the Book as part of the ceremony itself; and
- to do all this and more with minimal costs on the part of ITFL. To achieve this on such a grand scale without linking the two functions with the ICAE General Assembly would have been beyond the limited resources of ITFL.

8. The colourful open air festival was well-prepared and it reflected a mood of international solidarity to fight against the problems of massive illiteracy and functional illiteracy in the world. It also brought countries of individual regions closer together as participants had to work together as regional groups to prepare their regional banners and carry them in a procession and ultimately on to a specially erected stage on an open ground at the open university. Each banner, one from each of the seven regions of the world — Africa, Arab States, Asia and the Pacific, Caribbean, Europe, Latin America and North America — carried a well thought out statement of that region's view on literacy and development. The statement was read out to the large

FROM AWARENESS TO ACTION

gathering by a representative from each region. All these activities spontaneously generated a spirit of solidarity and unity of purpose among the participants of different nations within each region.

9. The impact produced on the host country, Thailand, was very visible not only during the launching of ILY and the Book Voyage, but also later during the Year. The participation of Her Royal Highness Princess Maha Chakri Sirindhorn in signing the Book was indeed a very special event for Thailand, as for the participants of many nations. The media coverage of the entire program was extensive. Furthermore, the involvement of the Department of Non-Formal Education as local organizer of all these functions and events appears to have generated a high degree of motivation for carrying out the Book Voyage program in Thailand very efficiently. Thailand produced a large number of writings by learners from all its regions and presented the huge collection to the ITFL Co-ordinating Office towards the end of the Year.



The African delegation at the World Assembly of Adult Education ushers in International Literacy Year in Bangkok, Thailand.

ACTION FOR THE FUTURE

10. The following suggestions may be considered for future action:

(1) The plan produced by ITFL in its fifth meeting held in October 1989 for launching ILY was perceived in the context of a Decade, not just the Year. It should therefore be followed up as part of an action plan for the post-ILY period about which a recommendation is made in Section 4. In the absence of a well-designed and comprehensive action plan for the post-ILY phase, much of the success achieved in Bangkok and in further work done during ILY-1990 may be lost.

(2) The strategy of linking ITFL's programs of launching the Year and the commencement of the Book Voyage with ICAE's World Assembly has shown how literacy activities can be made cost-effective and how such a strategy can result in ensuring indirect and invisible financial support. There is a lesson to be learned from such a strategy for the purpose of multiplying activities and impact with limited resources. It is recommended that for future programs and activities of ICAE, ILSS and national level NGOs in literacy, a deliberate attempt should be made to (i) seek co-operation with other pertinent agencies—governmental, intergovernmental or non-governmental—for particular programs; (ii) work out a partnership that includes both academic and financial responsibilities; and thus, (iii) generate optimum possible indirect and invisible financial as well as human resources to get the maximum out of the available resources which, as experience has shown with regard to the cause of literacy, are generally insufficient compared to the actual need.

SECTION 9

LEARNER INVOLVEMENT: AN UNFORESEEN GOAL FACED BY ITFL

EMERGENCE OF AN ADDITIONAL GOAL

1. Since this evaluation is not confined to only the original goals of ITFL, what happened as a result of accepting a new goal not initially foreseen or systematically planned for is included for appraisal.

2. At the first two meetings of ITFL, the goal of involving learners in ILY activities was not clearly visualized and structured by ITFL. Neither in the initial objectives formulated nor in the four-fold strategy adopted by the Task Force during these two planning meetings did the idea of involving learners in any significant way come up for serious discussion. It was in the third meeting held in Chantilly, France in December 1988 that Mr. Henry Enns, the representative of a new member of the Task Force, Disabled Peoples International (DPI), presented this idea forcefully on the basis of his first-hand experience. He cited the involvement of disabled people world-wide as a major factor contributing to the success of the International Year for the Disabled.

3. The proposal created a mixed reaction at the outset: immediate acceptance by some, an uncommitted acqui-

escence by others and mild skepticism by yet others. It was not because anyone was basically opposed to the desirability of involving learners, but because most people did not know how to involve them in a meaningful manner that the reaction was ambivalent. The situation of the disabled was seen as different from that of the illiterate. But Mr. Enns, with unqualified conviction, hammered the point hard with clear and cogent arguments, ultimately succeeding in convincing the Task Force to include a new goal in its agenda — involving learners in a significant way in the observance of ILY. Of course, there was always some involvement of learners in a good literacy program, but it was generally limited in scope. Even the Book Voyage project, being discussed at that time, had aimed at only certain forms of learner involvement. The third meeting developed a broader vision in this respect and began to see multiple, and even unconventional ways of learner involvement and participation in the literacy movement in general and in ILY in particular. A brief appraisal of what followed as a result indicates that Mr. Enns who attended that meeting, and Mr. Khalfan H. Khalfan who attended the subsequent meetings of the Task Force on behalf of DPI, rendered a great service to literacy learners world-wide.

IMMEDIATE ACTION AND IMPACT

4. What happened as a result of this unforeseen goal faced by ITFL? What lessons are to be drawn in planning and programming literacy activities in the future based on the experience gained so far in this important facet of the literacy movement world-wide? One thing that happened immediately, even before the termination of the third meeting, was a decision to produce a "Declaration on Involving Learners." Action was initiated at Chantilly to prepare a draft, and some further work was subsequently done on it. The final version of the Declaration is in Annex 9. It included various aspects of learner involvement including some concrete sugges-

tions for action at the international, national and local levels. The Declaration was distributed widely throughout the world and was highlighted in the subsequent meetings of ITFL, in newsletters and in other ways.

5. To be true to its own Declaration, ITFL invited eight learners to its fourth international meeting held in Mombasa in April 1989. This was the first ever direct encounter that ITFL had had with literacy learners in a formal, international setting. They were on the regular program and presented a lively panel discussion. On account of financial limitations, ITFL had to make compromises. It could invite only one learner from outside Kenya which was Canada, whereas seven others were local. These learners expressed their views and feelings concerning what literacy meant to them; what could they now do having acquired literacy; what was their plight earlier; and what problems they were still facing. To cite one among many examples, Majumaa Bakai, a female literacy learner from Kenya, told the ITFL members in Mombasa:

"I am pleased to be here. I must say that I did not have the luck to go to school. My father thought it was not important to send me to school, but since education for adults is being offered to us, I take advantage of that and I am learning a lot. I can now write my name, and that makes me feel proud and self-confident and also I am able to go to any part of Kenya on my own being able to read the directions.... One of the benefits that I have derived from literacy is that since I am a farmer I used to send my cashewnuts to the market and I was never sure if I got the just return from my product. Now that I know what the price is and I make sure that I am not cheated."

6. This new practice of inviting learners was continued by ITFL in its subsequent meetings and was adopted by ICAE in its Fourth World Assembly. At the Assembly, a few learners from Africa, the Caribbean, Canada and U.S.A., and other regions participated in various ways. This was something new and unique that happened for the first time in ICAE (which was responsible for estab-

lishing ITFL) in its own Fourth World Assembly. What was more, in the ceremony organized by ITFL in Bangkok for launching the Book Voyage, these learners remained in the forefront and became the first signatories of the Books which were then sent on a voyage in their own regions.

7. It is understandable that because of financial limitations or any other reason it may not be possible to involve learners in all kinds of international conferences on literacy and adult education. In fact, some thought needs to be given to the whole issue of learner involvement in the literacy movement over and above just learning. Some innovative practices need to be evolved about which several recommendations are made at the end of this Section. Because ITFL and ICAE involved learners in the Assembly and in the launching ceremony of ILY, it was considered important to gain further insight and evaluate the impact this participation had on the learners themselves. What happened to their families? What was the impact on their communities (and even countries when they are small)? All this is in addition to the impact on ITFL members and ICAE workers which was briefly examined in the previous paragraphs of this Section.

TWO CASES FROM THE CARIBBEAN

8. To understand the impact on these learners and their communities, (i) informal dialogue was carried out with them, (ii) some of the co-ordinators were contacted, and, on the basis of these dialogues, (iii) a mini case study was conducted as part of the illuminative approach to evaluation followed by this exercise. The mini case study, that was carried out in co-operation with Miriam Moulton-Campbell of Jamaica, included two such participants from the Commonwealth of Dominica and Jamaica and the findings are given in Annex 5. A few interesting and illuminating findings are cited here:

- Clemance Registe, a 59-year-old mother of 11 had an

urge to become literate at a late age, because, among other reasons, she wanted to carry out correspondence with two of her children living abroad.

- When she was selected to attend the Fourth World Assembly at Bangkok, some thousands of kilometers away from Dominica, naturally her whole family became jubilant. This feeling was also shown by the community. She was interviewed on the national TV and radio several times. This also resulted in spreading the message of ILY in the whole country. The small size of her country was favourable for her to produce such a nation-wide impact.

- Before she went to Bangkok, she met the Prime Minister and the Minister of Education. This again received good media coverage.

- On her return, she became an asset in the literacy movement in her community and country. More importantly, those who were illiterate and were hesitant to join literacy centres because of their age or status were motivated to learn how to read and write.

10. Further details of the two cases, Clemance Registe and Andrew Robinson, are in Annex 5. Interviews and informal dialogues with other learners and their coordinators who attended the fourth, fifth and seventh meetings of ITFL revealed that a somewhat similar impact was generated within their own settings and circumstances. For example, Robin Silverman, an active and dynamic learner from Canada who was involved in ITFL meetings, provided leadership in organizing the first International Learners' Conference which was held in Canada in May 1990 with the sponsorship and support of the Toronto Board of Education. The Conference followed the ITFL's endorsement regarding the importance of the role and participation of learners during ILY. While the international participants in the Conference were limited in number, the fact that adult literacy learners and neo-literates themselves showing readiness to shoulder certain responsibilities in the overall literacy movement is in itself a creditable feature. An

extended dialogue with two Canadians, Charles Campbell, a literacy learner, and Brad Monroe, a literacy specialist who is closely connected with a program of learner involvement, further confirmed that learners are deeply interested not only in meeting their counterparts from within the country as well as from different countries to share their views, experiences and problems, but also in making a significant contribution to the overall campaign against illiteracy through active participation and concrete action.

11. Apart from all these unforeseen, unplanned for and, in some ways, unconventional developments, it should be noted that the ITFL's project on the Book Voyage was also aimed at learner participation and involvement. This project had other dimensions as well, for example, community participation, awareness-raising and involvement of political leaders, etc. Nonetheless, learner involvement was one of its primordial objectives and it succeeded in involving thousands of literacy learners in different activities. While the analysis and evaluation of the Book Voyage Project is presented in Section 10, it is important to underline here its great value as a program of learner involvement. Similarly, in the program of the media pre-launch of ILY, learners were involved in news conferences, etc. as delineated in Section 8. The questionnaire analysis showed that out of 23 members, 17 felt that this goal was largely or very largely achieved, three rated it as fairly achieved and three as poorly achieved.

SUGGESTIONS FOR THE FUTURE CONCERNING LEARNER INVOLVEMENT

12. Involvement of learners in some small matters at a given learning centre, besides the process of learning itself, is indeed well-known. But the issue of learner involvement (i) in a variety of actions relating to the overall literacy movement, and (ii) at various levels — local, provincial, national and even international — is

relatively new. Furthermore, learner participation has been discussed and thought about extensively in theoretical terms, but the actual practice has not kept pace with theory. Evidently, the operational dimension is not yet fully understood, evolved and generalized despite the fact that most learners in literacy programs are youths and young adults besides some more mature adults — all of whom should have sufficient capacity and maturity to share and shoulder many and varied responsibilities of a literacy program. Since the issue of learner involvement came to the fore in ITFL, and as some interesting experience has already been gathered, a few recommendations emerging from the analysis of this experience and related matters are made for consideration and future action:

(1) Learner involvement in literacy activities, beyond learning as such, should be treated as an important and distinct dimension in future planning and programming of any literacy movement at the local, provincial and national levels. At the regional and international levels also, suitable ways of learner involvement should be worked out and practised.

(2) While there may be some clarity on theoretical aspects of participation and involvement of learners, there is need to understand and evolve practical, workable and concrete aspects such as: how to maximize learner involvement for the benefit of a literacy movement; in what ways and through what activities should learners be effectively involved; who should initiate action and how? It is therefore suggested that studies should be launched on the operational aspects of learner



Kenyan literacy learner and literacy activist Magdalene Gathoni greets His Excellency Javier Peres de Cuellar at IIN Headquarters in New York for the Book Voyage closing ceremonies.

it with the help of innovative literacy practitioners, university personnel and learners themselves. Tested knowledge in the form of successful models and case studies should be developed. Action plans thus evolved should be disseminated in the handbook in order to place learner involvement on a firm footing.

Participation should not only include the do-internal efficiency" of education such as needs assessment, curriculum development and evaluation (self-evaluation and participatory evaluation), but also encompass various aspects of external relations: policy debates and planning, management, advocacy, motivating and mobilizing new learners, monitoring attendance, and overall community development. The pros and cons of such broad-based participation should be critically examined, suitable practices identified and their effective implementation encouraged. Adult learners — past and present — collaborating in the responsibility of promoting literacy, education and development.

There will be variation in the degree of involvement and participation in different communities and different countries, industrialized and developing, at least at the initial stage because of varying factors, forces and local realities. Any overdoing in this respect or expecting too much from learners might eventually prove to be counterproductive. If any such thing happens, a potential development that has emerged from ITFL's experience, for instance of ILY may experience a setback. Significant variation in the degree of responsiveness in this regard should be expected as a natural phenomenon, especially where such a new culture of responsibilities and power does not exist. The situation should be handled with patience and tact with a view to gradually strengthening this new dimension for the benefit of learners, animators, administrators and all concerned.

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(5) In the ultimate analysis, adult learners of literacy, post-literacy and further education have to practice increasingly more self-learning and self-directed learning, eventually taking the responsibility of their learning and development on their own. This element should also be built into the goals and processes of learner involvement. Promotion of autonomous learning for one's self and in one's family should be included as one of the goals of learner involvement.

(6) Finally, the goals and processes of learner involvement should be included in the post-ILY plan of action by ICAE and the regional organizations affiliated to it. The experience gathered so far by ITFL is valuable and should be utilized and expanded. Innovative and effective procedures of learner involvement should be developed further and disseminated through various activities such as seminars, study groups and publications. Unesco may also consider building this aspect more systematically into their programs of literacy and basic education for all. Ultimately, the national and local level NGOs as well as government departments of adult education should incorporate this dimension into their programs either independently or in co-operation with ICAE/ILSS, their regional affiliates and Unesco.

SECTION 10

THE BOOK VOYAGE: AN INNOVATIVE GLOBAL PROJECT

AN INNOVATIVE IDEA THAT GENERATED WORLD-WIDE ACTION THROUGHOUT ILY

1. From all the different types of evidences and experiences gathered about the Book Voyage, it can be said that this project of ITFL turned out to be highly innovative and exciting. It was a very appropriate and efficacious project for serving the multiple goals of ILY as well as ITFL. The experiences and outcomes of the project appear to have great value and can be profitably utilized for evolving future action in literacy and post-literacy both internationally and within individual nations. This is not to say that there was no scope for further improvement of this project. But the overall impact of the project was found to be highly positive and amply rewarding. At least in some countries like Canada, Kenya and Thailand, and in international organizations like Unesco and UNO, the activities generated by this project were simply remarkable.

2. The actual implementation of the project, which was described as Phase 1 by the ITFL Co-ordinating Office, started on January 12, 1990 in Bangkok and ended on December 10, 1990 at the UNO Headquarters in New York. In all, 56 countries from all regions of the world took part in the Book Voyage according to the count of the Co-ordinating Office as shown in Table 8.

TABLE 8
COUNTRIES THAT PARTICIPATED IN THE
BOOK VOYAGE

REGION	COUNTRIES
1. Africa	<ol style="list-style-type: none"> 1. Botswana 2. Burundi 3. Kenya 4. Lesotho 5. Madagascar 6. Sierra Leone 7. Uganda 8. Zaïre 9. Zambia
2. Asia and the Pacific	<ol style="list-style-type: none"> 1. Australia 2. India 3. Japan 4. South Korea 5. Thailand 6-16. South Pacific countries (Kiribati, Nauru, Nuie, Solomon Is., Vanuatu, Tonga, Tuvalu, Cooks Is., Suva, Fiji, Tokelau)
3. The Caribbean	<ol style="list-style-type: none"> 1. Antigua 2. Dominica 3. Jamaica 4. Martinique 5. St. Kitts 6. St. Lucia 7. St. Vincent and The Grenadines 8. Trinidad and Tobago
4. Europe	<ol style="list-style-type: none"> 1. Belgium 2. Ireland 3. Netherlands 4. Norway 5. Switzerland 6. United Kingdom
5. Latin America	<ol style="list-style-type: none"> 1. Argentina 2. Bolivia 3. Brazil 4. Colombia 5. Costa Rica 6. Chile 7. Ecuador 8. El Salvador 9. Guatemala 10. Honduras 11. Mexico 12. Nicaragua 13. Peru 14. Uruguay 15. Venezuela
6. North America	<ol style="list-style-type: none"> 1. Canada (Regroupement, MCL) 2. United States
Total	56 countries

3. It may be noted from Table 8 that apart from many large- and medium-sized countries, a number of small countries took part in the Book Voyage — an NGO initiated international activity. This is significant because sometimes small countries of the Caribbean, and especially those of the South Pacific remain untouched by certain global activities. This project, however, succeeded in reaching those small countries also and thus contributed towards taking the message of ILY to them.

EVOLUTION OF THE PROJECT

4. It was in the second meeting of ITFL held in Berlin that this project started taking shape and was mentioned in the meeting's report as one of the components of a package of actions aimed at achieving the objective of "Creating Public Awareness." In the third meeting, the idea was developed further and its relevance to the newly adopted objective of "Involvement of Learners" recognized. In the fourth meeting of ITFL, this extraordinary idea of the Book Voyage took a fuller shape as a major international project, and its planning and preparatory work was carried further by the ITFL Co-ordinating Office. Specific operational details thus emerged were placed before the fifth meeting for making certain final decisions. It was through such collective action of ITFL members and the Co-ordinating Office that a systematic evolution of this innovative project took place for world-wide implementation. Action on fundraising was also concurrently taken. Unesco, a number of NGOs, and their field functionaries extended a great deal of co-operation in implementing the project throughout the period of ILY.

5. An evaluative analysis of the planning and implementation processes as well as a variety of materials produced at different levels in connection with this project tends to show that the project succeeded in making an effective contribution towards achieving both political and pedagogical objectives of ILY. The Book Voyage achieved an extensive range of participa-

tion in ILY activities as indicated in the next sub-Section. It also became an effective tool in the process of awareness-raising as well as giving greater visibility to ILY and to literacy issues. Simultaneously, it served significant pedagogical aims as indicated in subsequent parts of this Section. In achieving all these, Patricia Rodney, Co-ordinator of the ITFL Office made a notable contribution together with a world-wide network of individuals and institutions including all co-workers in ITFL/ICAE and a large number of regional and national agencies, local literacy centres and contact persons.

AN EXTENSIVE RANGE OF PARTICIPATION ACHIEVED

6. In operational terms, the Book Voyage, as an ILY activity, was designed to ensure active participation of learners by way of creating for them an opportunity of expressing in their own words their realities, desires and concerns, and compiling their writings and other forms of expression in book form. The book or a number of books with blank pages to be filled by neo-literates were not to remain at one place but were to undertake a "Voyage" from literacy centre to literacy centre, from village to village, country to country, and, ultimately, to the United Nations Organization towards the end of 1990. As planned by ITFL, a book composed of an international selection of literacy learners' voices expressed by written words was to end its voyage at the United Nations Headquarters in New York, the very place where the resolution for observing 1990 as ILY had originated in 1987. Thus the program of the Book Voyage had local, national and global dimensions.

7. The ITFL Co-ordinating Office had visualized three main phases of the project.

Phase 1: International launching of the Book Voyage in the beginning of 1990 and actual "voyaging" of books in various parts of the world in the course of the Year.

Phase 2: Final ceremony of presenting the commemorative book compiled from the writings selected from all regions of the world to the Secretary General of the UNO, Javier Perez de Cuellar, in New York on December 10, 1990, Human Rights Day, to mark the end of International Literacy Year.

Phase 3: Publication of a global book containing a selection of writings of neo-literates across the world, entitled "Words are what I've got."

8. However, the evaluation of processes and materials of this project revealed that the above phases starting with "International Launching of the Book Voyage" were in fact the three major phases of what might be called the implementation stage of the project during and after 1990 and that there was a distinct preparatory stage before the beginning of 1990.



Literacy learner Magdalene Gathoni signs the African Book at the official launch of the Book Voyage in Bangkok, January 1990.

THE PREPARATORY STAGE

9. Apparently, this stage was not divided into different phases. Nevertheless, the process evaluation of the preparatory stage showed that the good work carried out during this stage paid rich dividends in making the implementation stage effective and successful. Some of the major steps taken during the Preparatory Stage prior to 1990 are stated below as examples:

- As indicated earlier, the idea that grew during the second and third meetings of ITFL was further evolved into a full-scale project in the fourth meeting and made operative in the fifth meeting.
- A drive for fundraising for the Book Voyage was also concurrently initiated, especially by Budd Hall and Yusuf Kassam in co-operation with ITFL/ICAE staff. This work continued throughout ILY and even a little beyond.
- A well-designed brochure in the form of a guide on the Book Voyage was produced in English, French and Spanish to help literacy groups understand the operational procedures of implementing the project.
- The brochure was sent to some 8000 agencies across the globe and was distributed to many other institutions and individuals as part of streamlining a huge operation involved in the execution of the project.
- Seven regional organizations that encompassed the entire globe were identified in advance, their names announced in the brochure, and they were assigned the task of mobilizing national agencies as well as co-ordinating various functions to be carried out at different steps of the execution of the project. In addition, seed money was allocated/distributed by the Co-ordinating Office to the regional co-ordinators in developing countries to enable them to get the project executed as per plan.
- An extensive preparatory work was carried out for the official launch of the Book Voyage at the beginning of International Literacy Year.

IMPLEMENTATION STAGE: THE FIRST PHASE

10. As stated earlier in paragraph 7, the first phase of the Implementation Stage as planned by the ITFL Co-ordinating Office was the International Launch of the Book Voyage right at the beginning of ILY. This was

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done in time, the launching ceremony was very impressive and effective, and was indeed truly international in many respects. Some of the pertinent features of the launching ceremony as stated below substantiate these observations.

(i) The "International Book Voyage" was launched by ITFL right at the beginning of JLY — on January 12, 1990 to be precise. This was done in Bangkok where the Fourth World Assembly of ICAE was held from January 8 to 18.

(ii) Hundreds of adult educators from more than 90 countries led by literacy learners representing different regions of the world and possessing regional symbolic books for the Voyage, paraded in a ceremonial procession with a marching band, banners and balloons on the spacious grounds of the Sukhothai Thammathirat Open University north of Bangkok. They were joined by hundreds of local personnel belonging to different walks of life.

(iii) Central to the launching ceremony was the signing of their respective regional books by learners inscribing their message of hope in the presence of fellow learners, educators and other dignitaries from Thailand, members of the ICAE World Assembly who were there from all parts of the globe, some members of ITFL who were involved in the Assembly, representatives of Unesco, and a number of people from the media.

(iv) The books were taken to a specially erected stage by each regional group and presented to the President of ICAE, Dame Nita Barrow in front of a large gathering. She signed her name in each book.

(v) The books were then returned to the regional representatives to carry forward the Book Voyage in their respective regions and nations according to the briefing given to them in advance.

(vi) The ceremony of ITFL's international launching of the Book Voyage was combined with that of the international launching of ILY itself as organized by ICAE. This arrangement resulted in reducing costs and augmenting the international dimension of the Book Voyage as mentioned in Section 8 of this report.

11. The Department of Nonformal Education of the National Ministry of Education in Thailand had made extensive preparations for this event under the able guidance of Dr. Surat Silpa-Anan, Director General of the Department and with the help of his large staff whose efficiency and dedication turned out to be exemplary. One of the highlights of this ceremony was the presence of Her Royal Highness Princess Maha Chakri Sirindhorn who signed the Book and wrote the very first message to commence the project. She wrote, "Let us join hands to make a literate world."

12. One can see a close relationship between this inspiring event that took place in Thailand and the excellence with which the Thai education authorities implemented the Book Voyage program in the course of ILY. Dr. Surat and his colleagues from the National Department of Nonformal Education succeeded in infusing the great enthusiasm generated during the launching ceremony to their provincial offices in different parts of the country and local literacy centres. As a result, towards the end of ILY, Thailand sent to the ITFL Co-ordinating Office in Toronto, a voluminous book containing several hundred messages of neo-literate learners from all corners of the country. Some of these writings have found a place in the final international book presented to the Secretary General of UNO in New York.

13. A similar impact was generated elsewhere as well. However, it was not uniform at all places. For example, from Table 8 it appears that China remained untouched by this project. Also, the Book Voyage in India did not make enough headway for various reasons. On the

other hand, at several other places it produced commendable results. For instance, a national non-governmental organization called the Movement for Canadian Literacy, carried out an effective nation-wide Book Voyage by energizing all provinces and territories of Canada. The Province of Quebec generated an excellent model of planning and executing a program of the Book Voyage at the grassroots level. The program was conducted by the popular literacy groups of Quebec. The organizers even succeeded in getting the signature of the Director General of Unesco, Professor Federico Mayor, together with his message when he was on an official visit to Canada.

In Fiji, the head of the Department of Continuing Education of the University of the South Pacific became the co-ordinator of the Book Voyage for 11 South Pacific countries listed in Table 8.

In South Korea the Korean Society for Literacy and Adult Basic Education took the lead and organized various events and activities pertaining to this project. Similarly, a series of important and interesting activities were organized in Africa, the Caribbean countries and elsewhere by networking many different institutions and agencies through regional co-ordinators such as those who worked on behalf of AALAE and CARCAE.

14. In fact, the program became so widespread (and also uneven) that it apparently became difficult for the ITFL Co-ordinating Office to establish a firm list of countries that took part in this project despite the fact that a clear regional co-ordinating mechanism was established well in advance of launching the project. For example, in Table 8 prepared by the ITFL Co-ordinating Office only nine African countries have been listed whereas the final international compilation of learners writings published by the same Office in 1991 presents writings from 14 African countries. Thus, Congo, Ghana, Réunion, Senegal and South Africa seem to have participated in this project in some form. The same can be observed for France which appears in the published book but not in

Table 8. When these available data are combined, it appears that as many as 62 countries have taken part in the Book Voyage in one form or another.

15. As a result of this world-wide ITFL action, thousands of learners, their teachers or animators and other literacy workers were directly involved in the Book Voyage. At many places, local communities and their political leaders participated in large numbers in celebrations and functions organized around the "Book in Voyage." The plan of taking the message of the neo-literate right to the international level and up to the UNO generated great motivation among learners, teachers and organizers of the Book Voyage at the local and national levels. At several places, national political leaders, other dignitaries and media personnel were involved in provincial and national celebrations and special events concerning the Book Voyage. In all such events, literacy learners and their specific issues remained in the limelight. All these activities clearly indicate that the project succeeded in its original objectives of (i) learner involvement, (ii) creating public awareness, and (iii) strengthening literacy structures and networks.

PHASE 2: THE VOYAGE TO THE UN HEADQUARTERS

16. The second phase of implementation took the Book Voyage from the local to the international arena through the national and regional level actions. After September 1990, the regional co-ordinators received the writings of new literates from their respective countries, scrutinized the writings through appropriate procedures, and sent selected pages to the ITFL Co-ordinating Office in Toronto to compile a global book after making further selections. A representative sample of writings from each region was selected by an Advisory Committee. Through this process, two symbolic international books were prepared: one to be presented to UNO and the other to Unesco.

17. Thanks to the ITFL's innovative idea of the International Book Voyage, an unusual and unprecedented event occurred during this phase: a literacy learner from Africa reached the United Nations Headquarters in New York and, on behalf of all unlettered and newly lettered adults of the world, presented to the Secretary General of UNO a book solely written by neo-literates from all regions of the globe. On December 10, 1990, Human Rights Day, an impressive ceremony was held at the UN Headquarters in New York where Ms. Magdalene Gathoni, a literacy student from Kenya, presented the first symbolic Book to His Excellency Javier Peres de Cuellar, UNO's Secretary General. The ceremony was attended by UN and Unesco staff members, dignitaries and literacy practitioners from the New York area.

18. The event at the UN Headquarters also included the presentation of a second symbolic Book to Unesco besides holding a seminar entitled "International Literacy: 1990 and Beyond" for about 250 participants. Ms. Magdalene Gathoni again presented the second Book to Dr. Leslie Limage from the ILY Secretariat at Unesco, Paris who was present in New York to receive it on behalf of Unesco's Director General.

19. These ceremonies and related events marked the successful termination of the Book Voyage that was started from Bangkok in the beginning of International Literacy Year. What was unique was that it was the ITFL's Book Voyage project that enabled the representatives of the grassroots level literacy learners and the voices of literacy learners around the globe in the form of their writings reach that very place where International Literacy Year was originally proclaimed.

20. This phase of the Book Voyage was efficiently organized by an Events Committee under the able chairmanship of Dr. Daniel Wegener of Baha'i International, a member organization of ITFL. It played an

important role in the programs of the Task Force from its third meeting onwards. It also provided financial support, among other inputs, needed to make this phase of the Book Voyage memorable and successful.

PHASE 3: PUBLISHING THE GLOBAL BOOK AUTHORED BY NEO-LITERATES

21. According to the plan of the ITFL Co-ordinating Office, the final phase of the Book Voyage was the publication of a Global Book compiled from selected contributions of all learners world-wide. This was done in the course of 1991. An elegant publication entitled, "Words are what I've got" was prepared by ITFL under the leadership of Patricia Rodney, and with the co-operation of Motoyo Kamiya, Darlene Clover, Raimunda Duarte, Yusuf Kassam and Budd Hall as well as regional co-ordinators, funding partners and several others. It was distributed widely by ITFL/ICAE towards the end of 1991. The book contains selections from 41 countries spread over seven regions: 14 countries from Africa, four from Asia, eight from the Caribbean, five from Europe, three from Latin America, two from North America and five from the South Pacific. From each country several writings have been included with translation into English, French and Spanish, and with some background information about the country concerned. The ITFL Co-ordinating Office successfully managed to raise the minimum essential funds required to cover the costs of publication and distribution of the Global Book from some ten donor agencies and three individual donors. Normally it is difficult to attract funds for this kind of publication.

22. What about the follow-up of the Book Voyage at the national and sub-national levels? On account of the limitation of resources it was not possible for the present evaluation exercise to explore the follow-up work that might have been taken up by the national and sub-national agencies in different regions of the world that

were involved in the global Book Voyage. However, some interesting evidences of the follow-up action were traced. For example:

(i) In Japan, a publication entitled, "Literacy is a Human Right" has been produced by the Central Executive Committee for the Promotion of International Literacy Year (2-6-2 Hitothubashi, Chiyoda-ku, Tokyo, Japan). The messages of literacy learners have been published in five Sections covering the voices of (1) Burakumin, (2) Learners in evening schools, (3) Disabled persons, (4) Koreans in Japan, and (5) Day labourers. The messages are translated into English. They have been specifically distributed as a contribution to the program of the Book Voyage.

(ii) The popular literacy groups of Quebec have already published a number of writings of learners in different issues of their periodical "Alphapop." They have also prepared a publication of writings authored by literacy learners as part of their role in the International Book Voyage.

(iii) The Movement for Canadian Literacy, another member organization of ITFL, has produced a book called "Learners' Voices — The Book Voyage," having a corresponding French title as well. The introduction to the book (available from MCL, 800 Wellington Street, Suite 500, Ottawa, Ontario, Canada K1R 6K7) clearly indicates its connection with ITFL thus: "The book represents part of a large co-operative effort by learners and tutors around the world who participated in the International Task Force Project — The Book Voyage."

(iv) The Province of Saskatchewan in Canada has already published a compilation of writings which emerged out of the MCL/ITFL provincial Book Voyage which can easily become a book of readings for post-literacy and further education of neo-literates.

23. Thus, a new form of written material produced by literacy learners themselves came into being on a rather extensive scale across the globe which turned out to be a unique contribution of ITFL during ILY. Some suggestions concerning this project and the writings of neo-literates are given at the end of this Section.

SOME OTHER ILLUMINATIVE OUTCOMES

24. The questionnaire responses of the ITFL members revealed that out of 22 members who responded to the pertinent item, 15 rated this activity as good, very good or excellent, five fair, and two poor. It is likely that enough information about the functioning and impact of such a massive, multi-dimensional and world-wide project would not have reached some of the members. In fact, a few things under this project actually happened or came to light after the questionnaires were filled out. The goal-free and illuminative approaches adopted in the present evaluation exercise are therefore of particular value to supplement and complement the questionnaire-based evaluation.

25. Under the goal-free and illuminative approaches, supplementary and in-depth evidence was gathered (within limited resources) through (i) a mini case study of the national program of the Book Voyage in Canada presented in Annex 6, (ii) a similar mini case study of Quebec's provincial program as in Annex 7, (iii) informal dialogue with a few learners and teachers as well as local, provincial and national organizers of these programs, (iv) a quick analysis of the provincial and national books of learners writings in original, and (v) pertinent reports and related documents.

26. The evidence thus gathered has already been used in evaluating different aspects of the Book Voyage as presented in the preceding parts of this Section. This in-depth evidence, however, revealed a few other features or potentials of this project which were not foreseen at

all or were not foreseen clearly enough at the time of designing it and even while launching it. Some of these features as observed and identified through this evaluation are briefly stated below:

(i) Rich Pedagogical Value of the Book Voyage at the Micro-level

The mini case studies, informal dialogues with personnel concerned and other information have shown that wherever the Book Voyage functioned according to its original plan, there was a great impact on learners and their teachers from the pedagogical point of view. For instance:

- The very fact that learners had to put on paper their own ideas or messages concerning their society, political set-up or their own life created a psychological situation which was highly challenging and motivating. This situation placed them in a process of thinking hard about different facets of their life experience, selecting one of them, organizing ideas around it and structuring these ideas to put them in writing in their own words.
- The learners got a unique opportunity to exercise their creativity, scrutinize and organize their own thoughts, and voice them in their own words. This gave them a taste of the power of new competencies acquired by them through literacy.
- The challenge became yet greater when they were told that their write-up was to become a part of a book containing similar write-ups of other literacy learners and that it had a possibility of being included in a national and even an international book. All this generated great excitement and an unusually rich learning experience for learners at the local literacy centre level.
- The teachers were also equally challenged by the task involved. They had to understand the rules and procedures of the Book Voyage, explain them to the learners in their learning centres, encourage them to exercise their creative energy without fear and express them freely either as verbal statements or drawings or cartoons or poetry or even a short story. There is illuminative evidence to show that where teachers and learners

participated fully and rigorously in this program, a new educational environment was generated within a learning centre around the Book Voyage. This did not happen everywhere for various reasons. But wherever the program was fully implemented, the rich pedagogical potential of the Book Voyage became amply visible. It appears that with necessary adaptation of the program, the micro-level pedagogical value of the Book Voyage can profitably be harnessed in the future. Some recommendations are made in this regard at the end of this Section.

(ii) Potential of the Book Voyage to Mobilize Local Communities

It was found that the "voyage" part of the project enabled learners, teachers and organizers to contribute towards the ILY's goal of raising public awareness by way of involving and mobilizing local communities. Here the involvement of learners and teachers was on a societal plane although this part also had enough pedagogical significance. The case of Quebec (Annex 7) exemplifies this potential of the Book Voyage in a rather succinct manner. In Quebec the book with blank pages travelled from one literacy centre to another in a provincial network of some 50 centres co-ordinated by RGPAQ. According to a well thought out timetable, the book was to reach a given centre, remain there for two or more days for learners to write their messages on its blank sheets, and then to be taken to the next centre by the learners and teachers of the centre that completed its work. It was revealed that this procedure generated a variety of collective and attractive activities for the local communities and sensitized them to the realities of illiteracy in the context of ILY. A few concrete examples of these activities are as follows:

- A particular literacy centre announced to the local community the arrival of the book on a particular day and made arrangements to receive the book with appropriate public celebration reflecting the character and tradition of the local region.
- The local leaders and other people were involved,

together with literacy learners, in receiving the book that was brought to this centre by a group of learners and others from a neighbouring centre where the book had completed its voyage.

- This action became a major occasion of social celebration which included a variety of activities on a contributory basis.
- This occasion was also utilized to organize discussions between the learners and teachers of two neighbouring centres and to share with the local community ideas and issues related to literacy and development, and the role of the local community.
- All this gave a greater visibility to !TFL, ILY and to the literacy movements in Quebec as well as in Canada.

(iii) Potential for the Involvement of National Political Leaders

The Movement for Canadian Literacy (MCL) provided an excellent example as to how the Book Voyage program generated awareness about and involvement in literacy issues among national authorities and political leaders placing them face-to-face with grassroots level literacy workers including teachers, learners and local organizers (Annex 6). Two important steps, among others, involved in the Book Voyage program lend themselves to harness this potential: one is the national level launching of the Book Voyage with a blank book (or a series of books) and the other when the Book Voyage is completed and when the concrete outcome in the form of a volume (or a series of volumes) containing the voices of literacy learners in words is to be presented to a national leader in the presence of many others. The evidence obtained from Canada illustrates how important these two steps can be:

- The National Book Launch ceremony in Canada was held in the National Capital, Ottawa, on January 25, 1990 at no less a place than the National Parliament Buildings. Over 400 people including several dignitaries were present. Some 300 literacy learners and representatives of all provinces and territories also attended

the national function. The representatives received blank books to take them to their respective areas and thus commenced the nation-wide Book Voyage from the National Parliament.

- When the Voyage was over in all provinces and territories, MCL, which had co-ordinated the national project, held a closing ceremony on December 9, 1990, again in Ottawa at the Congress Centre, to let the national leaders know what had happened between February and November across Canada in the name of the Book Voyage. Representatives of learners presented the Canadian Learners' Book to the Honourable Gerry Weiner, Minister of State, Multiculturalism and Citizenship in the presence of a large gathering of dignitaries, adult educators, and of course literacy learners.

- The people present witnessed a totally new phenomenon that had never happened before: a voluminous book containing 650 writings entirely authored by literacy learners and bound in red leather with a gold inscription was placed in the hands of one of the topmost leaders of their country! The volume was compiled to commemorate ILY and ITFL/MCL's Book Voyage Project.

- The original copy of the above-mentioned Canadian Learners' Book was then housed at the National Library in Ottawa. The 650 writings included in the Book were selected out of thousands produced by neo-literates in connection with the Book Voyage program.

- Likewise, the provincial and territorial Book Voyage ceremonies were held on December 10, Human Rights Day, in their respective places involving a large number of provincial and territorial political leaders and other dignitaries.

- Such things might not have happened in every country. This was because the Book Voyage was just a maiden attempt among many activities during ILY. And yet what did happen at the local, provincial and national levels in Canada during this maiden attempt does have important lessons for literacy action in the future for different parts of the world.

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(iv) The Value of Media Attractiveness

It was noted that where the Book Voyage was organized in a systematic manner, the media was attracted without much effort from the organizers. The Canadian experience showed that wherever the local, provincial and national ceremonies and other major events were arranged around the Book Voyage, the local, provincial and national media showed great interest and covered the events well. This was because of certain media-attractive features inherent in the Book Voyage. The radio, TV and newspapers were particularly attracted by:

- the very idea of a Book Voyage;
- writings of literacy learners on social, economic, political and personal aspects of life;
- interviewing literacy learners to know about and publish or telecast their life histories and what they thought about the value of literacy in their lives;
- the books compiled solely from the writings of neo-literates through collective effort and which earned social recognition.

(v) Potential of the Book Voyage to Mobilize Financial Resources

As regards the financial aspects, it was found that for a Book Voyage in a limited local area, the costs are not too high and yet the pedagogical and political gains are tremendous. Moreover, the experience in Quebec and other parts of Canada showed that when a particular community was intimately involved in receiving the book in their village or town, the community members spontaneously raised the required funds for local celebrations. The local political leaders and other opinion leaders also extended their helping hand. Of course, the Canadian experience cannot be over-generalized as the situation would vary from place to place. Yet it appears that the minimal funds required to conduct the Book Voyage in a limited area such as a district may not be a big handicap in many places if the local organizers mobilize the governmental and community resources.

For the national level project on the Book Voyage, government support would be necessary together with non-governmental financial backup where feasible. The experiences of Thailand and Japan besides Canada were positive in this respect. But this can happen when the providers of funds — whether government or private — perceive the pedagogical significance, political value and social visibility through the media. This potential exists in the Book Voyage project. As regards international costs for the Book Voyage, they are indeed high for obvious reasons. And yet, the ITFL Co-ordinating Office did succeed with some difficulty in mobilizing funds to meet the minimum essential costs. Moreover, it may not perhaps be necessary to organize an International Book Voyage at frequent intervals. On the other hand, in many countries, developed and developing, there are programs of motivation and recognition in literacy work and the ITFL experience has shown that the Book Voyage project at the local, district and national level can become a promising addition if it is suitably assimilated into a national plan and budget for literacy, post-literacy and basic education for adults.

SUGGESTIONS FOR THE FUTURE CONCERNING THE BOOK VOYAGE

27. The International Book Voyage has turned out to be one of the most effective and innovative activities of ITFL. It has fulfilled the objects of learner involvement in ILY, increasing public awareness concerning literacy, and strengthening literacy structures by interlinking and energizing them in various ways. In addition, a goal-free evaluation of the project has revealed the immense pedagogical value of the Book Voyage at the micro-level which was not clearly perceived at the outset. A few other such significant dimensions of the project have also come to the fore. All these tend to show that this activity is not just international in nature, but has great use and applicability at the local, district, provincial and national levels for both literacy and post-

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literacy programs. Furthermore, the spirit with which an effective Book Voyage is executed and that with which a dynamic literacy campaign is conducted are virtually identical. In the context of these findings and observations, the following recommendations may be considered for future action.

(1) Before 1990, the Book Voyage was a brand new idea and obviously therefore the Year 1990 was, in a way, its trial period. It was implemented during ILY-1990 as a rather ad hoc activity and rightly so. However, as a sequel to this bold and innovative venture by ITFL, many significant features of the Book Voyage have now been clearly perceived as stated above, which are doubtless promising for strengthening and invigorating literacy movements and campaigns at various levels. It is therefore proposed that the information and know-how about the Book Voyage program be spread widely and further steps be taken in a concerted manner to promote integration of the Book Voyage and its various important elements in national and sub-national literacy drives in both developed and developing countries in order to reap the pedagogical, motivational and socio-political benefits from it. It is further proposed that ICAE/ILSS should spearhead an international action to fulfil this task as a concrete and practical follow-up of ILY and ITFL. This may become an important operational project for ILSS and ICAE for about three years and implemented as part of their core program in co-operation with national, regional and international agencies.

(2) Towards this goal, it is recommended that one of the immediate tasks that ICAE/ILSS should undertake is to prepare a small, practical handbook on the Book Voyage. The handbook should highlight, among other things, (a) the meaning, spirit and scope of the Book Voyage as an integral part of a literacy movement and post-literacy strategy; (b) its applicability at the local, district, provincial and national levels (besides regional and global levels dur-

ing special occasions);
(c) its potential to serve several valuable aims and objectives in relation to the learner, the teacher, the community and the larger socio-political milieu by explaining the relative significance and functions of the "Book" part and the "Voyage" part of the total program;
(d) operational procedures of planning and conducting a Book Voyage at different levels; and
(e) full scope for local adaptation, flexibility and further innovation.

The operational procedures should include mini case studies and a few selected writings authored during ILY by literacy learners from different parts of the world.

(3) As a supplementary action to the handbook, another immediate task that ILSS can conveniently take up is to feature the Book Voyage in its newsletter in four or five consecutive issues. Many literacy practitioners, planners and policy-makers in most parts of the world are not yet adequately familiar with the role and functions of a Book Voyage, its integral relation with a literacy drive, its practical significance for a post-literacy program, its value as a motivating and mobilizing agent, and its operational procedures. These and such other essential aspects of a Book Voyage should be selected and pertinent information and know-how disseminated to the readership of the ILSS Newsletter as an immediate measure. The newsletter can render a great service to field workers running literacy movements across the globe by way of sensitizing them to the Book Voyage and, in the meantime, making a practical handbook available to those who wish to implement a Book Voyage and suitably integrate it with their literacy and post-literacy activities.

(4) It is not practicable to carry out International Book Voyages at frequent intervals. However, as part of a plan of action for the current decade, an International Book Voyage can be visualized for the Year 2000. This may also be planned in advance by ICAE/ILSS in co-

operation with Unesco, regional literacy networks and national agencies.

(5) While the frequency of International Book Voyages cannot be high, the timetable for the local, district and national level Book Voyages should be different. This evaluation has shown that while many countries have participated in this project during ILY, many more have remained untouched. Moreover, not all countries who participated were able to carry it out in full measure for various reasons. Thus, much of the rich value of this activity has yet remained untapped. In the light of this, it is suggested that once the handbook is ready, a systematic program for the promotion of National Book Voyages as an integral part of national literacy movements should be launched by ICAE/ILSS in close co-operation with Unesco, national governments, national level NGOs and other national and regional networks of literacy.

(6) In large countries the Book Voyage may have to be limited to district or provincial levels. A flexible approach is therefore recommended. Each country is encouraged to develop its own approach and action plan in this respect.

(7) It is quite likely that for financial reasons, it may be difficult for literacy centres in a given area to conduct a Book Voyage in a full-fledged manner. Even for such literacy centres and areas, it is suggested that the essence of the Book Voyage should be put into practice by dropping the "Voyage" part and concentrating on the "Book" part of the program in the larger interest of learners. One of the most critical aspects of the Book Voyage is to encourage, enable and give opportunity to all literacy learners to exercise their new capacity of expressing their voices in written words. As confirmed through the present evaluation exercise, this particular opportunity creates challenges and motivation, confidence and independence. It results in a new form of recognition and builds a new self-concept. It also becomes a significant learning experience by way of select-

ing one's own ideas, and organizing and sequencing them in a written form. When such an opportunity is offered, most neo-literates succeed in expressing their needs and problems, addressing their complaints or compliments to authorities, describing their life histories, giving their messages to others, and voicing their hopes and aspirations in a written word. In many cases their hidden creativity is unfolded through this exercise. For some, the exercise is hard to begin with, but it ends with a joy of accomplishment never experienced before. It is with this perspective that every learner should be allowed and enabled to exercise her/his prerogative (in the form of a "common assignment" — in pedagogical parlance) to write one sheet of the "Book" to be compiled at the level of an individual learning centre. This book can then be circulated among co-learners and other neo-literates as a book of reading. It should be stated that some learning centres do follow a practice of encouraging learners to write their experiences. But they are few and far between, and what is strongly suggested here is that under the scheme of the Book Voyage, this practice should be universalized and systematized.

(8) Yet another important action recommended is to analyze and interpret what the literacy learners have already written and will hopefully be allowed to write in future. It is not enough to ask these learners to express their voices as a ritual and organize socio-political activities around them, letting their voices go unnoticed. No doubt it is vital to encourage new literates to express their thoughts, but is equally important, if not more, to study what they have actually written and use this illuminating information for various purposes including reviewing and reshaping literacy movements based on such data. A preliminary analysis of a sample of these writings carried out as part of this evaluation exercise has shown that not all learners have written something striking, but many of them have expressed in their writings (as indicated in another context in the

previous paragraph) their needs and expectations, aspirations and hopes. They have touched upon themes that include their personal history, social issues, political problems (often addressed to political leaders), concern for education and development of their children, and of course the problems of poverty, exploitation and destitution. They have done this through statements, stories and poems, and in some cases through the non-verbal medium of pictures and cartoons. All these should not be in vain only because ILY is over and ITFL is wound up. In the light of this, it is recommended that at least the following four measures be taken up by ICAE/ILSS, universities, national authorities and NGOs operating at different levels:

(i) Promotion of studies and research on learners' writings through doctoral students, research cells in education departments, etc. in order to make needs assessment, problem census and aspirations analysis, and to derive implications for literacy practitioners, textbook writers, producers of reading materials and policy makers.

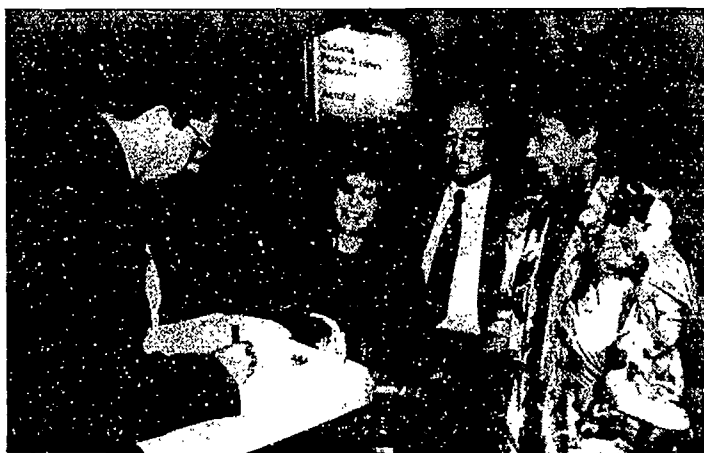
(ii) Compilation of small books of readings for neo-literates, solely out of the writings of neo-literates themselves from different parts of the country and the world. This may be developed as one of the learning strategies for post-literacy and continuing education.

(iii) Increased use of learners' writings in literacy newsletters, posters, special newspapers and broadsheets for neo-literates, and magazines published for literacy workers and others.

(iv) Instituting awards, prizes and/or certificates for best selected writings to provide recognition and incentive to learners, their teachers and their learning centres.

(9) Unesco took great interest in the International Book Voyage in a spirit of partnership with ITFL and ICAE. Professor Federico Mayor, Director General, signed the

Quebec Book and wrote an inspiring message. The ILY Secretariat of Unesco played a significant role in the process of planning and implementing the final ceremony at the UNO Headquarters, and the conclusion of the project. Needless to state, therefore, that ICAE/ILSS should enlist close co-operation of Unesco, its regional offices and other units and institutes in further developments concerning the Book Voyage as recommended in this Section. In addition, the involvement of national governments and NGOs should be ensured. It is also recommended that the help of specialists from countries like Canada, Japan, Thailand and the Caribbean Islands who made remarkable contributions to the Book Voyage during ILY be sought in future work in order to



Director General of Unesco, Professor Federico Mayor, signs the Quebec Book.

utilize their insight and expertise and thus ensure quality and efficiency of future programs.

(10) In order to succeed in integrating the activities emerging from the Book Voyage in literacy movements,

the financial viability of these activities must be ensured. A few broad recommendations are given below:

(i) First of all the costs of these activities should be kept to a minimum and the funds needed should become part of the regular government budget at the national and sub-national levels, especially in developing countries.

(ii) While much of the funding should be from the government budget, local resources should be mobilized by involving local communities particularly in the "Voyage" part of the project.

(iii) Where, for financial reasons, the activity is confined

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to the "Book" part only, the cost would be very little and could be adjusted from the contingency funds.

(iv) Where feasible, one blank sheet may be provided at the end of a literacy textbook or workbook for the learner to write her/his message (as a common assignment) when the new skill of writing is adequately developed. Such a practice would systematize the functioning of the program and control cost.

(v) For preparing post-literacy readings out of the writings of neo-literates, private publishers may be encouraged to help the cause of adult education by bringing out small books with minimum profit.

(vi) For certain international costs, ICAE and ILSS will have to seek support from those donor agencies which have been graciously supporting the cause of literacy, adult education and development.

SECTION 11

THE NEWSLETTER: ITFL'S TOOL FOR INTERNATIONAL COMMUNICATION AND NETWORKING

A UNIQUE ACTION IN THE CONTEXT OF ILY

1. Can a simple, educational newsletter be unique? The International Newsletter of ITFL turned out to be so, and became yet another success story of ITFL like the Book Voyage analyzed in the previous Section. It was found that no other international newsletter was published by any other agency than ITFL for world-wide communication in the context of ILY. The ILY Secretariat of Unesco published two issues of what was intended to be an international newsletter but limited funding and personnel prevented it from continuing. In consequence, the ITFL Newsletter attained a unique position and became the only international newsletter in relation to ILY. There were some national newsletters, but no other international newsletter came to the attention of either Unesco or ITFL's Co-ordinating Office.

2. The performance and experience of the Newsletter were evaluated by adopting several techniques such as content analysis of the issues, analysis of the mailing list and correspondence that emerged spontaneously around the Newsletter, review of the findings of the interim

evaluation carried out by the ITFL Co-ordinating Office, questionnaire responses from member organizations pertaining to the newsletter, and, most importantly, a detailed dialogue with the editorial staff and others concerned. It became a sort of participatory exercise to identify achievements, difficulties and lessons for the future.

3. It was found that in 33 months between October 1988 and June 1991, 14 issues of this specially installed Newsletter were published and circulated to more than 170 countries covering all parts of the globe. It became a vital component to all programs, activities and strategies of ITFL, and made its own contribution towards the overall task of stimulating and mobilizing efforts of the governmental as well as non-governmental organizations world-wide prior to and during International Literacy Year. As ITFL's central tool for communication and networking, the Newsletter served the basic purposes of keeping a critical mass of people informed, raising issues about literacy and development, publicizing practical resources and meetings of interest, and providing a back-up to ITFL's global actions including the Book Voyage and involvement of learners in the literacy movement.

SOME SIGNIFICANT ACHIEVEMENTS

4. **Periodicity:** The Newsletter was started as a quarterly. However, in view of its pivotal position in ITFL's programs and projects and in the activities related to ILY, it became a bimonthly. This change increased its effectiveness as a central tool for information dissemination.

5. **Languages:** The functional value of the Newsletter in terms of becoming an effective tool for communication world-wide can be attributed to its publication in three languages: English, French and Spanish. This was indeed very costly, but publishing it in English only was

not enough in view of ITFL's global mandate. The ITFL Co-ordinating Office succeeded in publishing it in three languages with the co-operation of its Regional Affiliates, especially CEAAL, for the Spanish version. The number of copies printed in each language for the first ten issues is shown in Table 9. For the remaining four issues also, the numbers were comparable.

TABLE 9				
NUMBER OF COPIES OF THE NEWSLETTER PUBLISHED IN ENGLISH, FRENCH AND SPANISH FOR THE FIRST TEN ISSUES				
Issue no.	When published	No. of copies English	No. of copies French	No. of copies Spanish
01	October 1988	5000	750	750
02	January 1989	8000	4000	500
03	February 1989	12000	3000	650
04	July 1989	5000	1500	650
05	August 1989	5000	1500	650
06	October 1989	5000	1000	none
07	December 1989	5000	1000	650
08	February 1990	5000	1000	650
09	April 1990	5000	1000	650
10	June 1990	5250	950	650

6. Other Languages: Efforts were made to encourage national authorities and NGOs to translate the Newsletter in their own languages. While this was desirable, it did not become adequately successful. This idea was first discussed in the fifth meeting of ITFL held in India in October 1989. Several agencies volunteered to have the Newsletter translated into Bengali, Urdu, Hindi, Arabic and Chinese. The editorial office of the Newsletter found, however, that just one issue (No.7) was adapted and brought out in Bengali from Bangladesh, only two issues (No.6 and 7) were published in Urdu from Pakistan, and none came out in Arabic, Chinese or Hindi. This experience calls for further consideration for the future and is touched upon towards the end of this Section.

7. Circulation: The analysis of the mailing list revealed that the Newsletter went to some 6,000 addresses from more than 170 nations and dependencies leaving almost no country out. The list included government departments in charge of literacy and adult education of practically all member states of Unesco and other countries; a large number of non-governmental organizations working at the international, regional and national levels; a number of universities — especially their departments of education or adult education; planners and organizers of national literacy campaigns and programs concerning ILY; special lists proposed by some of the member organizations of ITFL; Unesco Headquarters and its international as well as regional and sub-regional units; some other international organizations of the United Nations; and some literacy groups, libraries and individual specialists on request.

8. Critical Mass of People: This mailing list analysis has shown that at most places, not one but several people would have used a copy of the Newsletter. Such sharing becomes common in the types of agencies to which the Newsletter was sent as listed above. The actual readership thus becomes much larger than the number of

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copies distributed. It is therefore conceivable that some 25,000 people across the globe might have benefited directly from the Newsletter. Who would these people be? From the study of the mailing list, it was clear that they constituted a critical mass of people carrying leadership responsibilities of national and local policy-making; planning and programming for literacy work in general and ILY in particular; promoting and coordinating literacy work at the national, regional and international levels on behalf of Unesco or NGO; organizing seminars and meetings at different levels; and doing research on literacy. The Newsletter attempted to serve as a vehicle of communication, information and enlightenment to this world-wide group of literacy leaders and activists playing a particular type of critical role in the overall literacy movement. While the ITFL's Book Voyage project sought to involve thousands of literacy learners, their animators and others, its Newsletter project sought to serve several thousand key people involved in complementary activities of decision-making, training of personnel, and the like. In the context of ITFL and ILY, these two projects built a commendable complementarity between them. This is not to say that individual literacy centres of teachers did not receive the Newsletter. There were indeed such cases, and certain parts of the Newsletter were even used for teaching and discussion in the literacy class. But the percentage of this type of users was limited. Nonetheless, a question does arise as to whom any future newsletter that ICAE/ILSS produces should be targeted? What are its priorities? This is briefly mentioned in the last part of this Section.

9. Pricing: It should be noted that the Newsletter was distributed free of charge. It is this particular feature of the Newsletter that enabled it to reach a critical mass of literacy leaders in all countries of the world. If it had been distributed on a subscription basis, it would not have reached many important agencies, institutions and groups especially in developing countries where

the need is greater. The Newsletter project was undoubtedly a very costly one for ITFL in relative terms. But thanks to the generous and foresightful funding agencies and the single-minded devotion of the ITFL and ICAE staff who made indefatigable efforts to raise the required funds, the Newsletter survived, succeeded, and fulfilled its mission as a genuinely international instrument of communication and networking for the cause of ILY. Of course, this practice cannot continue indefinitely and the question of cost will surely be raised again. Further thinking will be needed for future action.

10. Content Analysis: The Newsletter succeeded in synchronizing its content with activities being developed and carried out by ITFL and what was happening in different parts of the world prior to and during ILY. The first edition of the Newsletter, published in October 1988, included an introduction to the ITFL, an interview with Robin Silverman—an adult learner, Global Action Notes, an article on adult education in Uganda, and a list of the ITFL members.

A major change came about in the content and its organization in Number 4, July 1989, when a new editor took over and it was decided to arrange articles under the four major objectives of ITFL stated in Section 4 of this report. This action gave to the Newsletter a sharper focus to the selection and presentation of its content.

Another important change in the policy regarding content took place from Number 9, April 1990, when the results of a readership survey carried out by the ITFL Co-ordinating Office were compiled. While the four objectives of ITFL were retained as major parts of the Newsletter, the content was changed and augmented to incorporate the suggestions made by the readers. The main additions were: in-depth country profiles on literacy, success stories of new literates, an editorial, information update on innovative projects like the Book Voyage, and personality profiles of leaders in the literacy movement. Thus, the process of selection and organization of content remained dynamic, the content

itself became increasingly more relevant and enriched, and, as a result, the Newsletter became more functional and effective.

11. It may be added that the appraisal of the physical aspects of the Newsletter turned out to be equally satisfactory. A judicious use of vibrant colours made this Newsletter more appealing. The graphics and illustrations gave the reader a break from the written word and thus enhanced the appearance of the Newsletter. There were many examples of the close connection and harmony effectively established between the theme of a given piece, and the graphics and illustrations used to support and reinforce the message emerging from the theme. Photographs were used effectively when reporting on major meetings and events.

12. **Formative Evaluation of the Newsletter:** After publishing 8 issues, a readership survey was carried out in February 1990 to find out how effective and useful the Newsletter was in the eyes of its readers, and what suggestions, if any, they might wish to offer for increasing its value still further. This action was found to be a commendable example of formative evaluation sincerely and boldly carried out by the editorial unit of the Newsletter and the Co-ordinating Office of ITFL. The example clearly demonstrated, not only for the benefit of future newsletters, but also for other literacy programs and major activities, how improvement-oriented evaluations can be immensely illuminative and useful to ensure continued progress by making necessary changes in a given program from phase to phase in order to achieve the ultimate success.

13. In all, 211 institutions, agencies and individuals returned the survey questionnaire with their opinions and suggestions. The editorial team that analyzed the responses found that about 80 percent of the respondents rated the information as very relevant, 90 percent considered the design, layout and quality of the News-

letter very good, and nearly 100 percent said ITFL should continue its policy of producing the Newsletter as a bimonthly rather than a quarterly. These findings gave the staff a new confidence in the work they were doing and provided a moral basis to continue the Newsletter as a bimonthly. Furthermore, the survey demonstrated a broad diversity of its readers and extent of its use when replies were received from all parts of the world and encouraging comments were made by government agencies, university teachers, literacy practitioners, editors of other periodicals, and of course NGOs.

14. Suggestions received from the field made a decisive impact on the content of the Newsletter. They were compiled, studied, and after examining their feasibility, incorporated into the Newsletter. As indicated in the sub-section on Content Analysis, the introduction of in-depth country profiles, success stories of new literates, personality profiles, etc. were some of the outcomes of the formative and improvement-oriented mid-term appraisal of the Newsletter.

15. Of course, the rate of return of the survey questionnaires, 211 out of 5100, was low. However, those who have the experience of administering questionnaires regarding free periodicals on a world-wide basis have almost invariably experienced a similar phenomenon. Techniques like special reminders would have improved the rate of return. Evidently, there was no time for taking such measures since the findings had to be applied immediately to the subsequent issues of the Newsletter that had to appear during the major part of the International Literacy Year from April 1990 onwards. More importantly, in a formative and illuminative type of evaluation, it is not necessary to depend too much on objective and impersonal data for statistical justification, for even a lone opinion of a perceptive respondent could turn out to be more illuminative and useful in bringing about a significant change. In the light of all these, it was felt that the number of responses, more than 200, could be treated as reasonably adequate

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in absolute terms for the purpose on hand.

16. The questionnaire rating showed that out of 25 members, as many as 22 (88 percent) considered the performance of the Newsletter as good, very good or excellent. The high favourable rating is fully supported by the qualitative evidence presented and analyzed in the foregoing paragraphs.

STAFF INVOLVEMENT: AN EXAMPLE OF NGO VOLUNTARISM

17. The responsibilities pertaining to the production and dissemination of the Newsletter were carried out by the concerned personnel on the principles of sharing and teamwork. The responsibilities also included the heavy task of responding to a large number of requests and inquiries, many of which were related to the Newsletter — as revealed by correspondence analysis, the details of which are given in Section 14 of this report. To say that a team of four women did this commendable job would not give the correct picture, for each one of them had several other concurrent responsibilities for ITFL or ICAE. Darlene Clover took the responsibility as editor of the Newsletter and Raimunda Duarte maintained the mailing list and looked after distribution, but both had several other duties as well. Similarly, Patricia Rodney and Motoyo Kamiya, who were full-time functionaries of ITFL, had a large number of responsibilities concerning all programs and activities of the Task Force, the Newsletter being just one among many. However, all four of them eminently succeeded in carrying out their inter-related tasks for the ITFL's project of the International Newsletter because, apart from their professional competence, they worked with great motivation and energy derived from the ILY's Call to NGOs for fighting against world-wide illiteracy, and a host of problems associated with illiteracy. In fact, their dedicated work on the International Newsletter demonstrated the spirit of voluntarism of NGOs symbolized by ITFL. There are reasons to believe that ITFL's Newsletter project is

highly cost-effective. The valuable professional guidance and support provided by Budd Hall and Yusuf Kassam on a part-time basis to ITFL, and in particular, their efforts to raise funds for the Newsletter, among other ITFL projects, have yielded sufficient dividends.

SUGGESTIONS FOR FUTURE ACTION

18. The ITFL Newsletter was brought out specially for ILY, but it is only natural that ICAE/ILSS will have to publish a newsletter during the post-ILY period to serve several purposes pertaining to communication and diffusion of information world-wide. Based on the analysis of performance of the ITFL's newsletter for ILY, the following suggestions are made for the consideration of ICAE and ILSS. Some of the suggestions are also applicable to other newsletters published by various governmental agencies and NGOs as part of their national and regional literacy movements.

(1) It is suggested that the relevance and utility of the information for the readers of the newsletter should be optimized. For this purpose, a variety of calculated measures would be necessary. For example, the objectives that the newsletter seeks to serve should be clearly enunciated and pursued. These objectives should be closely aligned to the ICAE's action plan and programs for the post-ILY period. Simultaneously, an Information Needs Survey of the potential readership and target group should be quickly carried out. Based on such field responses and other data, a policy and focus of the newsletter should be formulated and used in determining its structure and selecting its content.

(2) The ITFL experience has clearly demonstrated the value of an interim evaluation for increasing the quality and effectiveness of the newsletter. It is suggested that a systematic practice of periodical formative evaluation be introduced. This should be improvement-oriented and illuminative, and should be carried out once a year on a systematic basis besides informal evaluation that

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becomes almost a continuous process through the kinds of letters and requests received from the field, etc. It has been observed in the case of the ITFL Newsletter and elsewhere that the rate of return of a readership survey questionnaire is often very low and even frustrating. To surmount this difficulty, it is recommended that a supplementary technique of structured sampling be followed. About 100 readers representing the diversity of readership may be purposefully selected and requested in advance to co-operate in the survey, read the issues with the evaluative perspective in mind, and respond to the questionnaire when sent after a period of time. This practice of purposive or structured sampling has been found to be very effective in increasing the chances of ensuring a higher rate of return, if followed systematically. This measure is in addition to the open invitation sent to all readers to participate in the readership survey. It may be added that the survey should be designed in such a manner that it does not become too costly.

(3) As a follow-up to some of the promising outcomes of ITFL which have great relevance for strengthening the practices and programs of the post-ILY period, it is suggested that certain themes may be selected and information about them published in a series of consecutive numbers to attract the attention of the readership. For example, as recommended in Section 10, the information and know-how of the Book Voyage and its applicability at the national, provincial and local levels should be selected as one such theme. Similarly, the themes pertaining to media involvement and learner involvement in local, national and international literacy movements may be considered for inclusion.

(4) As part of the newsletter's policy, the target group that it seeks to serve has to be identified in broad terms. This should become a critical mass of individuals and institutions who, in essence, become the extended arms of ICAE/ILSS to work towards the central objectives and activities of the post-ILY period and provide leadership in planning and executing programs at different

levels aimed at reducing the incidence of illiteracy and functional illiteracy. To achieve this goal, one of the measures needed is to follow a technique of mailing list analysis once a year. The mailing list analysis often uncovers some basic but otherwise invisible problems such as lopsided coverage of different parts of the world, even absence of coverage of certain important agencies working in literacy, especially in developing countries where the trained and alert librarians or documentalists are not available, and imbalance between different categories of readership such as NGOs, government agencies and universities. In order to restore balance in terms of the objectives of the newsletter and target population it should seek to serve, the practice of periodical analysis and updating of the mailing list should be introduced on a systematic basis. This is all the more necessary when funds are in short supply, and the newsletter, which is normally distributed free, becomes increasingly more costly.

(5) With regard to language, it may be observed that ITFL rendered a good service to its readership through English, French and Spanish, but its attempt to promote the translation of the ILY international newsletter in a number of other languages was not successful. On the other hand, it is essential to widen the readership and multiply the impact of the international newsletter of ICAE/ILSS by getting it published, either in part or in full, in various languages in co-operation with suitable agencies. For this purpose, it is suggested that a well-thought out and workable plan be prepared to build success into this part of the program during the post-ILY period. In some cases the co-operation of the ongoing newsletter in a given country will have to be sought. At other places, the basic capacity required to adapt the international newsletter to suit the local information needs may have to be built, and so forth. In other words, a monolithic policy of just translating the international newsletter for local consumption is not likely to work everywhere, and therefore a flexible policy providing different alternatives may be worked out to serve the field better through different languages.

SECTION 12

OTHER ITFL PUBLICATIONS

PUBLICATIONS AS PART OF ITFL ACTIVITIES

1. ITFL's primary purpose was not focused on producing publications as an independent activity. It was noticed that ITFL brought out publications as part of its varied activities that required recording and circulation of certain outcomes, publicizing its programs, and stimulating further action. As a result of this approach to publications, a special nature of literature was produced by ITFL during the period of its mandate. The Newsletter, examined in detail in the previous Section, constitutes one important category of such publications. ITFL succeeded in producing other publications as support material of various kinds examined below. The questionnaire response showed that as many as 19 members out of 23 rated them as good, very good or excellent, the other four as fair.

REPORTS AND DECLARATIONS

2. Reports of all seven ITFL meetings were produced and distributed to participants and a few other people. Normally, about 100 to 150 copies were printed. The analysis of qualitative questionnaire responses showed that the members found them useful for follow-up action and reference. The content analysis showed that the reports were compiled in a functional manner, given stimulating titles, and had simple but attractive layout

in most cases. The content of the reports of all seven meetings is indicative of the evolution of ITFL since its inception in October 1987. Annex 8 presents a list of all publications including these seven reports.

3. A report on the Media Colloquium organized in collaboration with Unesco on May 16 and 17, 1989 in Paris was also published. It provides some useful information and outcomes of the colloquium. Similar reports and updates were published and found to be very useful.

4. Three important Declarations were produced: (i) "Declaration on Involving Learners," which came out from the third ITFL meeting; (ii) "A Call to Action from ITFL," which was produced in the fifth meeting; and (iii) "From Awareness to Action: Building the Literacy Decade," which was an outcome of the seventh and the last meeting of ITFL. Their texts are given in Annexes 9, 10 and 11. The first two were published in an appropriate format in English, French and Spanish and were distributed widely. The third one could not be done sufficient justice in this respect probably because it came out at a time when the ITFL Co-ordinating Office was being wound up. The ideas contained in all three Declarations are very rich and stimulating.

PUBLICITY MATERIALS

5. A variety of publicity materials were produced in thousands of copies and in three languages — English, French and Spanish. The brochures on ILY, ITFL and "Right to Learn" were for wide distribution of basic information. The Book Voyage brochure was in the form of a guide to understand what the project was, how to implement it and whom to contact. It was brief, well-written and well-produced. The brochure became extremely useful to large numbers of personnel actively involved in implementing the Book Voyage project in different parts of the world.

MEDIA KIT AND VIDEOS

6. As mentioned in Section 6, a media kit was produced on the occasion of the pre-launch of ILY and supplied to the national organizers who participated in the simultaneous global announcement of ILY. The rich and relevant information on literacy included in the kit was used extensively during the pre-launch. Similar materials, including short videos, were also produced for particular occasions and proved useful to serve specific purposes.

SUGGESTIONS FOR FUTURE ACTION CONCERNING PUBLICATIONS

7. In the light of (i) an urgent need to prepare a sound action plan for the post-ILY period, (ii) the emergence of an International Literacy Support Service (ILSS), and (iii) valuable experience gained during the period of ITFL with regard to the development and use of multi-media packages like the media kit as well as other types of publications, the following suggestions may be considered for future action:

(1) Publications should be treated as one of the most powerful tools to provide service as well as stimulation to the literacy movement during the post-ILY period. Obviously, they must be integrated with programs and activities to be undertaken at different levels under an overall strategy to reduce literacy drastically in the next ten years. At the same time, however, publications should be used as a sort of semi-independent component in the broader strategy to fight against illiteracy. Thus, a distinct place should be accorded to publications both in planning and execution of future literacy activities. It is suggested that ICAE along with other agencies should undertake a planning exercise, as mentioned in Recommendations 1 and 3 of Section 4, where special consideration should be given to a plan for publications. This should include the publication of newsletters and journals (if any), handbooks on key activities, and other types of materials such as reports,

publicity brochures, etc. Funds permitting, the publications plan should also include the preparation of videos and other audio-visual aids based on new communications media in order to supplement the printed word with new media for more extensive and more effective communication as well as networking. The question of languages in which different materials should be produced and their financial implications should also become a part of a viable action plan.

(2) Suggestions regarding the publication of newsletters are included in Section 11 of this report. It is suggested that the following three brochures or guidebooks be prepared on a priority basis because ITFL has generated some useful ideas and experiences which should not be lost. Other types of handbooks can also be considered. These handbooks should clearly state that the general guidelines presented in them should be adapted and modified according to local circumstances. This is necessary to make it fully clear that while there is place to develop handbooks internationally in a co-ordinated manner by pooling the valuable experiences generated in different parts of the world on a given subject, the adaptation of ideas and action to suit local conditions is equally important. The three handbooks suggested for immediate action are the following:

(i) A Handbook on the Involvement of Media in the Literacy Movement

The valuable work done at the instance of ILY in this field should be further strengthened and spread in all regions and nations. The experience gained as a result of organizing the Media Colloquium with Unesco, the pre-launch, and specific discussions held in Toronto (first meeting of ITFL) and in New Delhi (fifth meeting) should be utilized. The excellent work done by Yomiuri Shimbun Company in Japan under the leadership of its President, Yosoji Kobayashi, and other specialists including Masato Tanaka should also be utilized for this

purpose in close co-operation with them and the Japanese Federation for Co-operation with Unesco. Also, the Recommendations made in Section 7 of this report may be taken into account when planning for the preparation of this handbook.

(ii) A Handbook on Involvement of Learners in the Literacy Movement

This is another area where useful experience and insights have been generated by ITFL and immense value of learner involvement in support of the movement have been identified. The lessons emerging from Canada, Kenya and the Caribbean experiences should be utilized for preparing a handbook to indicate concrete ways and means of learner involvement. Help may be sought from those who were directly involved in this action during ITFL/ILY. The experiences and recommendations presented in Section 9 of this report may be considered when taking action on the proposed handbook.

(iii) A Handbook on the Book Voyage: Its Applicability at the Local, Provincial and National Levels

The great significance attached to the voices of neo-literates should not end with the end of ILY. In the process of emphasizing the participation of learners during ILY through the Book Voyage project, the sound pedagogical value of the Book Voyage; its value to mobilize local community and national leaders in order to keep literacy high on the public agenda; and its media attractiveness, were more clearly perceived. The experiences of Canada, Japan and Thailand, among others, should be used as an operational guide offering suggestions for the planning and execution of the Book Voyage programs at the district, provincial and national levels. The possibility of organizing Book Voyages at the international level at longer intervals should not be totally excluded but the focus should be on intra-national efforts with the aim of harnessing further the pedagogical

cal and other values of this innovative activity. Further details given in Recommendation 2 of Section 10 may be utilized in preparing the handbook.

(3) A more systematic policy and plan should be evolved regarding languages of future publications of ICAE/ILSS. The policy of producing most materials in English, French and Spanish should be continued. But the publication of selected materials in other languages should be encouraged for the purpose of optimizing the communication and dissemination value of these materials. The experience gained from an impromptu discussion on producing the ITFL Newsletter in different languages, followed by quick decisions that took place in the fifth meeting of ITFL in New Delhi points to both eliciting the interest of different language groups in producing publications in their languages, and the various difficulties inherent in actually carrying this out. It is suggested that a principle of partnership should be adopted for producing ICAE/ILSS publications of the post-ILY period in different languages. The languages may include Arabic, Bengali, Chinese, Hindi, Swahili and Urdu in the context of Africa, Arab States and Asia. Other languages may also be included if the principle of partnership is accepted. A strong partner agency, non-governmental or governmental as the case may be, should be identified and proper arrangements made for publication and dissemination of different language versions. Adequate financial arrangements should be made by the partner agency either through the local governments or as an integral part of the externally funded literacy projects. To the extent possible, ICAE/ILSS may also extend direct or indirect help in initiating such a program. What is most significant is to make further progress during the post-ILY period by going beyond the three languages at least for some of the key publications and thereby widening the effects of ICAE's work in literacy.

(4) The three Declarations that came out of the ITFL

meetings are rich in ideas and suggestions for different types of action for the Decade. But if they remain individual Declarations and Statements, they are not likely to reach a larger readership. In consequence, their impact would also remain limited. There are also some other brief but critical documents available with ICAE. In order to increase the use of such valuable documents that are already produced, it is suggested that they should be compiled in a small book of readings and published by ICAE/ILSS as a "Collection of Declarations and Other Documents." To give wider publicity to this compilation, the suggestion made in the previous paragraph regarding translation into different languages should be put into action and different language versions be promoted in co-operation with partner agencies. The compilation should be small, some 40 to 50 pages, and should include, among other things:

- (i) The three ITFL Declarations
- (ii) The Udaipur Declaration of ICAE/DSE
- (iii) The transcripts of two videos prepared by ITFL on the occasions of the pre-launch (part of the media kit) and WCEFA; and
- (iv) Other such brief documents of ITFL, ICAE and Unesco having critical reading value for literacy workers, adult educators, NGOs and university departments of education.

(5) At least two full sets of all ITFL's newsletters, reports, brochures, declarations and other documents as well as videos, produced in connection with activities of the Task Force should be maintained in the ICAE's Resource Centre for record and reference.

SECTION 13

PARTICIPATION IN ALLIED ACTIVITIES

ITFL'S INVOLVEMENT IN CO-OPERATIVE ACTION

1. ITFL was involved in several co-operative activities over and above those exclusively initiated by it. It was found that such an involvement resulted in increasing the visibility of the Task Force, in promoting the cause of NGOs, and in serving other aims pertaining to literacy and ILY.
2. As mentioned in Section 10, the launching of the International Book Voyage was linked with the Fourth World Assembly of ICAE. This co-operative action became mutually beneficial in many respects. ITFL also co-operated with the Toronto Board of Education in holding the first International Learners Conference in May 1990. This was in line with the ITFL Declaration which emerged in its third meeting with respect to learner involvement in the literacy movement.
3. The staff members of the ITFL Co-ordinating Offices in Toronto and New Delhi also participated in several seminars and conferences nationally and internationally both as participants and main speakers. They also put up exhibitions at several places as part of larger programs. The ITFL staff assisted with adult literacy

courses in collaboration with the Adult Education Department of the Ontario Institute for Studies in Education (OISE), and received in return the co-operation of OISE's faculty in different activities of ITFL.

PARTICIPATION IN WCEFA

4. One major co-operative action was the ITFL's participation in the World Conference on Education for All (WCEFA) organized in Jomtien, Thailand in March 1990 through a joint Inter-Agency initiative of UNDP, Unesco, Unicef and the World Bank. WCEFA became a rather unique international event in ILY-1990. The discussion concerning WCEFA had in fact started in the third meeting of ITFL held in December 1988. In the fourth meeting, held in April 1989, this subject was discussed at great length. Dr. Nat Colleta, the Deputy Executive Secretary of the Inter-Agency Commission set up for organizing WCEFA was invited, and a panel discussion was arranged in which Nat Colleta, Budd Hall, Lalita Ramdas, Cesar Picon and Joyce Kebathi took part. It was decided that ITFL should extend its co-operation to this world-wide effort and at the same time see that the NGOs' voice was heard in WCEFA.

5. The dialogue generated in the fourth meeting was carried forward to the fifth and the sixth meetings focusing more on making adequate preparations to participate in WCEFA. It was noticed that ITFL succeeded in placing before the organizers of WCEFA its concerns regarding the representation of NGOs, clarification of the concept of Education for All, and other similar issues. Some ITFL members felt they were not consulted sufficiently on the planning and preparation for the round table discussion scheduled for the WCEFA Conference.

6. The sixth meeting, a special meeting of ITFL held in Paris in February 1990, gave an opportunity to voice differences and sort out matters, and resulted in an agreement reached on the round table, video, exhibition and ITFL representation at Jomtien. Accordingly, a

FROM AWARENESS TO ACTION

round table presentation was made on the theme of "The Role of NGOs in Literacy," and Lalita Ramdas, Paul Wangoola, Alfonso Lizarzaburu and Jeanine Thomas-Fontaine took part in it. A special video for the occasion was prepared where issues concerning literacy and development were forcefully put forth by Budd Hall, Yusuf Kassam and Patricia Rodney. An exhibition was also effectively organized by ITFL which was coordinated by Motoyo Kamiya. Materials were collected from a number of member organizations of the Task Force for the exhibition. Rao Chelikani played the role of the ITFL spokesperson at Jomtien.

7. A considerable impact and visibility of NGOs in general and of ITFL in particular was noticed at the preparatory stage of WCEFA and during the Conference itself. For example, Budd Hall was involved in the EFA Steering Committee at the preparatory stage to provide a voice of ICAE, ITFL and NGOs in general. In a deliberate departure from the usual inter-governmental conference procedures, NGOs invited to WCEFA were accorded full delegate status and were involved in all aspects of the Conference. Francisco Vio Grossi, president of ICAE, presented a full 20 minute plenary intervention, one of only two NGO interventions. Daniel Wegener, an active member of ITFL representing the Baha'i International Community on the Task Force, served as chairperson of the NGO Committee and set in on the final steering committee work. Lalita Ramdas, convener of the ITFL Office for India/South Asia forcefully and effectively highlighted the role of women and a whole range of gender issues in literacy, utilizing a variety of opportunities available throughout the Conference. Paul Wangoola, secretary general of the African Association for Literacy and Adult Education was on the final drafting steering committee of the Conference. ITFL pins, T-shirts, posters and other materials were distributed which earned great appreciation and popularity.

8. Several difficulties arose within ITFL in connection

with WCEFA at various stages, a part of it came to the fore in the sixth meeting as stated before. Probably some of these were reflected in the questionnaire ratings when, out of 16 member organizations who responded to the pertinent item, eight felt that the participation of ITFL in WCEFA was good or very good and the other eight said that it was fair.

SECTION 14

SOME STRUCTURAL AND ORGANIZATIONAL ASPECTS

ESTABLISHMENT OF THE CO-ORDINATING OFFICE

1. During the second meeting held in Berlin in June 1988, ITFL "designated ICAE as the Task Force Co-ordinating Office, charged with implementing and monitoring the plan of action, including the production of a quarterly newsletter."

2. It was found that this decision turned out to be very beneficial to ITFL in many respects throughout its period of mandate. The ITFL Co-ordinating Office reaped the immediate advantage of the infrastructure and equipment available at ICAE headquarters with minimal cost. It also benefitted immensely with the ICAE's networks and field contacts which gave ITFL a world-wide access to organizations and individuals involved in literacy movements and adult education. Moreover, the Co-ordinating Office benefitted greatly from the information and documents that ICAE received from all parts of the world. This particular factor helped the ITFL Office especially in enriching its Newsletter which has been examined in detail in Section 11 of this report. It was also found that although all staff members of ICAE did not formally work for ITFL, all of them extended their

helping hand whenever the need arose with a profound sense of voluntarism typical of good NGOs.

3. Furthermore, the ITFL Co-ordinating Office got a unique advantage of being very close to the Ontario Institute for Studies in Education (OISE), and especially its internationally acclaimed Department of Adult Education. Advanced level students and scholars at OISE from different parts of the world came in contact with ITFL and even contributed to its activities. The faculty members of OISE also helped ITFL both formally and informally, and ITFL staff tried to reciprocate the help by offering seminars and lectures on literacy issues. The professional environment thus created among ITFL and ICAE personnel appeared to be an important contributing factor in the quality and intensity of work produced by the Co-ordinating Office.

PERSONNEL

4. While the Task Force was set up in October 1987, it took some time to raise enough funds and hence the first program officer could be appointed only in August 1988. This position was occupied by Wendy Johnson until May 1989. Josée Valois worked as communications officer between March 1989 and July 1989. Patricia Rodney joined as program co-ordinator in October 1989 and Motoyo Kamiya joined ITFL in October 1988 as administrator, (although she worked on academic aspects as well). Ms Rodney and Ms Kamiya were the full-time staff carrying the major load of ITFL work. Budd Hall, Yusuf Kassam, Raimunda Duarte and Darlene Clover helped ITFL staff in various ways on a part-time basis.

5. Compared to the heavy responsibilities of ITFL's extensive projects and programs, the staff available was minimal. The Co-ordinating Office not only had to develop and implement large-scale programs of different kinds as examined in the previous Sections of this

report, but also had to raise funds from various sources. It also had to organize meetings of the Task Force and carry out a great deal of correspondence with member organizations, funding agencies, and partners in implementing different programs and activities undertaken by ITFL. In addition to all these, the correspondence analysis carried out as part of the present evaluation exercise revealed that the Co-ordinating Office was inundated with a large number of letters from all corners of the world asking for information and help in the context of ILY and ITFL activities. This was at once a sign of success for ITFL and a great challenge for its small staff to respond to the spontaneous and unanticipated demands from the field.

6. In order to get further insight into the kind of service rendered by this small team of staff to the field on behalf of ITFL, a more in-depth analysis of the correspondence was carried out by posing such probe questions as: Who wrote to ITFL? From where did these inquiries come? What kinds of requests and queries did they make? And how did the Co-ordinating Office handle this heavy load of work? Some of the major findings that are indicative of the field impact of ITFL, and the commendable performance displayed by the personnel of the Co-ordinating Office are as follows:

- Well over a thousand people from more than 100 countries from all regions of the world sent letters spontaneously to ITFL asking for information and help of different kinds.
- The written communication was in addition to hundreds of phone calls received by the Co-ordinating Office for similar purposes. A staff member's brief notes of over 200 phone calls, only a fraction of the total number, indicated the extent and nature of information needs that existed in the field.
- A majority of those who wrote this category of letters were trainers of literacy workers, program planners and organizers, university teachers and researchers, media personnel and publishers, librarians and documentalists,

and community workers. Some literacy teachers and reading specialists were also among these.

- A very wide range of requests and inquiries were made. They included requests for information about ITFL and ILY; queries pertaining to various literacy projects and events in different countries or regions; requests for the ILY Newsletter and ITFL promotional and dissemination materials; requests for information about literacy publications and materials brought out by other agencies operating in different parts of the world; and questions about opportunities for voluntary work. There were also some requests seeking ITFL's collaboration in organizing conferences and projects or getting professional help by providing speakers and presenters of papers.

- It was further found that the rate of reply was practically one hundred percent. The ITFL staff members did their best within their circumstances by way of supplying reports, copies of the Newsletter, and other materials on hand. They wrote back and supplied information available with them or gave names and addresses of other sources from where the relevant information or materials asked for could be obtained. ITFL was clearly not meant to become an international resource centre for providing information and materials nor a literacy support service. This type of a demand simply grew spontaneously as time passed. The small team of staff members of the Co-ordinating Office responded well to this demand and rendered a very valuable service to the field.

MANAGEMENT STRUCTURE

7. As the ITFL grew from a small 15-member Task Force to a large coalition of NGOs, and as it earned recognition from various agencies as well as power for making certain critical decisions, some issues concerning its management structure arose. In the third meeting of ITFL at Chantilly held in December 1988, proposals about the management of ITFL and the establishment of

a steering committee were discussed. It was decided that all of the member organizations which had joined ITFL up to and including the Chantilly meeting would form a steering committee. The group, however, did not meet as a steering committee and ITFL operated as a "Committee of the Whole" through subsequent international meetings in Mombasa in April 1989 and in New Delhi in October 1989 (fourth and fifth meetings). It might be observed in this context that the steering committee itself was unduly large because, as reported, as many as 27 member organizations had already joined up to and inclusive of the third meeting, while up to the fourth and the fifth meetings there were 33 and 35 members. Thus, a vast majority of the member organizations were placed on the steering committee.

8. Although the operational programs of ITFL went ahead, the issues pertaining to management structure and the steering committee lingered. Eventually strong feelings arose, particularly in relation to the planning and selection of NGOs for participation in a round table on "The Role of NGOs in Literacy" on the occasion of WCEFA in Jomtien. Proper consultation with the different NGOs represented on ITFL was not carried out. All this was reflected in a Quito Meeting on the Collective Consultation on Literacy in December, 1989 where a number of ITFL members voiced their concern in a resolution. Consequently, a special meeting was called in Paris (sixth meeting). Various matters that created misunderstanding and differences were frankly discussed at the meeting, agreement was reached in respect to the preparations for the Jomtien Conference including the selection of participants for the round table, and a smaller steering committee of 11 members was formed. It was also proposed that a meeting to better define the functioning of the steering committee would take place with the ITFL members present in Jomtien. That was probably not feasible because of the nature of a huge Jomtien Conference and other factors. In any case, that meeting did not materialize. In the meantime, attention

was more focused on the implementation of major time-bound projects like the International Book Voyage during the ILY itself and more money was needed for running the already committed programs like the Newsletter and the Book Voyage effectively and on time. After the ILY was over, the mandate of the ITFL was to come to an end. Ultimately, the new steering committee also could not meet. This experience throws light on the need for having at least a minimum essential and viable structural arrangement, without of course, reducing the priority and importance to be given to actual operational programs and without losing the required flexibility and innovativeness that are so essential for success in a NGO setting.

ITFL INDIA/SOUTH ASIA OFFICE

9. This office was set up in December 1988 with the purpose of partial decentralization of ITFL activities. Lalita Ramdas was appointed as part-time convener and Indira Koithara as full-time program co-ordinator. In addition, the office staff included a clerk, a messenger, and a part-time accountant. Provision was also made to engage consultants. Office space was provided free of charge by the Indian Adult Education Association (IAEA) in its own premises in New Delhi. J.C. Saxena, Secretary General of IAEA extended several other types of help within the means of IAEA. In particular, the IAEA conference room was frequently used without cost by the ITFL Office for its activities.

10. Soon after the establishment of the India Office, a number of significant activities were planned and effectively executed. Some of them are described below as examples:

- The fifth meeting of ITFL was hosted by this office at Suraj Kund near New Delhi which made arrangements needed for the meeting and organized excellent field visits. It succeeded in raising part of the funds for the meeting from the Government of India and its National

Literacy Mission, India Office of Unicef and ASPBAE.

- A well-designed ILY 1990 Calendar was brought out with 5000 copies printed and distributed throughout India and other South Asian countries, mobilizing the financial support needed for producing the calendar from the House of Thapers in New Delhi.

- To mark the commencement of the International Literacy Year, it organized a six-kilometer Learners' March in New Delhi on January 1, 1990. The Learners' March was widely covered by T.V., radio and the press.

- It also initiated a number of activities involving the media and organized a variety of programs in the form of seminars, workshops, etc.

11. The ITFL India Office was renamed the ITFL South Asia Office in January 1990. However, it was not adequately equipped in terms of finances, etc. to undertake its expanded function to the whole South Asian region. Also, the program co-ordinator left in October 1990 and such other difficulties arose. As a result, the excellent work started earlier was slowed down towards the end of ILY.

SUGGESTIONS FOR FUTURE ACTION CONCERNING MANAGEMENT STRUCTURES

12. The following suggestions concerning management structure and personnel may be taken into account for future action:

(1) The ITFL in general, and a small team of workers in its Co-ordinating Office in particular, have once again confirmed that a high sense of voluntarism, and a high degree of self-imposed commitment associated with this voluntarism, is what a good NGO brings to any worthwhile activity — in this case ILY and the overall international literacy movement. This should be recognized more widely, nurtured and utilized optimally by ICAE/ILSS throughout its plans and programs for the post-ILY period. This feature should be consciously built into each of its activities so that it can do more than

usual from whatever financial and other resources that it succeeds in mobilizing for future action.

(2) A minimum essential management structure and decision-making procedures should be created for sound administration of activities during the post-ILY period. The structure should be workable and not too costly or heavy which might hinder effective functioning. In developing a viable management mechanism, it is essential that the priority and importance of actual operational programs are not reduced, and the much needed flexibility, innovativeness and the possibility of taking quick and bold action, which are some of the assets of a good NGO, are not lost.

SECTION 15

FINANCIAL ARRANGEMENTS

CORE FUNDERS AND OTHER FUNDING AGENCIES

1. It is evident that for an NGO type of undertaking like ITFL, having commitment for programs and activities on an international scale, would require appropriate financial resources. It was found that ITFL required funds for the following major items of expenditure:

(i) Core funding for a small staff, administration and infrastructure of its Co-ordinating Office;

(ii) Funding for the organization of seven international meetings of the Task Force;

(iii) "Seed money" for undertaking international and co-operative projects like the Book Voyage, the international pre-launch of ILY and the media colloquium;

(iv) Funding for activities like the ILY international newsletter, publication of reports, special declarations and publicity leaflets, and world-wide dissemination of all these materials.

2. Did ITFL and its initiator ICAE, succeed in mobilizing enough financial resources for action pertaining to ILY? This, indeed, is difficult to judge in the absence of any

norm or any targeted amount fixed at the outset. However, it was amply clear that:

(i) ITFL had absolutely no funds to start with, as it was a totally new venture;

(ii) it had a very short lifespan, only three years and nine months, which was too inadequate a time to mobilize and bring to fruition huge international funding, although its initiator, ICAE, was in existence earlier but it had its own establishment and activities to finance;

(iii) ITFL had to compete with other international, regional and national bodies seeking funds from more or less the same donor agencies and for the same cause — ILY; and

(iv) the period of 1987 to 1991, during which ITFL existed, was marked by increasing financial stringency that was being experienced everywhere on account of various unforeseen and unprecedented international developments.

Viewed in terms of factors and forces such as these, there is evidence to conclude that ITFL succeeded well in raising the minimum essential funds required to meet all its financial obligations for its staff, administration and infrastructure as well as its world-wide programs and activities.

3. ITFL received financial support from a large number of agencies either for project funding or for establishment costs or for both. Even some individuals donated certain amounts for particular projects. A list of funding agencies prepared by the ITFL Co-ordinating Office is as follows:

1. Canadian International Development Agency (CIDA)
2. Charles Stewart Mott Foundation
3. German Foundation for International Development (DSE)

4. Norwegian Agency for International Development (NORAD)
5. Swedish International Development Authority (SIDA)
6. Daihyaku Life Insurance Friendship Foundation
7. Nissho Iwai Foundation
8. Toshiba International Foundation
9. Japan Expo Commemorative Foundation
10. National Federation of Unesco Associations in Japan/Yomiuri Shimbun Newspaper Co., Japan
11. Department of Employment, Education and Training, Australia
12. Baha'i International
13. Canadian National Literacy Secretariat
14. Unesco
15. Finnish International Development Agency (FINNIDA)
16. Japanese Corporate Contribution

4. In addition, some funds were raised by the ITFL India/South Asia Office and the Regional Affiliates of ICAE that were ITFL members for specific programs and activities of national or international character. For example, the India/South Asia Office mobilized local resources and received financial support from the Government of India and its National Literacy Mission, India Office of Unicef, ASPBAE and some other agencies for the fifth ITFL international meeting and other ITFL programs. Likewise, AALAE and other regional affiliates raised financial support for similar ITFL activities.

5. Among the funding agencies listed in the foregoing paragraphs, the first five were classified by the ITFL Coordinating Office as "core funders" on account of their relatively substantial support and other reasons. Four of them, namely CIDA, Mott Foundation, NORAD and SIDA provided funds towards the expenses for staff, administration and infrastructure, and therefore their support was viewed as core funding. It was, however, noticed that these agencies also provided sizeable support to a number of international programs and activi-

ties such as the Book Voyage, the media pre-launch and the international newsletter. Thus, the core funding was not merely "core" in terms of staff and administration, but also in terms of "seed money" or "confidence-building money" that was needed as a "core" to launch a major program. It was essential for an organization like ITFL to take a calculated risk of launching a particular international program requiring much more funds than those on hand, and actually securing additional funds by exploring new resources as the program grew. After a period, the promising features of the ongoing program itself began to attract more funds. This particular process, which was subtle but significant and central, was clearly observable when analyzing ITFL's financial resources and their management. This process also revealed a happy combination of two factors: one, an NGO enterprise which was innovative, flexible and risk-taking; and second, funding agencies that displayed foresight and empathy, and provided core support by taking a certain degree of risk themselves.

6. With regard to DSE, the fifth agency treated by the ITFL Co-ordinating Office as one of the core funders, it should be observed that, strictly speaking, DSE is not a typical funding agency. Although DSE does provide financial support to specific programs, it in fact becomes an active partner by way of sharing the academic as well as organizational responsibilities of these programs. This actually happened in the case of ITFL in a major way. It was noticed that under the leadership of Dr. Josef Müller and Ms. Anja Dietrich, among others from DSE, the German Foundation not only became a co-operating member of ITFL right from the beginning, but also provided professional, organizational and financial support for the second, fourth and seventh international meetings of ITFL as well as ITFL's comprehensive evaluation. The substantial financial inputs, besides other forms of support provided by DSE, enabled ITFL to meet more regularly and innovate promising ideas to evolve action plans for almost all of ITFL's major inter-

national programs for ILY. No wonder the Co-ordinating Office considered DSE as one of the core funders.

7. Most agencies other than the core funders, made contributions towards project funding. Since ITFL was a special NGO mechanism set up for the special occasion of ILY, it had to start a number of projects and programs almost simultaneously; bring them all to fruition just before, during or soon after ILY; and find funds for each one of them at the same time. There was no money with ITFL to start with as stated earlier, and it had a rather limited lifespan. As a consequence of all these, the process of fundraising was somewhat unusual. The process went on almost throughout the time span of a given project; the funds received were very uneven in terms of amounts; and for most projects a fairly large number of funding agencies and even individuals were involved in donating funds. For example, the expenditure incurred by the Co-ordinating Office for the Book Voyage project was covered by as many as ten funding agencies and three individual donors. Similar was the case for ITFL's most other programs and activities. Such adjustments were not always easy but were ably done by the ITFL administration.

DIRECT AND INDIRECT SUPPORT

8. Besides securing direct support in the form of core funding, project funding and formal cost-sharing, ITFL succeeded in mobilizing indirect and invisible support from various agencies for its programs. Many of these agencies developed a partnership with ITFL especially in the context of ILY, and covered local and national level expenses from their respective funds without entering into any formal financial commitment. Since most ITFL programs were large-scale in nature, involving many partners throughout the globe, cumulatively, this became an important financial support. For example:

- During the international pre-launch of ILY, a number

of local, national and even international agencies were involved at each of the 26 different places throughout the world that carried out the pre-launch as shown in Table 6 in Section 6. These agencies absorbed various types of visible and invisible expenses for the ITFL program which was linked with ILY.

- For the media colloquium, Unesco was the major partner which covered certain costs from its own funds. This indirect support reduced ITFL's financial obligation for this program substantially. In addition, the immediate impact generated by the colloquium mobilized indirectly some other types of finances as illustrated in Section 7 by the case of Yomiuri Shimbun in Japan.

- Similarly, the ITFL's Book Voyage project mobilized governmental and community resources at the local, provincial and national levels for meeting the costs of a variety of activities as indicated in Section 10.

9. There are many more examples of this type of resource mobilization but it is impossible to do any dependable costing of these indirect and invisible inputs. Nonetheless, there are enough indicators to conclude that this invisible support was by no means an insignificant one.

MAGNITUDE OF RESOURCES VS PROGRAM PERFORMANCE

10. While the indirect and invisible support will remain an unknown figure, it is important to note that the total amount of the core funding and other direct funding that ITFL spent in about four years appears to be in the order of 1.2 million U.S. Dollars. Thus, ITFL spent an average amount of 300,000 Dollars per year. It is beyond the scope of this evaluation to go into a financial audit type of analysis which understandably was done by pertinent authorities on an annual basis. It is also beyond the scope of this exercise to carry out cost-effectiveness analysis in a rigorous manner. However, it is important to reflect and recount what ITFL achieved on

the basis of the resources of this magnitude.

11. First of all, for the varieties of world-wide programs and activities that ITFL took upon itself consistently for four years, the average amount of 300,000 Dollars per annum is indeed extremely modest when compared with international standards. Secondly, within this modest amount on hand, a number of tangible and significant achievements produced by ITFL are clearly identifiable. Thirdly, there are also some indications of achieving several less tangible or intangible outcomes. And finally, the spirit of voluntarism and other such qualities that are some of the inherent strengths of a good NGO appear to have played an important role in optimizing ITFL's achievement within a relatively modest sum of money on hand.

12. With regard to the tangible achievement of ITFL, a number have been stated in different Sections of this report as identified in the process of this evaluation. They are indeed many and varied, and hence it is not possible to reproduce them here just for the sake of juxtaposing them against the financial resources utilized to achieve them. Therefore, only a few examples of major achievements are listed below for a quick review:

- Seven international meetings of the Task Force were held within three and a half years. The attendance in each meeting was impressive. As time passed, the Task Force grew from a team of 15 members to a coalition of 40 NGOs and their supporters. The meetings became very productive and produced a number of novel ideas and action plans befitting the occasion of ILY, and earned the acclaim of Unesco and other bodies. The programs became attractive and interesting for literacy personnel in different parts of the world who, in turn, joined hands and extended their resources in implementing them.
- A special International Newsletter for ILY was launched and published regularly, first as a quarterly and then every two months. It earned the distinction of

being the only international newsletter of its kind in the world for ILY. The Newsletter was published in English, French and Spanish, and was distributed free to a critical mass of literacy leaders in more than 170 countries covering the entire globe. In all, the 14 issues published between October 1988 and June 1991, maintained a consistently high standard with respect to the richness and relevance of content as well as attractiveness of illustrations and layout.

- The media pre-launch organized in March 1989, was an innovative effort utilizing the latest communications technology. It took the message of ILY-1990 in advance to hundreds of millions of citizens around the world. It also generated awareness and action among the media people themselves. Further details are in Section 6.

- The international media colloquium held in close cooperation with Unesco resulted in eliciting participation and involvement of some of the largest media agencies in the world in the observance of ILY. This program had a good multiplier effect. The example of Yomiuri Shimbun Newspaper Co. in Japan is a case in point. The mini case study of Yomiuri Shimbun can be found in Annex 4 and the agencies involved in the colloquium are listed in Section 7, Table 7.

- A totally new and highly valuable project of the international Book Voyage was developed by ITFL and implemented in more than 60 countries from seven regions of the world. One of the unique achievements of this project was the direct involvement of thousands of literacy learners and neo-literates for whom the ILY was ultimately meant. At the micro-level, it encouraged, enabled and offered the opportunity to literacy learners to exercise their new capacity of expressing their needs, concerns, life histories, hopes and aspirations in written words. The project also succeeded in involving a large number of teachers of the literacy learners, local community members, local and national political leaders, media personnel, and international leaders such as the Director General of Unesco, and the Secretary General of the United Nations. The way in which the project

progressed during ILY confirmed its rich pedagogical value, socio-political significance, media attractiveness and potential for mobilizing indirect financial support. These and many other achievements of this program are stated in greater detail in Section 10 and Annexes 6 and 7.

13. The above-mentioned achievements are not an exhaustive list of all major outcomes. There are some more tangible results accomplished at different levels of ITFL's operation — local, national, regional and international, but there are also several less tangible or intangible outcomes achieved by ITFL. For example:

- A sense of international solidarity grew among a large number of NGOs working in literacy.
- A perceptible awareness emerged among some of those NGOs who did not earlier work directly in the field of literacy. By becoming active members of ITFL, they realized how literacy is a critical and unavoidable component in their respective fields of operation. Names of such NGOs operating in fields allied to education in general and literacy in particular may be seen in Table 1 in Section 3.
- ITFL became a symbol of displaying a new confidence among NGOs to respond in a significant and innovative way to the international call to observe an occasion like ILY and mobilize material and human resources to conduct large-scale programs.
- ICAE earned special recognition and support from its own constituencies, co-operating bodies, and other national and international agencies concerned with literacy and adult education for creating an instrument like ITFL for the observance of ILY.
- The regional networks affiliated to ICAE strengthened their position further in their respective regions and, at the same time, increased solidarity and co-operative action among themselves under the aegis of ITFL.

14. The achievement of ITFL, both tangible and intangible, such as those mentioned above as examples, are no doubt attributable to the judicious use of direct funding

of about 1.2 million Dollars in four years plus the indirect support mobilized by the Task Force in the form of money, human resources and materials. As observed earlier, the indirect and invisible support has made a substantial contribution to the success of ITFL's programs and activities. This was mainly for the reason that practically every program of ITFL became a co-operative venture between ITFL and a large number of agencies committed to the observance of ILY and thus, cost-sharing, either direct or indirect and invisible, became an important element in the implementation process. But there are at least two more factors connected with financial aspects, which have made a significant contribution towards the success of ITFL and which deserve a special mention. They are as follows:

(i) It is clear that, what may be called, "the NGO spirit" of *doing more with less* has played an important role in ITFL's achievements. A number of important features of a good NGO were distinctly visible. ITFL as a group of NGOs produced a strong environment of voluntarism. There was a sense of service, a spirit of sacrifice of time and energy by doing extra work among ITFL/ICAE staff members and other partners involved in various programs. Also, ITFL consistently displayed the qualities of quickness and boldness in decision-making and action besides flexibility and innovativeness. Furthermore, the cause of illiteracy fervently stated in ITFL's Declarations and other literature, and the resultant feeling of serving (through literacy) hundreds of millions of downtrodden and marginalized people brought in added motivation and internal commitment. All these elements ultimately heightened cost-effectiveness of ITFL.

(ii) In terms of financial considerations, the decision taken by the second meeting of ITFL regarding the location of the ITFL Co-ordinating Office in ICAE turned out to be highly advantageous to the Task Force. When this decision was translated into action, it resulted in (a)

sharing of space, (b) use of the latest equipment and other infrastructure of ICAE already available together with ICAE's local, national and international networks, and (c) securing part-time services of some of the staff members of ICAE and thereby keeping the full-time staff on the payroll of ITFL to a bare minimum. These arrangements reduced the ITFL's costs of establishment, administration and activities enormously besides giving it a quick start. There were of course some problems of adjustment; such a grafting is never easy. But compared to the relatively small adjustment problems, which were well taken care of, the benefits pertaining to the larger interest of ITFL and ICAE were indeed very substantial. Without this particular input on the part of ICAE, it would not have been possible for ITFL to establish and maintain an international Coordinating Office and carry out so many programs so expeditiously and effectively on a global scale within the amount of money received in the form of direct funds. Several other benefits reaped by ITFL as a result of its decision of designating ICAE as the Task Force Coordinating Office are stated in Section 14 of this report.

SUGGESTIONS FOR FUTURE ACTION CONCERNING FINANCIAL RESOURCES

15. In the light of the analysis of ITFL's financial resources on the one hand, and its achievements on the other, the following suggestions and observations are made for future action:

(1) Thanks to the core funders like CIDA, DSE, the Mott Foundation, NORAD and SIDA, and other funding agencies, ITFL succeeded well in making financial arrangements for its establishment and programs during the four year period of its existence. The analysis and evaluation of ITFL's performance presented in Sections 3 to 14 of this report have shown beyond doubt that the Task Force utilized its resources judiciously and economically, and fulfilled its objectives in relation to ILY

very effectively. The funding partners of ITFL have ample reasons to feel satisfied that the funds donated by them have been used well. While ITFL and ICAE have done their utmost to promote the cause of literacy during ILY, the massive task of arresting the large incidence of adult illiteracy and functional illiteracy is still to be carried further unabated. The core funders and other funding agencies are therefore urged to provide necessary support to ICAE and ILSS on a recurrent basis and strengthen their hands to carry the struggle against illiteracy further up to the Year 2000. Those agencies that could not become funding partners of ITFL during ILY for whatever reasons, are also urged to support ICAE for the post-ILY action on the basis of the commendable record of performance of ITFL and ICAE as revealed by the present evaluation.

(2) ICAE and ILSS should continue the tested strategy adopted by ITFL regarding core funding, project funding, seed money or confidence-building funds, and financial partnerships with like-minded agencies for the post-ILY period of action based on the experience of ITFL.

(3) The principle of partnership should be applied further. Apart from receiving financial support from regular funding agencies, it is recommended that ICAE may develop a series of innovative projects and programs of practical value in co-operation with various international agencies such as (a) Unesco, its Regional Offices and International Institutes in the areas of their specific interests; (b) UNICEF on literacy, child care and young illiterate mothers; (c) UNDP and the World Bank on the component of adult literacy as an integral part of the "Education for All" movement; (d) UNFPA on women's literacy, gender equity in literacy and basic education, and population issues; and (e) UNEP on literacy, protection of local environment and ecological issues. The projects selected should be such that their outcomes are of direct relevance to literacy practitioners

and planners working at the national and local levels. In order to formulate precise projects of genuine practical value, ICAE as an international NGO having a commendable record of performance through ITFL and otherwise in the past two decades should take a bold lead. It should critically study the programs of Unesco and other international agencies in the field of literacy, post-literacy, functional literacy, basic education and development issues, and on this basis identify promising projects of practical utility where NGOs can make a contribution. All this should be done in co-operation with appropriate agencies in the genuine spirit of partnership for a larger mission, and effective post-ILY programs be jointly undertaken in cycles of two to three years.

(4) The close partnership that was already established during ITFL with a large number of NGOs should be further strengthened during the post-ILY period in a meaningful manner through co-operative programs for mutual support — financial or otherwise. The principle of partnership should also be extended to those agencies that were not included as members of ITFL. This group includes university departments of adult education, National Institutes of Adult Education that now exist in several countries, and other similar national agencies. ICAE and ILSS can strengthen their services by utilizing the expertise available in these agencies for regional and international benefit. This would result in indirect and invisible financial support as well. Again, ICAE should develop a need-based plan of action to ensure practical utility of joint actions.

(5) Establishment of genuine partnership and identification of a small number of really striking and innovative projects of rich practical value is not at all an easy task. The analysis of ITFL's experience has shown that this can be done by a relatively small group of experienced people, capable of creative thinking, and having a deep commitment for the elimination of illiteracy, poverty and under-development. This actually hap-

pened in the second international meeting of ITFL organized in co-operation with DSE after meticulous preparation. The innovative ideas generated and debated in that meeting got crystallized and became project-worthy in the third meeting. It is therefore proposed that in order to move toward the implementation of recommendations such as those suggested in (3) and (4) above, a well-prepared international meeting be held in co-operation with agencies like DSE and involving other potential partners as early as possible. This need is also emphasized in Recommendation 5 of Section 4.

(6) To meet the formidable challenges of literacy, post-literacy and adult basic education still denied to hundreds of millions of youths and adults in different parts of the world by various socio-economic and other circumstances, it is amply evident that ICAE will be required to undertake massive programs of action in the coming years. These would require substantial financial resources especially during the current period of acute international financial stringency. Therefore, to supplement the funds that would be available through regular funding sources, it is suggested that ICAE may explore the possibility of taking a bold and unconventional step to establish an "International Literacy Fund — 2000" by seeking the help of famous singers, film stars, sports stars and other celebrities who can attract funds, and by taking other similar measures. Towards this end, it is further suggested that a few persons who have already got first-hand experience in raising funds in this manner for similar causes be approached. An effective strategy should be developed for this purpose and implemented in consultation with such experienced persons.

SECTION 16

CONCLUSION

1. In 1987, ICAE as a leading international NGO — established by a great adult educator Roby Kidd and nurtured by such personalities as Malcolm Adiseshiah, Julius Nyerere, Nita Barrow, Budd Hall, Francisco Vio Grossi and many others, and known for its commitment to the cause of literacy and adult education for better development — took a bold and timely action by creating a mechanism called the International Task Force on Literacy for the purpose of ensuring the participation of NGOs in the observance of ILY-1990. Between 1987 and 1991, through the instrumentality of ITFL, a large number of NGOs, all regional affiliates of ICAE and several other bodies, worked collectively on planning and executing a number of activities, and thus made a concerted attempt to respond to the call of UNO to make a concrete NGO contribution to ILY.

2. What happened as a result? How did ITFL function? How did it mobilize funds and other resources? What kinds of activities were undertaken and to what effect? In order to study questions such as these and analyze ITFL experiences, processes and programs, a comprehensive evaluation exercise was taken up by adopting both goal-directed and goal-free evaluation techniques. The global appraisal was essentially illuminative and future-oriented in nature, and hence findings were meant to draw lessons in the form of observations and recommendations for future action. Within this per-

spective, a number of major dimensions of ITFL were examined such as the following:

- The genesis and composition of ITFL, its gradual transformation into a coalition of NGOs for the cause of ILY.
- Objectives, targets and strategies of ITFL: How and to what extent were they achieved?
- Seven international meetings of ITFL for collective planning and programming, developing innovative ideas and activities, and building solidarity and motivation.
- Organization and co-ordination of a number of worldwide programs such as the Media Pre-launch, the Colloquium of World Media Leaders, and the international Book Voyage in co-operation with Unesco, UNO and a number of agencies, and involving large numbers of literacy specialists, literacy learners, media personnel and the lay public in various ways.
- ITFL Newsletter — the only international newsletter devoted to ILY: Analysis of its content as well as mailing list to examine its coverage to a critical mass of individuals and agencies throughout the globe.
- Other publications and international Declarations.
- Structural and organizational aspects of ITFL.
- Financial aspects: Magnitude of direct funding, mobilization of indirect resources and corresponding achievements.

3. The findings and corresponding evidences as embodied in the 15 preceding Sections and 14 Annexes tend to show that ITFL performed well, and ICAE, its parent body, fulfilled its rôle effectively in the context of the ILY. Apart from the details given in various Sections, some salient findings are enumerated in the Executive Summary given at the beginning of this report and are therefore not repeated here. A number of recommendations for future action have been made and are given at the end of relevant Sections. They are to be seen in the context of particular experiences and observations presented in the corresponding Sections. For this reason, they are not taken out of context and not reproduced here.

4. The major focus of ILY was on raising public awareness about literacy. In consequence, most of the programs of ITFL/ICAE as well as other agencies that took part in the observance of ILY also focused on this goal and did their best in awareness-raising. It is now time to move *from awareness to action towards achieving the target of a literate world*. The task of awareness-raising will no doubt continue, but only as a part of the overall struggle for the elimination of illiteracy.

5. The post-ILY period should therefore focus on the central task of universalization of literacy throughout the globe. Education is a human right and literacy is an unavoidable ingredient to achieve this right. The basic capacity to acquire the skills of reading and writing are simply unique to the human species and therefore the prerogative of each and every member of the human society to achieve them. What is more, the human life in the 20th century has changed enormously, and in the modern world, the competencies of reading and writing, and their application to all domains of life have become an essential prerequisite in achieving socio-economic transformation; cultural, political and environmental development; and a better quality of life.

6. But the world literacy profile in the last decade of the 20th century is disturbingly uneven. It does evoke a feeling of hope but at the same time it generates a feeling of dismay. Millions and millions of youth and adults in many parts of the globe are still suffering from the scourge of illiteracy and are not enabled to become independent, autonomous and self-directed citizens of the 21st century and the dawn of a third millennium.

7. It is because of this global situation, that all energies, resources and actions are now required to converge on performing the central task of accomplishing the cherished goal of a literate world in a foreseeable future. For ICAE, the agenda ahead is going to be heavy as a number of recommendations made in this report indi-

cate, but its outstanding performance through the instrumentality of ITFL during ILY has created a moral responsibility for it to carry forward, together with others and with added momentum, its mission of promoting, motivating and quickening the process of achieving this goal which is intimately connected with human progress and social justice. The count-down must now begin in a significant way.

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December 1990

EVALUATION OF EXPERIENCES AND IMPACT OF ITFL

Questionnaire for ITFL Member Organizations

A. Identification Data

(i) Name of the Member Agency: _____

(ii) Address: _____

(iii) Telephone: _____ Telex: _____ Fax: _____

(iv) Name of the person(s) filling this questionnaire

B. Goals

1. The ITFL strategy mentioned the following four goals in expressed terms. Based on your overall impression and evidence please indicate by a cross (X) how far they have been achieved during the preparatory period 1987-89 and during ILY-1990 through various activities undertaken by ITFL.

	Achieved fully	Very largely	Largely	Fairly	Poorly
1.1 Creating Public Awareness					
1.2 Creating and Strengthening Literacy Structures					
1.3 Stimulating a "Great Debate" about Literacy .					
1.4 Encouraging Literacy Research Evaluation					

2. Comments if any concerning the above.

3. Please give separately a comprehensive statement of report of your agency using the above-mentioned four categories and specifying under each the work done during (a) the entire preparatory period, and (b) during ILY-1990. As you may recall, this format was used earlier also. Please attach the report to this questionnaire for its use in the Meeting scheduled in February 1991.

4. Besides the overall strategy elements stated above, the Task Force envisioned 1990 to be a year which achieves the following. How far in your opinion have these actually been achieved?

Specifications	Achieved fully	Very largely	Largely	Fairly	Poorly
4.1 Marks the beginning of a 10 year intensive effort to dramatically reduce illiteracy in the world.					
4.2 Mobilizes resources from the grassroots and factory floors through to government and educational institutions.					
4.3 Recognizes that illiteracy is a problem of both industrialized and non-industrialized nations.					
4.4 Will not confuse a campaign against illiteracy with a campaign against illiterate people.					
4.5 Links literacy to the achievements of social, economic and political democracy.					
4.6 Strengthens organizations of women, the poor, the jobless and landless.					
4.7 Results in increased empowerment of people not increased dependency.					
4.8 Results most importantly in strengthened permanent structures for promoting and enhancing literacy and adult education at both governmental and non-governmental levels.					
4.9 Comments if any concerning the above.					

5. It is felt that some other goals, not foreseen during the initial phase of ITFL (or were not expressly stated at the outset) have emerged as the work progressed. A few of them have been indicated below to seek your appraisal of them. If you have noticed other similar goals, please specify them and indicate your appraisal as well.

Other goals	Achieved fully	Very largely	Largely	Fairly	Poorly
5.1 Increasing the involvement of learners					
5.2 Full partnership and participation of Funding Agencies					
5.3 Raising literacy issues in allied NGOs (other than "educational" NGOs)					
5.4 Increasing the participation and visibility of NGOs in ILY activities					
5.5 (Please add more if any, and rate them)					

5.6 Comments if any concerning the above.

6. Did ITFL contribute towards any specific developments and changes in the programmes and activities of your agency?

Yes No

If Yes, please give specific examples.

C. ITFL Meetings

7. Name(s) of person(s) who attended previous meetings

<u>Meeting</u>	<u>Name</u>
1st - Toronto, Canada Oct. 1987	
2nd - Berlin, Germany June 1988	
3rd - Chantilly, France Dec. 1988	
4th - Mombasa, Kenya Apr. 1989	
5th - New Delhi, India Oct. 1989	
6th - Paris, France Feb. 1990	

8. Please give below your observations and impressions about the places selected for the meetings, duration, agenda, organisation of work, documentation and any other aspects of the Meetings, highlighting what you liked the most and what, in your opinion, needs further improvement in future.

9. Report of each Meeting was published and sent to the Members of ITFL. How have you found them?

Excellent; Very Good; Good; Fair; Poor

If you have further comments on the reports please state them below

10. Were the Meetings useful to you? Yes No

If Yes, please indicate below in what ways they were useful. *

11. Did your agency contribute to ITFL in any manner through these meetings?

Yes No

If Yes, please indicate it below.

12. Please state below your appraisal about any other matter concerning ITFL Meetings not covered by the earlier questions.

* Please add a separate sheet if more space is required to respond to this or any other subsequent questions

D. Others

13. Please give below your appraisal of the following major activities, which were the outcomes of the meetings to follow-up and conducted by the ITFL.

	Excellent	Very Good	Good	Fair	Poor	Not familiar with this activity
1. Newsletter						
2. Other publication including publicity brochures, reports and declarations						
3. Pre-launch of ILY						
4. Encouraging other for the launching of ILY based on the preparations made in the New Delhi Meeting of ITFL						
5. Media Colloquium						
6. Book Voyage						
7. Participation of ITFL in the World Conference on Education for All						

14. Please give below further comments, if any, on one or more of the activities mentioned above.

15. Please state below any major decision(s) not followed up so far, giving specific reference(s) from the ITFL Meeting report(s).

16. What are your suggestions for further developments regarding future programmes and activities, especially emphasizing the role of NGOs in literacy movement in the next ten years?

16.1 Continuation of current activities

16.2 New directions regarding future activities

16.3 Funding possibilities

17. Please state below your appraisal about any other aspect(s) concerning ITFL not included in the questions mentioned above.

EVALUATION OF EXPERIENCES AND IMPACT OF ITFL

Questionnaire for Donor Agencies

1. This is a brief questionnaire specifically prepared for the ITFL Donor Agencies and is supplementary to the one addressed to all ITFL Member Organizations.
2. As your Agency has played an important role in the development of programmes and activities of ITFL by joining it under a special category of its membership and participating actively on the Task Force, you are requested to fill the questionnaire prepared for all ITFL Member Organisations, and, in addition, respond to this brief questionnaire designed to get supplementary information from you as Donor Agency.
3. The questionnaire has been deliberately kept open-ended. Needless to state, your response to it will go a long way in developing further the literacy work of ICAE for the entire decade of the 1990s as a concrete follow-up of the International Literacy Year.
4. Please feel free to append additional sheets if the space left after each question is found insufficient for your reply.
5. The ITFL Co-ordinating Office and members of the evaluation committee wish to thank you in advance for your kind and active co-operation.

A. Identification Data

(i) Name of the Donor Agency: _____

(ii) Address: _____

(iii) Telephone: _____ Telex: _____

Fax: _____ Cable: _____

(iv) Name of the person(s) filling this questionnaire:

B. Impressions and Observations

1. What were your expectations from ITFL when you decided to provide financial support to it? How far, in your judgement, these expectations have been fulfilled by ITFL?

2. The ITFL Coordinating Office periodically sent you information in the form of reports, publications, etc. about ITFL's activities. Please indicate whether, for your purpose, you found this information

(a) Adequate

(b) Partly adequate

(c) Inadequate

If your answer is (b) or (c) above, please mention what type(s) of additional information you would have liked to receive from the ITFL Office?

3. As you must have noticed, ITFL deliberately tried to involve its Donor Agencies in the "ITFL Meetings" and seek their active participation, integrating the Donor Agencies with all other Members of the coalition rather than treating them as separate agencies which is often the case. In the light of this, please give your impressions and observations in response of the following:

(i) What is your reaction to such an approach? _____

(ii) What, in your opinion, are the advantages or disadvantages of such a practice?

(iii) Would you recommend to continue this practice in future programmes of ICAE concerning literacy?

(iv) Any other observations not covered in (i) to (iii) above.

4. What are your observations and suggestions regarding the programmes and activities that ICAE should undertake in the field of literacy, post-literacy and basic education for all the next 10 years? Please give your reflections in regard to the kinds of functions that ICAE may undertake in co-operation with non-governmental, governmental and inter-governmental agencies, and the corresponding structure(s) that it should establish to carry out these functions most effectively.

5. Please give below any other observations as suggestions regarding any aspect of ITFL not covered in items 1 to 4 in this questionnaire and in all items of the questionnaire addressed to ITFL Member Organizations which you are also requested to fill.

LIST OF INDIVIDUALS INTERVIEWED

1. Budd Hall, Secretary General, International Council for Adult Education (ICAE)
2. John Ryan, Chief, ILY Secretariat, Unesco
3. Robin Silverman, Former Literacy Learner from Canada
4. Joyce White, Movement for Canadian Literacy (MCL)
5. Louise Miller, Regroupement des groupes populaires d'alphabétisation du Québec
6. Odile Moreau, President, Unesco NGO Standing Committee
7. Masato Tanaka, Yomiuri Shimbun Newspaper Company, Japan
8. Seydou Sall, African Association for Literacy and Adult Education
9. Michael Browne, Caribbean Literacy Network

MINI CASE STUDY

THE YOMIURI SHIMBUN LITERACY CAMPAIGN

In October 1988, at the request of Unesco headquarters in Paris, The Yomiuri Shimbun, one of Japan's leading newspapers, decided to conduct a literacy campaign. Our aim was to promote the literacy education movement in Asia in preparation for International Literacy Year (ILY) 1990.

A team of about 20 reporters was organized for the campaign. Hirokisa Kato, managing editor, a number of staff writers, and Masato Tanaka from the News Commentary Department, formed the team. Although committed to this special team, we also had to do our regular jobs. Even before the campaign began we knew we would be facing twice the normal work load. We also had enormous co-operation from The Daily Yomiuri, The Yomiuri Shimbun's English newspaper department.

At daily meetings on the problem of illiteracy, we discovered that the majority of the team did not fully understand the issue. Our work started with research on literacy country by country with the help of correspondents stationed worldwide. Conducting this survey was not an easy task. In many countries the government had no statistics on their rate of literacy. In others, they did not acknowledge the problem existed.

Finally, based on Unesco statistics, we chose to cover ten Asian countries dispatching reporters and camera crews from our Tokyo headquarters in February 1989. It was not until then that the members of the team began to understand the importance of their work. This learning process of the team itself was an important

element of the enthusiasm we had in our work. One reporter was refused entry by the government of a country that would not admit it had a literacy problem. This country has since done surveys and research on its peoples' state of education.

One of the most controversial issues we faced at the beginning of the project was the significance of the campaign. Why were we taking up the subject of literacy education now when nearly one billion people are illiterate worldwide, 700 million of those in Asia alone? It would be impossible to eradicate illiteracy by the 21st century.

It was only after we had begun to carry out this campaign that the problem of illiteracy in our own country was uncovered. People who had literacy problems but who, until then, hid behind the marvelous statistics of Japanese literacy which everyone believed, were given the courage to stand up and speak out. Literacy classes had been held for over 30 years but the public had not known about them. In order for The Yomiuri Shimbun to carry out its literacy campaign successfully, we could not simply report on illiteracy in other parts of the world. We could not go on without informing people about this fact which was lying right at their feet all these years without them realizing it. Nevertheless, we feared that the literacy problem would not appeal to readers in Japan, where official data dismisses any possibility of the existence of people who cannot read and write in this society. A report which cannot capture its readers would be totally useless.

We agreed, however, that it is our task as journalists to uncover problems like this one which has been hidden for so long. This was the belief that supported and encouraged us throughout the many long hours spent on the project.

Moreover, we used our newspaper reports on literacy to do more than simply report facts. With the help of the Culture Promotions Department, we used them as a way to raise contributions from readers for literacy projects.

Our campaign started with a company announcement in May 1989, telling our readers that we would be carrying out a literacy education campaign prior to International Literacy Year. Based on our coverage of nine Asian countries, a two-page special report was compiled on literacy in Asian countries. It was followed by front-page articles on ten consecutive days, the ninth of which was a report on the state of literacy in Japan. We also had editorials, commentary articles and contributions from experts. All this was part of our strategy to pull the readers unconsciously into our campaign.

After the first part of the campaign, we began the second part. The major event was the construction of a Yomiuri-funded learning centre called "Shikiji (literacy) house" in Nepal. The house is one of the learning centres which the Unesco Association was promoting to construct all over the world. The project is largely supported by contributions from The Yomiuri Shimbun readers. Funds are used for the construction costs, teachers' salaries, teaching materials and other operational costs. The operation of the house was entrusted to a local non-governmental organization in Nepal. Another Yomiuri Shikiji-house was built in Bangladesh in 1990.

For the second part of the campaign, we prepared the "Report from Nepal," presented in the paper in five articles. There was also a one-page special report from India and North Korea. The Daily Yomiuri also issued a series of articles on literacy.

Other articles on literacy education were published in The Yomiuri Shimbun including a two-page report on the forum in an effort to evoke concern and understanding among our Japanese readers about this problem of literacy. We strongly felt this is a problem of human rights.

The interest of the readers was directly reflected in the growing amount of contributions. Frequent donations were made by readers during this concentrated newspaper campaign, the intensity of which had succeeded in capturing their minds and hearts. Our efforts

were truly rewarded when, after only two months, we had received more than US\$130 000 in spite of the fact that all we had done was put a bank account number at the end of each article. If we add up the total amount of articles published during the literacy campaign, it would amount to about 100 pages of tabloid format. We also published a book, two-fifths of which included the previously published articles.

With the launching of ILY, our campaign became even more well-known. Since only The Yomiuri accepted Unesco's request, Japan's other media kept a low profile in the campaign. Because of their business-oriented way of thinking, they did not wish to start on something some other newspaper had already covered.

However, during the latter half of the year, other media could not simply remain as spectators while The Yomiuri was campaigning so actively. To compete with the Yomiuri's campaign, other mass media also began to cover events sponsored by the National Federation of Unesco Associations in Japan. There was a limit on what The Yomiuri alone could do since we were trying to promote a campaign that concerns literacy for all. We were actually delighted that other media also joined in since it was largely the result of efforts made by The Yomiuri Shimbun.

The fact that there are many people in Japan who can neither read nor write came as a surprise to the Japanese population. They have finally become aware that the problem of illiteracy is not just other peoples' problem. It exists right at their own feet. A large percentage of the Japanese population that knew almost nothing about illiteracy until 1990 is increasingly showing interest as a result of this campaign. In particular, regional volunteer organizations, high schools and middle schools have begun to take up the problem of illiteracy as a human rights issue. Photographs taken by Masato Tanaka showing literacy activities are constantly on loan to people holding seminars and exhibits on literacy all over Japan.

We believe that the duty of Japan as a developed

nation is to care about illiterate people and countries with literacy education problems. This responsibility, of course, means economic aid. The instant reaction to the African Hunger Campaign in Japan was striking. Photographs of dying children appearing in the papers day after day appealed to peoples' emotions and played a significant part in ensuring the success of the campaign. Compared to this, the literacy movement is extremely low in profile since there is almost no obvious visual element. This is why our most serious concern when we began this campaign was - how much response will there be?

Looking back over the two years, it is clear that we have succeeded in raising the peoples' awareness. We have collected over 300 million yen in donations (about two and one half million American dollars), including personal and joint contributions.

We believe that we have built a foundation for activities and goals which Japan and our people will have to accomplish in the movement for literacy. We have succeeded in making the first step on the long and winding road toward our goal of literacy for all.

Masato Tanaka

Motoyo Kamiya

MINI CASE STUDY

RESULTS OF THE EXPOSURE OF LEARNERS FROM CARCAE TO THE FOURTH WORLD ASSEMBLY ON ADULT EDUCATION IN BANGKOK

Clemance Registe is a 59-year-old mother of 11 who runs a small business and attends an adult education class in the Commonwealth of Dominica. Her main reason for wanting to learn how to read and write was to be able to write letters to two of her children who are living abroad. She felt ashamed that she always had to ask a neighbour to read and write her letters for her. Another motivation was her business. She wanted to be able to do her own accounting since she felt people had been cheating her. Her family is very proud of her efforts and she says that she is not ashamed to be learning at such a late age. In fact, she wants to learn as much as possible and encourages her friends to join the literacy program.

Because of her determination to learn, she was given the opportunity to attend the Fourth World Assembly on Adult Education in Bangkok as a learner. When she found out, she immediately informed her family at home and abroad. They were all very proud and gave her their full support. She became a missionary for the adult literacy program in Dominica. She was interviewed on national radio and TV several times. Before she left for Bangkok she met the Prime Minister and the Minister of Education. To see her off at the airport were her husband, other members of her family, her facilitator and members of the staff of the adult education centre.

On her return, there was much jubilation in the village. The media requested many interviews with her. She spoke at several functions of her experience including the launching of the Book Voyage.

What has this meant for Clemance and her community? She now has a greater self-esteem; the respect of her family and community; motivation to continue attending classes; and a desire to see others make use of educational facilities. Her attendance at the World Assembly has not only affected her community but the entire country by making people aware of adult literacy programs and the possibilities of participating in them.

Andrew Robinson was also selected to attend the World Assembly on Adult Education in Bangkok. A 22-year-old learner from Jamaica, he graduated from the JAMAL literacy program where he attended classes for three years studying mathematics, English and science. At the age of 13 Andrew Robinson was forced to drop out of primary school. His mother was sick, there wasn't enough money to support the 11 children of the family so he had to work to help out. He was ashamed of his inability to read and write. Siblings who were literate would encourage him.

He works as a chef in a seafood restaurant and borrows books and newspapers from the library whenever he can. Since his return from Bangkok he has developed a new attitude. Along with hard work, this attitude has secured him a promotion as chief chef. He was recently sent on a training course by his employer. What has Andrew Robinson's participation meant to him and his community? He has taken on a new way of life. He is determined to continue as a chef but he wants to go abroad to continue developing his skills as soon as the opportunity lends itself. He corresponds with friends he made in Bangkok. He reads and shares with his friends. Andrew Robinson uses his experience to encourage others to get involved in classes. He spreads the good news of literacy in today's world.

Miriam Moulton-Campbell

MINI CASE STUDY

MOVEMENT FOR CANADIAN LITERACY - THE BOOK VOYAGE

The Book Voyage began as an innovative idea of the International Task Force on Literacy (ITFL) to provide an opportunity for the voices of millions of literacy learners to be heard globally. The Canadian Book Voyage was organized by the Movement for Canadian Literacy through its network of provincial and territorial organizations.

Project Activities

PHASE I: Book Launch - November 1989 - February 1990

1. Planning

Planning activities included i) decision-making regarding the format of the books, covers and production of the book bindings; ii) establishing one organizer or contact per province and territory; iii) planning the launching event including publicity, travel arrangements for learners from each province and territory, decisions on key speakers and the guest list.

2. Book Launch

The National Book Launch ceremony took place at the Parliament Buildings in Ottawa on January 25, 1990. Over 400 people attended 300 of whom were learners. Representatives of learners from each province and territory received blank books to take back to their homes to fill with learner messages.

PHASE II: Voyage through the Provinces and Territories - February 1990 - October 1990

The Movement for Canadian Literacy provided national co-ordination for the project while provincial and territorial adult literacy organizations organized and carried out the voyage in their areas.

The MCL project co-ordinator assisted with public rela-

tions, providing information, and carrying out regular progress checks with each provincial and territorial organizer. Information on the Voyage was collected and reported in the MCL's International Literacy Year Newsletter.

The primary concept of the project was to link all learners. Every submission was used in either the international, national or provincial and territorial books. Linking also took place through the co-ordinating committees, submission selection committees and the national MCL office.

In the provinces and territories the project provided many opportunities for literacy groups to raise public awareness by organizing events related to the Book Voyage including opening and closing ceremonies. In Saskatchewan, New Brunswick and Manitoba, organizations planned ceremonies to highlight the transfer of the Book from one region to another. Media coverage of these events varied by community.

The overwhelming participation of learners nationally for Phase II is shown by the submissions collected. According to data provided by the provincial and territorial co-ordinators, over 5346 submissions are included in the project.

Province or Territory	No. of Submissions	No. of Stops
Northwest Territories	50	22
British Columbia	1000	15
Alberta	100	60
Saskatchewan	500	100
Manitoba	300	55
Ontario	200	15
Quebec (Anglophone)	1000	20
Quebec (Francophone)	1000	50
Newfoundland		5
Nova Scotia	83	30
New Brunswick	413	9
Correctional Services	800	43
Total:	5346	424

Learners also participated as members of selection committees set up in each province and territory to choose contributions for the national and international Books.

Canadian learners nominated Agnes Barnes of Nova Scotia to represent them during the international presentation of the First Global Learners' Book to the UN Secretary General in New York on December 10, 1990.

PHASE III: Production of National Book and Closing Ceremony - October 1990 - March 1991

1. Production of Canadian Learners' Book

MCL received over 650 writings (up to 50 from each province and territory) to be included in the "Canadian Learners' Book". Writings were divided into twelve provincial and territorial sections. The thirteenth section contained submissions by learners from correctional institutions across Canada.

The Ceremonial Book was bound in a red leather cover with gold inscriptions commemorating International Literacy Year and the Book Voyage project. It is now housed at the National Library in Ottawa. MCL produced an identical copy of the "Canadian Learners' Book" to be available to literacy groups if they wish to display it during literacy conferences and events across the country.

2. Production of "Learners' Voices/La parole aux apprenants"

MCL's publication "Learners' Voices/La parole aux apprenants" includes three selected writings from every province and territory. It also contains a bilingual introduction describing the Book Voyage project. The publication is being promoted through the wide distribution of an order form and through displays at literacy conferences and events.

3. Closing Ceremony

The Book Voyage closing ceremony which took place on December 9, 1990 was a highlight of the project. The ceremony was part of the opening session for the federal government's Human Rights and Canadian Solidarity Conference at the Ottawa Congress Centre. Canadian learners were represented by 13 delegates from across the country. They presented the "Canadian Learners' Book" to the Honourable Gerry Weiner, Minister of State, Multiculturalism and Citizenship. The significance of this event was the recognition brought to all learners who participated in the Book Voyage project across the country.

Many provincial and territorial Book Voyage closing ceremonies took place on December 10, Human Rights Day. Learner representatives were involved as speakers or presenters of the Book to provincial and territorial officials.

FROM AWARENESS TO ACTION

Reaction from Provincial and Territorial Co-ordinators

The evaluation questionnaire was sent to all provincial and territorial co-ordinators. Many took advantage of the opportunity to add their own comments about the Book Voyage.

Alberta: "The Book Voyage was a marvelous event."

Quebec: "Great work done by MCL in co-ordinating the Book Voyage. Thirty and sixty second public service commercials were aired on CBC radio and TV. A permanent provincial Learners' Association as well as a Coalition of Literacy Partners which included business and labour was established."

Saskatchewan: "The most wonderful outcome of the Voyage was that the Saskatchewan Book, in its entirety, is currently being published."

Manitoba: "I found the Book Voyage a challenge and a unique experience that enhanced my personal achievements as an educator. What is more important, however, is the fact that the students were exposed to unique experiences and met people they may never have been introduced to under normal circumstances."

Nova Scotia: Two regional learners' conferences were sponsored by the Department of Advanced Education and Job Training, Literacy Division, to encourage the establishment of a provincial learners' network.

MCL's Book Voyage has had a ripple effect in spurring on other initiatives across the country. Corrections Canada organized its own Book Voyage through federal penitentiaries. Laubach Literacy of Canada - Ontario is sponsoring its own province-wide Book Tour through its Ontario Literacy Councils. The Book Voyage has been the highlight of many other events across the country including learners' conferences, literacy organizations' conferences, "chatauquas" or summer festivals, amongst other events.

The idea of the book travelling across the country and across the world caught the attention of learners, practitioners and volunteers involved in literacy. It brought literacy groups closer together and gave them a sense of solidarity in participating in this important endeavour. The enthusiastic response and commitment of provincial and territorial groups to this international project attests to its great success in Canada and points out the importance and need for more activities like it.

Joyce White
Margaret Banaszkiwicz

MINI CASE STUDY

THE BOOK VOYAGE OF THE POPULAR LITERACY GROUPS OF QUEBEC

In 1988, the Regroupement des groupes populaires en alphabétisation du Québec (RGPAQ) decided to take advantage of International Literacy Year 1990 to let people enrolled in literacy activities have their say. Almost 50 literacy groups, all members of RGPAQ, are spread across the province of Quebec.

Members of the Regroupement were excited by the idea of producing an international book of writings by new literates — the Book Voyage. In 1988, the Regroupement decided to include the Book Voyage in its plan of action for International Literacy Year and what is more, to make it its central activity for the Year.

Canada being a nation of long distances, we had to plan the Voyage so that the Book could stop long enough in all the regions and at all the centres. At the beginning of 1989, the International Year Committee of the Regroupement planned an organizational structure for the Year and proposed a plan of action to all the members which integrated the Book Voyage.

The Book Voyage began on September 8, 1989, International Literacy Day. In order to respect the regional differences and allow all the groups to be concretely involved, the Regroupement formed regional committees composed of practitioners and learners. These committees were responsible for i) organizing public celebrations to highlight the arrival of the Book in their regions; ii) organizing the tour within the different groups; iii) selecting the writings and illustrations

FROM AWARENESS TO ACTION

which would appear in the Regroupement Book and the International Book.

THE MAJOR OBJECTIVES

The Book Voyage had several objectives. It was a means of further sensitizing the population to the realities of illiteracy and of motivating illiterate people to participate in literacy activities. It was also an extraordinary way of letting all those people who courageously decided to learn to read and write, have their say, especially in a country where the written word occupies a dominant place, and where illiterate people are generally marginalized and isolated. The Book Voyage therefore permitted them to "prendre la parole" — to speak out and give messages that would be long-lasting.

The Book Voyage was not merely a great public celebration, it was a tremendous educational activity having rich pedagogical value for learners as well as animators. It was at the centre of the lives of people in the groups which, throughout International Literacy Year, were able to follow the Voyage through the different regions in journals such as "Alphapop" published by the Regroupement. The journal also opened its pages to the writings and testimonies of the learners.

The Book Voyage therefore began September 8, 1989 at the city hall in Quebec City, the capital of Quebec, and came to an end in Montreal on December 15, 1990.

FROM REGION TO REGION

Over the duration of the Voyage, the Book made several stops in different regions where special activities were organized by the regional committees. Everywhere there were festivities. Here, the participants worked on the production of a play where, as actors, they were able to express their experiences, expectations and needs through words and music. A major show was organized in which each group took part in choirs, poems, songs or theatre.

In another region, there was an immense celebra-

tion preceded by a display of texts and illustrations produced by the learners. Elsewhere, it was a day spent outdoors where a variety of word games were featured.

These events also facilitated exchanges between the groups from the different regions since, at each event, a large delegation of participants travelled to bring the Book to the next city where the activities were being held. As well, in the less remote regions, the learners decided to visit the neighbouring regions to celebrate the arrival of the Book with learners from several regions.

The regional events were therefore all different, reflecting the character of each region. The learners were involved in the organization of activities everywhere. The local and regional media followed the activities from stop to stop letting the learners and the literacy groups speak out. Finally, almost everywhere elected officials and regional personalities participated in the festivities and supported the efforts of the groups as well as those of the literacy practitioners.

THE SELECTION OF THE TEXT AND ILLUSTRATIONS

In October 1990, the regional juries made up of practitioners and learners, selected the texts for publication in the Regroupement Book, and in November, a provincial jury chose 20 texts from the regions to send to the International Task Force on Literacy for inclusion in the International Book. Over the course of the Book Voyage, more than 2000 submissions were compiled into the two large Books including poems, life stories, letters, political requests, tales and of course, many drawings.

CELEBRATION AT THE CLOSING OF THE YEAR AND OPENING OF THE DECADE

The Book Voyage came to an end on December 15, 1990 at the Palais des Congres in Montreal. This occasion also marked the closing of International Literacy Year and

the opening of the Decade. Almost 2000 learners from all the regions and all the groups of Quebec came to celebrate the end of the Year and the end of the Book Voyage. The grand entrance of regional delegates carrying their respective banners was needless to say, very impressive.

An official celebration, at which many personalities from Quebec and Canada were present including the Governor General of Canada together with Leslie Limage of the Literacy Secretariat of Unesco, Paris, allowed us to pay tribute to all those who chose to become involved in this literacy effort — all the learners and practitioners who contributed to the promotion and to the development of literacy within the popular groups of Quebec.

A display and discussion workshops open to the public, allowed us to share our magnificent experience encountered over the Year. At the end we celebrated with a dinner, show and dance.

Although the International Year has ended, the Book Voyage still has an important stage to surpass, the publication of the Quebec Book which is expected in September, 1991. All are impatiently awaiting its completion. Its launching will surely be an occasion for reuniting all those who assisted in its creation.

Louise Miller

LIST OF ITFL PUBLICATIONS

PUBLICATION	DATE OF PRODUCTION	QUANTITY
A. Reports of ITFL Meetings		
First Meeting Report (E)	1987	n/a
Second Meeting Report (E)	June 1988	n/a
Third Meeting Report (E)	December 1989	in house
Third Meeting Report (F)	December 1989	in house
Fourth Meeting Report (E)	July 1989	150
Fifth Meeting Report (E)	July 1990	n/a
Sixth Meeting Report	n/a	n/a
Seventh Meeting Report(E)	August 1991	n/a
Report of the Media Colloquium on Literacy (E)	July 1989	150
Report of the Media Colloquium on Literacy (F)	July 1989	100
B. ILY Newsletter		
	Details in Section 11	
C. Declarations		
NGO Call to Action (E)	January 1990	1500
NGO Call to Action (F)		500
NGO Call to Action (S)		250
Declaration on Involving Learners (E)	May 1990	1500
Declaration on Involving Learners (F)		500
Declaration on Involving Learners (S)		250
D. Publicity Materials		
International Literacy Year Brochure (E,F,S)	April 1989	10,000
Right To Learn Brochure (E,F,S)	March 1989	10,750
ITFL flyer with list of members (E,F,S)		
ITFL multi-colour Brochure (E,F,S)	June 1990	3000/1000/1000
Book Voyage Guide Brochure (E,F,S)	June 1990	5000/1000/1000
additional in English	October 1990	1000
Media Kit (E,F,S)	February 1989	

FROM AWARENESS TO ACTION



International Task Force on Literacy (ITFL)
Chantilly, France, December 1988



Declaration on Involving Learners

Why Involve Learners?

- Learners know their own problems and needs best.
- Learners are stigmatized and marginalized.
- The process of participation is integral to the process of learning.
- Learner-centred methodology must involve learners. Learner involvement changes the relationship between learner and instructor towards a relationship of co-learning.
- Learner involvement validates programs, increases efficiency and effectiveness.
- Learner involvement encourages self-reliance and self-determination, dignity and self-confidence.
- Learner involvement creates possibilities for self-help, advocacy and movement for social change.
- Learners' participation changes everything.

How to Get Learners Involved

- Create the conditions and the environment to ensure learner involvement.
- Change the definition of learner to emphasize process and not chronological position.
- Redefine the basic concepts and definitions.
- Promote participation of learners in all results of ITFL deliberations (posters, documents, slogans, etc.)
- Involve learners in all aspects and activities for International Literacy Year.

Our Aims

- To build a movement of learners.
- To create a learner-centred planning process.

Practical Suggestions

International

- Involve learners in future ITFL meetings.
- Involve learners in delegations to Unesco.
- Organize special sessions for learners at world congresses.
- Unesco will involve learners in long-term policy discussions.

National

- Learners should be involved in National Committees for International Literacy Year.
- At least one conference for learners in 1990 should be organized to develop learners' own perspectives.
- Each NGO should organize a meeting/workshop to develop the collective voice of learners.

Local

- Any needs assessment must involve learners.
- Local programs must involve learners in planning.
- Learners' perspective must be a critical factor in evaluation.
- Learners have to become facilitators.

Further Points

- Resources must be available for learner participation.
- Involving learners is a co-responsibility and the ITFL should take a leadership role.
- We need to collect and disseminate learner involvement examples.

Permanent Concerns of the ITFL

- We need to try to reach the most vulnerable learners who are the most difficult to reach.
- We need to address the particular needs of disabled learners.
- If we are serious about developing a democratic movement, no meetings related to ILY activities should happen unless learners are fully involved.
- The ITFL does not have the right to say that we speak for learners unless learners are involved in the planning process.

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INTERNATIONAL LITERACY YEAR 1990

A CALL TO ACTION

Annex 10

from THE INTERNATIONAL TASK FORCE ON LITERACY

PREAMBLE

We, the members of the International Task Force on Literacy, represent a wide range of non-governmental organizations with an outreach to over 60 million people in nearly every corner of the world. We call upon ourselves, other NGOs, governments and Heads of State urgently to make effective commitments for literacy and principles which have been identified during our fifth meeting held in Suraj Kund—India in October, 1989.

OVERVIEW

Mass illiteracy is inextricably linked with mass poverty, structural injustice and marginalisation. Therefore, people need to be empowered as learners to get access to the education and knowledge which will enable them both to assume control over their own processes of growth, and to become active, responsible participants in a systematic process of social development.

Literacy therefore includes, but goes far beyond, the basic skills of reading and writing.

Women are the key figures in the global literacy campaign, as women and girls comprise about 70 percent of illiterate peoples. After excluding them from decision-making structures through centuries of subjugation and discrimination, today there is an urgent need to utilise their wealth of insights and talents in every sphere of social, political, and economic endeavour. To answer this need, a priority should be given to the education of girls and women in all literacy programmes. This positive discrimination will, no doubt, have an uplifting influence on the quality of education as a whole.

Conditions of mass poverty and illiteracy render people rather vulnerable to the forces of terrorism, ethnic violence and other forms of social disruption. Literacy efforts can offer benefit for all both in rural and urban settings. Therefore, education of school age children deprived of schooling and members of minority groups, often living in remote areas, should become one of the objectives of all literacy planning.

Parallel education systems both reflect and further institutionalise existing disparities. Where nonformal and education system exist, linkages must offer entry points from one to the other. Each government must allocate the necessary resources to fit this restructuring of priorities. Improving existing programme efficiency and effectiveness will help release critical resources.

Literacy, as a vital component of any educational input, should not be projected as merely a means of seeking employment or facilitating consumerism. Education should be examined in the light of its contribution to the individual's holistic growth. It should be regarded as an efficient vehicle for bringing about fundamental social changes for the creation of a peaceful and just society.

Recognizing the harmful and intolerable consequences of the current situation, we declare ourselves ready to act on the vanguard of this campaign and urge the utmost support for the cause of universal education.

FROM AWARENESS TO ACTION

ORGANIZING PRINCIPLES

1.0 Definition of Literacy

Literacy is defined as the set of knowledge, qualities, skills, attitudes and capacities that enable individuals to preserve self esteem by assuming both control over their own growth, and by becoming active participants in a process of social change that will lead to a more peaceful, just and harmonious society.

2.0 Women and Literacy

Women should be the central focus of all literacy programmes. The root causes underlying the present dismal status of women's education are located in the structures of patriarchy which continue to influence attitudes and behaviour towards girls and women in many societies. This injustice based on gender is often compounded by class and economic factors and has significant implications for the nature and thrust of education policy and planning.

2.1 Programme design must begin with an understanding of the specific cultural, social and economic problems faced by women.

2.2 Women's literacy programmes must necessarily include a component for sensitization and education of men in particular, and for other members of the family and society in general. Men should be prepared to accept the egalitarian situation which will come as a result of the education of women.

2.3 Every literacy effort should foster self-confidence in women.

2.4 Teacher training and material design and development, research and evaluation, learning strategies must all address the particular needs and learning difficulties faced by women and girls.

2.5 The entire range of methodology for women's literacy should be process oriented and should consciously promote dialogue between men and women and the full understanding of their equal partnership and shared responsibilities at home and in society.

2.6 Women should be taught how to co-operate to better promote the interests of women: educating their daughters, jointly abandoning practices which are to their detriment such as dowry systems and preference for the male child, training the next generation to think differently and learning many forms of economic, social and political co-operation. As the first educators of their children, mothers can substantially determine the values of each generation.

3.0 Learner Involvement as Empowerment

We begin with the assumption that all peoples can find both the direction and the capacity for development within themselves. All literacy actions must further empowerment and not increase dependency. This has many concrete implications:

3.1 Literacy instruction should foster participation in social, economic and political process as part of working together for social change.

3.2 Literacy programmes should be considered an initial stage in the development of long-term efforts to support learning and social development.

3.3 Literacy actions should promote people's awareness that education is their right and simultaneously their responsibility.

3.4 Literacy efforts should be designed to involve learners in deciding the focus, content, design and thrust of literacy acquisition.

3.5 Literacy should promote recognition of the values of one's own culture and respect for the culture of others.

3.6 Content and materials need to address local conditions and issues reflecting the diversity and range of basic learning needs.

3.7 Fostering self-realization of the individual and facilitating the individual's productive involvement in society must be the objectives of the literacy work. This alone can release the flow of hitherto hidden or suppressed energies, creativity and intellect which lead to happiness and human dignity.

3.8 A positive attitude towards learning needs to be encouraged as an essential part of the struggle for social and economic change. The power of critical and constructive thinking is an indispensable instrument for community action. The learner's own conceptions of the importance of their knowledge and actions is also significant. Literacy should not be only limited to increasing consumerism or facilitating employment.

3.9 Programmes must increase people's awareness of the magnitude of the global challenges to their survival. War, the debt crisis, terrorism, growing fundamentalism, communal violence, environmental degradation, drug and prostitution rings all pose radical threats.

Therefore, literacy should promote peace and non-confrontational problem-solving and should strengthen people's understanding of the benefits of representative government and their ability to promote and safeguard their interests.

3.10 The content must facilitate the elimination of all forms of prejudice: religious, racial, national, gender, caste, and social.

3.11 The content must promote the concept and value of peace and unity while encouraging the use of consultation as a means to resolve issues both in the family and in society as a whole.

4.0 Resource Mobilization

All possible resources must be harnessed and mobilized—conventional and non-conventional. Voluntary community efforts for literacy can provide new models for utilizing available resources. Lobbying and pressuring for diversion of scarce resources, from armament and military expenditure into educational, social and welfare sectors is another.

5.0 NGO Involvement

Voluntary, non-profit groups should mobilize all their forces to become more than ever effective means in motivating people at the grassroots to offer and seek education. They should provide for different types of formal and nonformal education of deprived groups of children, youth and adults. Establishing support activities for mothers, such as child care during working and literacy class hours, should become another type of activity offered by these groups. The degree to which their initiative and ability is respected by state and political authorities will determine their effectiveness as important partners in literacy action.

6.0 Public Awareness

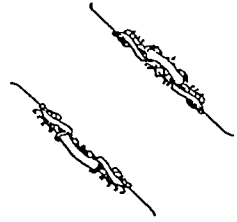
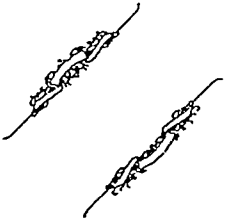
Through information and mobilization activities the public should become keenly aware of the many dimensions and purposes of literacy. Furthermore, the general public should be involved in — especially at the local level—a public debate designed to mobilize general support for all kinds of literacy initiatives.

7.0 Research and Evaluation

There is very little systematic data or detailed analysis of what is happening on the ground in the literacy field; the ways and conditions in which people learn, the true nature of the nexus between gender, class, poverty and literacy. Greater financial resources should be placed at the disposal of research institutions in the developing countries. Clearly, there is an urgent need for new forms of research and imaginative ways of evaluation which will involve a far greater degree of people's involvement in both processes.

CONCLUSION

As we move into the International Literacy Year and open a Decade of Action, it is time to renew our energies, creativity and sense of determination as we join forces to make education for all a reality. We urge all committed forces to add their voice and strength to this collective resolve, believing that only through such global effort can we establish a just, equal and educated world.



**FROM AWARENESS TO ACTION:
BUILDING THE LITERACY DECADE**

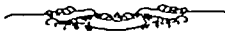


Statement of Principles

of the

Seventh Meeting of the International Task Force on Literacy

4 to 8 February 1991, Bonn, Germany



FROM AWARENESS TO ACTION

FROM AWARENESS TO ACTION: BUILDING THE LITERACY DECADE

STATEMENT OF PRINCIPLES OF THE SEVENTH MEETING OF THE INTERNATIONAL TASK FORCE ON LITERACY

4 to 8 February 1991 in Bonn, Germany

The International Task Force on Literacy (ITFL), meeting in Bonn, Germany from 4 to 8 February 1991 to evaluate its contribution to International Literacy Year (ILY) 1990, adopted the following statement at its closing session.

- 1. International Literacy Year is over, but the global problem of mass illiteracy which prompted the United Nations to proclaim the Year will require a decade or more of persevering and imaginative efforts to resolve. The results of ILY have generally been impressive. World opinion has been alerted to the extent and implications of illiteracy and a supportive environment for literacy work engendered. It is imperative that we seize the opportunity ILY has created to move from awareness building and mobilization to action. There are still nearly 1,000 million adults in the world for whom the right to education guaranteed in the Universal Declaration of Human Rights is still rhetoric and not yet reality.*
- 2. Nearly two-thirds of the people in the world who cannot read and write are women. There can be no meaningful educational progress so long as this disparity and the gender bias which is its cause prevail. Women are not only the bearers and first teachers of children, they are also the principal bearers of culture and, in many parts of the world, the major producers of food. The roots of this disparity go deep and remedies will not be quick or easy. Women who labour twelve or more hours per day in the home, fields and markets will lack the time and energy for literacy instruction unless measures are taken to reduce their burden. Illiteracy, especially for women, is both a cause and a consequence of poverty, oppression and injustice. We will never succeed in creating a literate world without, at the same time, creating a more just and equitable one. That is yet a more powerful reason why we must act with urgency and resolve.*
- 3. In planning International Literacy Year, we recognized that the "promotion of literacy is inseparable from the pursuit of peace and progress. Tensions and strife...distract attention and divert resources from constructive to destructive purposes." We invited statesmen and the public-at-large to reflect upon the critical relationship between the progress of literacy and that of peace and to seek ways and means to build a more peaceful world. Our hopes soared with the ending of East-West rivalries and the costly "cold war" they engendered. Alas, how ephemeral and fragile this moment of hope proved! As educators and as human beings, we are shocked and shamed to witness the outbreak of another war, which in addition to a priceless loss of life among military and civilians is costing an estimated US\$1,000 million per day. This at a time when over 100 million children between the ages of six and eleven years are without schools to*

attend and nearly 1.000 million women and men are unable to read and write. How can the world's leaders be so lavish when it comes to war and destruction and so tight-fisted with the funds needed to build the foundation of peace through education?

4. *One of the many positive experiences of ILY was the emergence of learners as leaders of the adult literacy movement. Who knows better than a learner the painful experience of being unable to read and write at the level expected by society? And who knows as well as a learner how to communicate with and motivate those who are in need of literacy instruction, but are fearful or reluctant to come forward and enrol? Learners and former learners are "cultural brokers" who can bridge the gap between the providers of educational services and those in need of them. Every effort should be made to enlist former learners as literacy workers in both paid and voluntary capacities. They are the living proof that literacy can be achieved and, as such, inspiring examples and role models for learners.*

5. *Illiteracy does not exist in isolation. People unable to read and write are not a random sample of the world's population; they are oppressed, the exploited and the disadvantaged. Illiteracy is particularly prevalent among disabled people and constitutes for them a double disadvantage. In addition to being disabled, they are isolated by illiteracy. We, the members of ITFL, urge that special attention be accorded to the educational needs of disabled people and, where needed, special measures be provided to enable them to enjoy equal access to all levels of education. Disabilities must not be complicated and compounded by social neglect. The right to education is guaranteed to all the world's citizens.*

6. *During ILY the attention of the media has been focused on issues of education and literacy. The ITFL expresses its gratitude for the support of the media without which its public awareness and information efforts could not have succeeded. It is appropriate, however, to single out and applaud one outstanding example of media involvement" that of Yomiuri Simbun, Japan's leading newspaper which assigned staff to cover developments related to literacy in all parts of the world and regularly published articles on literacy activities, totalling over 100 tabloid pages, throughout a period of more than eighteen months.. Thanks to the efforts of Yomiuri Simbun, the Japanese public developed a new awareness of illiteracy, both in Japan, where its incidence is low, and in other Asian countries, where nearly three-quarters of the world's illiterates dwell. Moreover, through a campaign conducted by Yomiuri US\$ 2.5 million was raised through unsolicited donations to support literacy efforts in Asian countries. The role of Yomiuri Simbun exemplifies the social and educational mission which the media can play. It is greatly to be hoped that this example will serve as an inspiration to others in the decade before us. For newspapers in many countries the promotion of literacy is not simply a public service, it is an investment in their very future.*

During ILY, the focus of much media coverage was on the extent and harmful implications of illiteracy for development. While these facts must be kept in public view, in the future it is to be hoped that greater emphasis will be given to the progress of

literacy, to successful programmes and approaches and to accounts of individuals and communities who have overcome illiteracy. As the decade progresses, the focus should shift from the problem to the answer, from the woes of illiteracy to the power of literacy.

7. *One of the central messages of ILY was that literacy is the responsibility of all. A literate society is the result of efforts by governments and non-governmental organisations alike; of formal education carried out in schools and non-formal education taking place in churches, homes and wherever else learners choose to assemble. Literacy action requires people ready to learn, others prepared to teach and still others willing to help in countless ways. Many institutions are involved: not only schools and literacy programmes, but also libraries, booksellers, publishers, employers and numerous others. Literate societies are those committed to education - societies where there is both a political will for literacy expressed by leadership and a popular will for literacy expressed by the people. Societies committed to literacy mobilize both conventional, and where necessary, unconventional resources to support education. Poor societies, evidently have fewer potential resources for education than wealthier ones, but at every income level, there are societies committed to education that mobilize a far larger share of their national resources than do other societies at the same income level. Thus, education is not only a matter of resources, but also, and mainly, a question of commitment and will.*

8. *The representatives of participating organizations emphasized that while illiteracy is a world-wide phenomenon, it is the developing nations of the South that are most gravely affected. Not only is the problem they confront greater in both absolute and relative terms, their resources for confronting it are limited by a persisting economic crisis characterized by a crushing burden of debt which, in turn, is the result of unfavourable and deteriorating terms of trade. The struggle for a literate world is immensely complicated by the economic crisis which both limits the resources available for education and undermines the motivation of learners by taking their destiny out of their own hands and making it subject to the whims of an unfair and unpredictable economic order. Literacy, to be sought by adults, must give access to the full range of educational opportunities and raise a plausible hope of improving the living conditions of the learner. Whenever literacy enables one to participate fully and democratically in all aspects of life - social, political, economic and cultural - motivation is strong and learning achievement high. The success and appeal of literacy programmes is strongly influenced by conditions outside the classroom.*

9. *The overall goal of all activities during the forthcoming decade is the dramatic reduction of illiteracy. In planning activities for the literacy decade, the members of the ITFL consider that the time has come to move from awareness-building to action. In making and judging future proposals, the key question which must be asked is: how does the proposal in question support literacy work at the grassroots, at the point where learner and tutor/facilitator interact? The action need not necessarily take place at the community level only, but in all cases the proposed activities must advance literacy work in the field.*

10. The member organizations of the ITFL reviewed their activities during ILY and previewed their plans for the coming decade. Nearly all the various activities discussed at the meeting were aimed at strengthening literacy programmes in the field. There was a consensus among participants that this must be the absolute priority in future action. Points mentioned by one or more organizations included strengthening political will, promoting social change, continuing advocacy, improving the training of literacy workers and programme staff, producing more and more effective learning materials, promoting the status of women, involving learners more centrally and effectively, mobilization of local resources, building and strengthening of networks, especially at the national and regional levels, reinforcing the autonomy and independence of local and regional literacy organizations, reinforcing local action and developing contacts and partnerships. The common goal towards which all these diverse actions aim is that of reaching more learners with effective and relevant programmes.

11. The following were mentioned as urgent and important areas for NGO action:

* advocacy and creation of awareness

* strengthening communication through newsletters, periodicals for practitioners, abstracts and summaries of important publications and bibliographies

* production of materials

- reading materials for new literates (dealing not only with functional issues, but with all aspects of life),

- production of newspapers for new readers,

- collection and publication of stories from villages

Materials should not be imported but produced with learner participation, within the country.

* production and/or adaptation of training materials

* provision of printing facilities and paper supplies

* fundraising, mobilizations of local resources and self-help initiatives

* evaluation, especially formative evaluation using qualitative techniques and illuminative approaches in order to analyse strengths and weaknesses and improve programme implementation. Production of evaluation handbooks focusing on simple and appropriate techniques and the development of easy to handle management information systems to monitor the progress of ongoing programmes

* recognition of outstanding work done through appropriate awards and prizes.

In carrying out these activities NGOs should wherever possible form new and creative coalitions with the media, publishers, library services, business and industry and other partners. Personalities and celebrities with public authority can and often are willing to assist in creating awareness and lobbying for literacy.

12. *As a follow-up to the ITFL, the meeting considered a proposal for establishing an International Literacy Support Service based on the existing regional networks of the International Council for Adult Education. The proposal was found to contain the kernel of a valuable and workable idea. In addition, it exhibits a laudable concern for economy and efficiency, building on existing structures rather than building up costly new ones.*

The meeting also received another, complementary, proposal for an Education for All Network involving non-governmental organizations working with UNESCO, UNICEF, the United Nations Development Programme and the World Bank. The members of the ITFL consider that both undertakings have merit and should be further examined and developed. The decision as to whether and how to participate in these initiatives is a matter for the individual organizations to determine in accordance with their respective criteria and procedures.

13. *The participants in the meeting express their warm appreciation to the German Foundation for International Development for the spirit of hospitality in which the meeting took place and for the faultless organizational and professional arrangements. Special thanks are due Dr. Josef Mueller, Ms. Anja Dietrich and the members of the conference secretariat Mrs. Anja Weber and Mr. Jörn Knissel.*

With the conclusion of this meeting, its seventh during a period of over three years, the mission of the ITFL - i.e. to plan, carry out and evaluate a comprehensive programme for International Literacy Year actively involving the community of NGOs - is nearing completion. The significant impact of numerous activities of the Task Force is widely recognized. The Media Colloquium, the Book Voyage, the regular publication of an informative newsletter as well as numerous other activities were carried out with skill and success. The ITFL member organizations wish to express through this Statement their warm appreciation to the International Coordinating Office of the ITFL Mrs. Patricia Rodney, Programme Coordinator and Dr. Motoyo Kamiya, Administrator; special acknowledgment to the International Council for Adult Education staff and, in particular to Dr. Budd Hall, ICAE's Secretary-General; Mr. Yusuf Kassam, Director of Programmes; Ms. Darlene Owens, Editor of the ILY Newsletter; Ms. Raimunda Duarte, Programme Assistant. Note is also taken of the excellent work of the South Asia Office of the ITFL for which gratitude is expressed to Mrs. Lalita Ramdas, convenor, and Mrs. Indira Koithara, Programme Coordinator. The member organizations also wish to acknowledge their appreciation for the valuable co-operation provided by the UNESCO Standing Committee on Non-Governmental Organizations under the able direction of its chairperson Mrs. Odile Moreau. Appreciation is expressed as well to Dr. John Ryan, Coordinator, Dr. Leslie Limage and the other members of the International Secretariat of UNESCO with which the ITFL worked closely in carrying out its mandate.

Our final thought is the recognition by all present that what is past is but prologue to the enormous task before us. A decade or more of challenge and effort await us. It would be a vain deception to judge the ITFL or ILY a success until a literate world is within our grasp. What has been achieved should inspire us in confronting the far greater task which remains to be done.

The above statement was unanimously adopted at the final session of the Seventh Meeting of the International Task Force on Literacy on 8 February 1991 in Bonn, Germany.

ALPHABETICAL LIST OF MEMBER ORGANIZATIONS

1. African Association for Literacy and Adult Education (AALAE)
2. Arab Literacy and Adult Education Organization (ARLO)
3. Asian South Pacific Bureau for Adult Education (ASPBAE)
4. Baha'i International Community
5. Canadian International Development Agency (CIDA)
6. Caribbean Regional Council for Adult Education (CARCAE)
7. Charles Stewart Mott Foundation
8. Commonwealth Trade Union Council
9. Consejo de Educación de Adultos de América Latina (CEAAL)
10. Coordinating Committee for International Voluntary Service (CCIVS)
11. Disabled Peoples' International (DPI)
12. European Bureau for Adult Education (EBAE)
13. German Foundation for International Development (DSE)
14. International Community Education Association (ICEA)
15. International Council for Adult Education (ICAE)
16. International Council on Social welfare
17. International Federation of Settlements and Neighbourhood Centres (IFS)
18. International Movement A.T.D. - Fourth World
19. International Publishers Association (IPA)
20. International Reading Association (IRA)
21. International Union of Students (IUS)
22. Laubach Literacy International
23. Ligue Internationale de l'Enseignement de l'Éducation et de la Culture Populaire
24. Movement for Canadian Literacy (MCL)
25. Movimento Per Un Modo Migliore (Movement for Better World MBM)
26. Norwegian Agency for International Development Cooperation (NORAD)
27. Regroupement des groupes populaires d'alphabétisation du Québec
28. Swedish International Development Authority (SIDA)
29. UNESCO Institute for Education (UIE)
30. Unesco NGO Standing Committee
31. Women's International Democratic Federation (WIDF)

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32. World Association of Girl Guides and Girl Scouts World Bureau
33. World Confederation of the Organizations of the Teaching Profession (WCOTP)
34. World Council of Churches (WCC)
35. World Council of Indigenous Peoples (WCIP)
36. World Education Inc.
37. World Federation of Trade Unions (WFTU)
38. World Federation of Unesco Clubs and Associations
39. World Scouts Bureau
40. World Young Women Christian Association (WYWCA)

WORLD YWCA REPORT TO THE INTERNATIONAL TASK FORCE ON LITERACY

1. CREATING PUBLIC AWARENESS

The World YWCA has been active on this aspect on both the national and international levels. Work on the national level has involved our more than 80 national associations on all continents and includes the following activities:

At national level

- Dissemination of a position paper on the problem of illiteracy globally, and preparation of a Kit on ILY 90 to inform and prepare affiliates for participation in ILY.
- Continuous mailings throughout the period 1988-1990 to ensure that Associations were kept informed on the progress of World YWCA activities with ITFL.
- Receiving feedback from Associations as their response to our mailings as a way to determine if information was spreading out to local Associations, community grassroots groups, and especially to "learners" in the various literacy and adult education programs.
- Encouraging National Associations through correspondence and visits to plan a media activity for both the pre-launch and launch of ILY.
- Organizing a Working Group of 12 International

NGOs based in Geneva along with representatives of Unesco, two Swiss literacy organizations and a Swiss journalist to plan a TV pre-launch of ILY 90. Although the project did not go forward, an article on the subject was published in a major Geneva newspaper.

- Publishing a poster on the occasion of World YWCA Day on April 1990 with the theme, "This is Our World: Together We Can Make a Difference for Literacy." This poster was widely disseminated to all our member associations.
- Motivating our International NGOs in Geneva who are not participants on the ITFL to inform their constituents around the world of ILY 90 and alert them to take action on the issue.

2. CREATING AND STRENGTHENING LITERACY STRUCTURES

- Ensuring that all development projects of YWCAs include a literacy component where applicable.
- Supporting financially applications for assistance to develop literacy programs and for training on management of literacy projects.
- Stimulating National Associations not actively working on literacy programs to become involved by strengthening their institutional structure.
- Based on the outstanding reports we received from the YWCA of India about their work in literacy over five decades, a submission was presented by the World YWCA on their behalf to the International Literacy Prize Jury of Unesco at their awards meeting in 1990. The Jury recognized the YWCA of India as an expression of their outstanding pioneering and effective work with girls and women in literacy. The recognition was announced by the Chairman of the Jury during International Lit-

eracy Day Ceremony in Geneva on September 8, 1990.

3. STIMULATING THE DEBATE ON LITERACY

- Our World YWCA quarterly publication *Common Concern* consistently included information about literacy and the ITFL, and focussed on ILY and the activities of National Associations on literacy in the 1990 March, June and September issues.
- YWCA, as Secretary to the NGO Committee on Development based in Geneva, ensured that literacy became an important agenda item.
- Encouraged and supported National Associations to "keep the literacy debate alive" through their National publications, public forums and media exposure. N.B.: the first edition in 1990 of the YWCA of India's journal *NOw* was totally focussed on ILY 90.
- Sharing of successful programs and other initiatives with National Associations in different regions.

4. ENCOURAGING LITERACY RESEARCH AND EVALUATION

- planned and implemented a survey [of National Associations] to ascertain:
 - the importance of ILY in their countries
 - the importance of literacy work as a program priority and the content of the literacy component
 - whether the YWCA in question is working in the field of community development, adult education, and/or literacy programs
 - whether literacy training is included in the programs related to health, income-generating activities, legal rights of women, employment opportunities, and skills training programs for women
 - how participants apply their new literacy skills (economically, politically, and in terms of improved employment status); and

FROM AWARENESS TO ACTION

- plans for program development and expansion (1988, 1989, 1990)
- National Associations were asked to undertake evaluations of their ongoing programs and "time-bound" projects in 1990 and share the results with the World YWCA for distribution, in order to identify "model" projects for replication where possible.

5. CO-OPERATION WITH ITFL CO-ORDINATING OFFICE

- Exchanged publications and received all mailings relating to ILY
- Correspondence as required

6. WHAT THE ORGANIZATION HAS LEARNED

- As a result of being a member of the ITFL network, our resource base of literacy publications, videos, etc. has been vastly expanded and this has greatly increased our knowledge and appreciation of the global problem of illiteracy and the impact on development.
- The focus that ILY 90 has placed on activities for literacy has broadened our knowledge of the precise nature and the extent of YWCA work on this issue throughout the world.
- The needs of our National affiliates for successfully implementing literacy programs/projects have been brought to the forefront.
- Literacy in languages other than the mother tongue has to be a consideration for illiterate women in refugee programs.
- The literacy debate is a never-ending one.
- A decade for literacy is hardly long enough to do what needs to be done.

- That literacy training works best in the context of projects that are meeting the perceived needs of people especially women.
- That learners are the most important people in the process of training for literacy.

FUTURE PLANS

1. Conduct workshops on literacy at our Council meeting scheduled for July 1991 in which approximately 600 delegates will participate.
2. In collaboration with Unesco and the World Council of Churches (WCC), plan and conduct a meeting to determine if the "methods and materials" being used by YWCA and church literacy workers at grassroots levels and to upgrade and retrain where necessary.
3. To discover the state-of-the-art for literacy training and see to it that all literacy workers in YWCAs have this information.
4. To expand literacy activities throughout the movement to the extent possible.
5. To set up a database of model programs and replicate where possible.

INTERNATIONAL LITERACY SUPPORT SERVICE (ILSS)

presented by the International Council for Adult Education (ICAE)

Summary

The International Literacy Support Service (ILSS) is an ICAE programme designed to meet the needs of literacy practitioners through the strengthening of the flow of relevant information to them. This proposal has emerged from nearly four years of consultation and discussions and draws extensively on the ICAE experience of coordinating the International Task Force on Literacy. The ILSS is seen as the follow-up to the ITFL and a key element in the movement from awareness to action for the Literacy Decade.

Objectives

1. Provide relevant information to grassroots practitioners and literacy students with special attention to gender.
2. Strengthen the capacity of already existing Regional NGO literacy networks.
3. Link information available through UNESCO and its various structures with NGO networks.
4. Encourage and support the development of movements of literacy students.
5. Build on the resources and experiences of the International Task Force on Literacy.
6. Provide a forum for literacy regionally as well as internationally through communication and advocacy.

Structure

1. Regional Literacy Networks in:
Africa, Asia, Arab States, Caribbean, Latin America, Europe, North America
2. Inter-regional Coordinator
To be based in one of the regions in the South
3. Support Office in Toronto.
4. Linkages with UNESCO, Paris, Unesco Institute for Education, other INGOs, etc.

Selected Proposed Activities

1. Production of regional literacy newsletter
2. Production of an international networking Newsletter
3. Initiation of an international journal for literacy practitioners
4. Production and dissemination of literacy material abstracts and specialized bibliographies
5. Annual information meeting in the regions Annual Steering Committee meetings
6. Annual Steering Committee meetings

Funding

Funding is needed for this cost efficient project which will build on existing structures rather than building new costly ones. The major portion of funds will go to regional networks and inter-regional coordination.

KEY TO ACRONYMS

- AALAE - African Association for Literacy and Adult Education
ARLO - Arab Literacy and Adult Education Organization
ASPBAE - Asia South Pacific Bureau for Adult Education
CARCAE - Caribbean Regional Council for Adult Education
CEAAL - Consejo de Educación de Adultos de América Latina
CIDA - Canadian International Development Agency
DSE - German Foundation for International Development (Deutsche Stiftung für internationale Entwicklung)
EBAE - European Bureau for Adult Education
EFA - Education for All
FINNIDA - Finnish International Development Agency
IAEA - Indian Adult Education Association
ICAE - International Council for Adult Education
ILSS - International Literacy Support Service
ILY - International Literacy Year 1990
ITFL - International Task Force on Literacy
NGO - Non-Governmental Organization
NORAD - Norwegian Agency for International Development Cooperation
OAU - Organization of African Unity
OISE - Ontario Institute for Studies in Education
SIDA - Swedish International Development Agency
UNDP - United Nations Development Program
UNEP - United Nations Environment Program
Unesco - United Nations Education, Scientific and Cultural Organization
UNFPA - United Nations Family Planning Association
Unicef - United Nations Children's Fund
UNO - United Nations Organization
WCEFA - World Conference on Education for All 1990
WYWCA - World Young Women's Christian Association

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