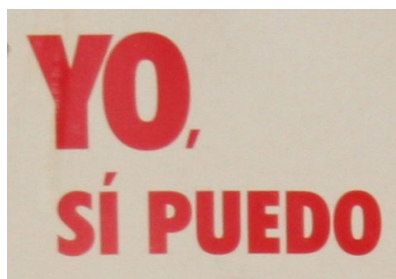


Mass literacy campaigns

A survey of four campaign models



John Aitchison and Veronica McKay

Literacy campaign models

Mass literacy reconsidered

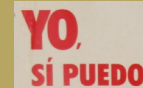
SANLI



The National Literacy Mission



The Cuban export model



The Brazilian model



Prospects for South Africa

Mass literacy reconsidered

- Mass literacy campaigns criticised after the 1960s for not delivering sustainable literacy
- Never abandoned in India, they are experiencing a renaissance in Latin America
- Current pressure to try a mass campaign in South Africa and have UNESCO declare the country “illiteracy free” (less than 4% of adults illiterate).

Ministerial Committee on Literacy investigation

- Investigated the nature, character and content of other mass literacy campaigns.
- The Committee participated in a study tour of Cuba, Venezuela and New Zealand, undertook desktop research and made use of previous research undertaken by its members.
- Special attention was given to the Cuban *Yo Sí Puedo* (YSP) model, particularly as practised in Venezuela, as well as South Africa's own SANLI experience.



Strong similarities amongst campaigns

There are strong similarities between the National Literacy Mission (NLM) campaigns launched in India in 1988, the Cuban export model, the AlfaSol programme launched in Brazil in 1995, and the South African National Literacy Initiative (SANLI) programme.

South African National Literacy Initiative (SANLI)

- SANLI, launched in June 2000, had funding and organisational difficulties around going to scale, no follow up for learners, and little national advocacy and other government department support.
- A partnership with the University of South Africa (UNISA) ABET Institute funded by the British Department for International Development (DfID) reached 343,000 learners at a cost of approximately R350 per learner. A further 7,000 learners were reached by a collective effort of NGOs.



South African National Literacy Initiative

- The UNISA / SANLI partnership piloted many of the processes of a mass literacy campaign:
 - recruiting and pre-testing,
 - providing to the disabled (3.2% of the learners),
 - setting up running more than 7,000 literacy units,
 - warehousing, packing, trailing materials, delivering packs of materials, maintaining learner records,
 - training and deploying 10,000 volunteer educators (drawn from the 60,000 UNISA trained ABET educators (a useful national resource)),
 - assessment, and monitoring and evaluation of the programme.



The National Literacy Mission of India

- The National Literacy Mission works on a massive scale (targeting a 100 million people) and has a decentralised approach.
- The Mission uses an effective training cascade model, has regular in-service training, effective use of ICT, and carefully collects data and statistics.
- It has a strong core group of staff at each level.
- Argues for the necessity of effective pre-launch preparations.

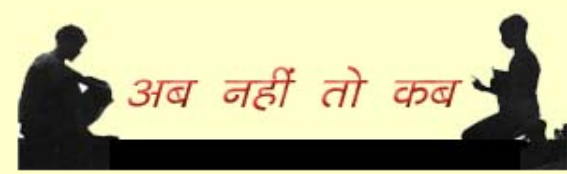


National Literacy Mission - India

Literacy Campaign and Operation Restoration | Continuing Education | Jan Sikshan Sansthan | Support to NGOs

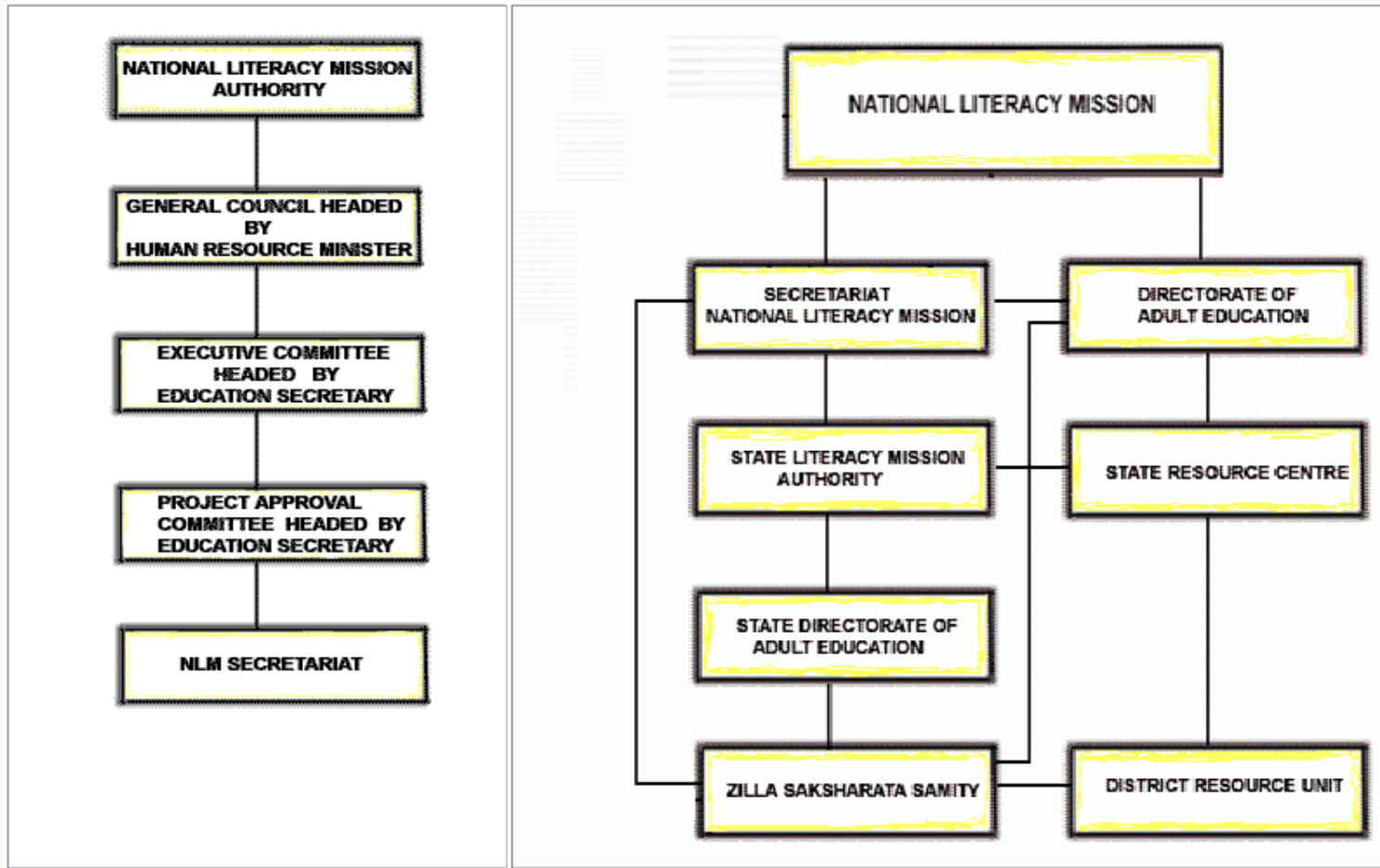


- NLM-An Introduction
- NLM,UNESCO & Literacy
- NLM Objectives & Goals
- Literates and Literacy Rates- 2001
- Literacy at a Glance-2001 census
- NLM Schemes
- Monitoring and Evaluation
- NLM Management Structure
- Directorate of Adult Education
- New Initiatives
- Challenges & Achievements
- NLM and Women's Empowerment
- Financial Parameters and Allocations
- Tender



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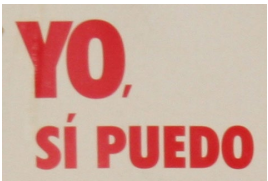
autonomous bodies, to provide a forum for individuals and organizations to work together. The leadership to these bodies, is provided by the district collector. All sections of society are thus duly represented in the planning and implementation of the programme.



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[\[Contact Information\]](#)

The Cuban *Yo, sí puedo* literacy programme

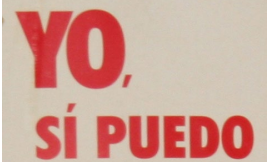
- The *Yo, sí puedo* (literally “Yes I can”) literacy programme was developed in Cuba by the Pedagogical Institute for Latin America and Caribbean (IPLAC) and applied in Venezuela and some other Latin American countries.
- The *Yo, sí puedo* (YSP) approach assumes a campaign strategy driven by significant political will and requiring the involvement of leadership at all levels – national, provincial and local.

The logo consists of the words "YO," and "SÍ PUEDO" stacked vertically in a bold, red, sans-serif font. The text is set against a light beige rectangular background.

**YO,
SÍ PUEDO**

Strengths of the Cuban model

- The Cuban model promotes a politically committed integrated campaign which mobilises all sectors and public service departments of government – a demonstration of the “joined-up government” necessary for serving the poor and managing a successful campaign.
- It is coupled with good operational guidance provided by Cuban advisors as well as ample financial resources.
- The YSP model offers a very short and intensive alphabetisation course.



**YO,
SÍ PUEDO**

El Gobierno Bolivariano...Avanza!!!

MISIÓN ROBINSON

Ya si puedo

MISIÓN

MIRIAM

YOLANDA



TÍTULOS

El llamado de la selva
El principito
En el corazón de un poeta
Había una vez
Magallanes
Novelas ejemplares
Robinson Crusoe
Romeo y Julieta
Tiempo de Ezequiel Zamora
Diarios de campaña
La piel de onagro
El hijo y otros cuentos
Poesías
Por quién doblan las campanas
Los seis cisnes
La aventura de Cristóbal Colón
Por el mar de las Antillas
Antonio José de Sucre
Bolívar
Tierras que me oyeron
Cantaclaro
Documentos de Simón Rodríguez
Poesías de amor hispanoamericano
Las mil y una noches
Oros viejos





El Gobierno Bolivariano...Avanza!!

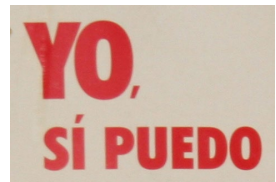
MISIÓN ROBINSON

Yo sí puedo



Weaknesses of the Cuban model

- The YSP method teaches the names of letters rather than the sounds of letters – an alphabetic and not a phonetic method.
- Participants learn five isolated letters per lesson, each one associated with a number and are taught upper and lower case and cursive and numbers simultaneously. This is a cognitively cumbersome and heavy load.
- The initial alphabetisation phase (about 100 hours in 6 to 8 weeks) is too short to provide a sustainable level of literacy.



**YO,
SÍ PUEDO**

1 - a - A



casa
1 1

2 - e - E



beso
2

3 - i - I



familia
3 3

4 - o - O

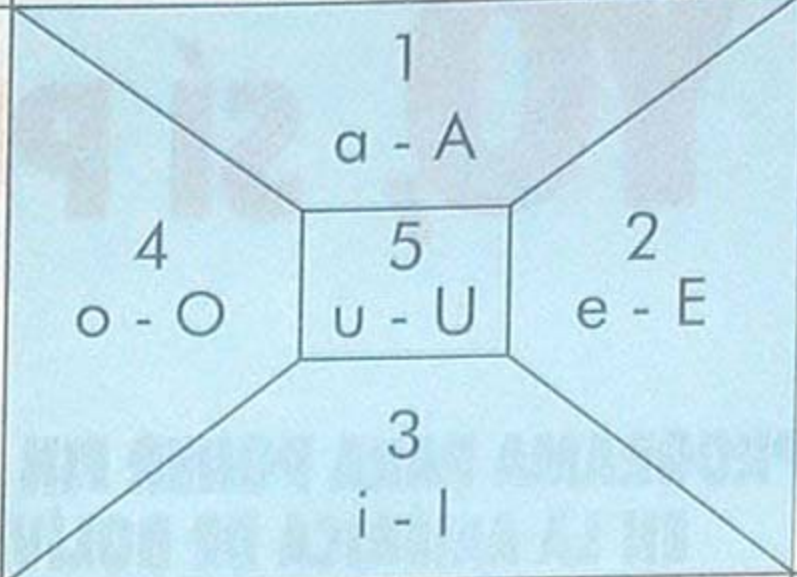


sol
4

5 - u - U



luna
5



Una casa
latinoamericana

Una casa
latinoamericana

 n
c s
l t n
 m r c
n



casa
a a
a A

Una casa

escuela

escuela
e uea

americano
a e i a o

11 - p - P



palma

11 1 6 9 1

12 - t - T



tomate

12 4 9 1 12 2

13 - v - V



vaca

13 1 10 1

14 - s - S



sol

14 4 6

15 - n - N



luna

6 5 15 1



La palma
real



La palma
real
pal-ma
pa-pe-pi
po-pu

11
p - P

14
s - S

15
n - N

12
t - T

13
v - V



La vaca
está al sol.
La luna
salió.
El sol sale
por el este.



palma
pa
pe



Come
tomate.



Come
tomate.



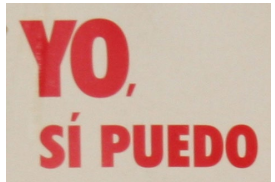
va - ve - vi
vo - vu
ta - te - ti



sa - se - si
so - su
na - ne - no

The YSP instructors

- The YSP facilitators attend a brief, one-week training course which is supplemented by a brief facilitator's manual and some ongoing teacher support through the programme.
- The actual lessons are taught by the video and do not require much of the “real” teacher.





Castellana 1990
Informacion

Mision
Robinson

MISION
ROBINSON

MISION
ROBINSON

MISION
ROBINSON

MISION
ROBINSON

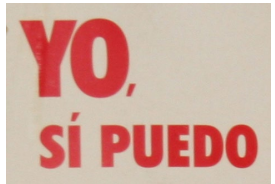
MISION
ROBINSON

MISION
ROBINSON

Handwritten notes on a desk.

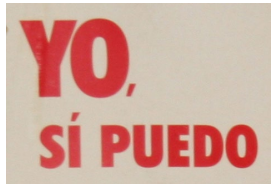
The use of video and radio

- The Cuban YSP uses of radio and video to provide the actual teaching as this is regarded as economical and not requiring highly trained educators.
- There are problems associated with sound (often against background noise) and with viewing videos in daylight and on a small TV screen.
- There are problems of “pacing” as not all learners are able to keep up with the pace of the video.



The use of videos

- The Cuban video teacher presenting lessons via the video is not ideal for stimulating learner participation – an essential component adult education for empowering learners.
- Video could be used in South Africa but would have to be well conceptualised and used to enriching and support rather than replace the teacher.
- Video lessons could also be employed to address shortages of skills in, for example, the teaching of numeracy.





Causas 9 de Marzo del 2006
37

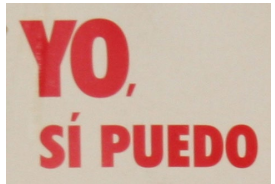
joven rojo
viejo jinete
zapato Xenia llano

Horario de clases

10 50
Educar es el
Misión

YSP and disabled learners

- In its application of the YSP in Venezuela, adaptations have been made for blind and deaf learners with the primer being translated into Braille for the blind.
- The deaf learners use the original material but benefit from a facilitator who translates the content of the videotapes using sign language.
- Where necessary, learners with special needs receive one-on-one teaching where the teacher visits the learner in his or her home.

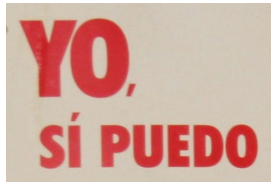


**YO,
SÍ PUEDO**



An exciting post literacy fast track

- The Cuban model leads on to a basic education component (YSP is only the first very basic level of literacy acquisition) that is genuinely both fast track and not a ponderous replication of primary schooling.
- Any South African model should also ensure that it provides attractive options for ongoing learning opportunities for learners.

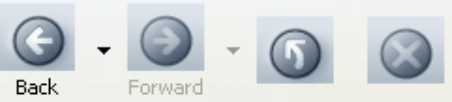
The logo consists of the text "YO, SÍ PUEDO" in a bold, red, sans-serif font. The text is arranged in two lines: "YO," on the top line and "SÍ PUEDO" on the bottom line. The logo is set against a light beige rectangular background.

**YO,
SÍ PUEDO**

AlfaSol (*Alfabetização Solidária* – Solidarity in Literacy) in Brazil

- The Brazilian national literacy campaign, AlfaSol, reached four million youth and adults between 1997 and 2003.
- AlfaSol is noted for its partnership model with universities. Some 370 higher education institutions select and train educators and support and monitor them as well as evaluate the students' learning.
- These higher education institutions are free to choose whatever theories and literacy methods they want provided they remain within AlfaSol's philosophical framework.






5,1 million students
238,000 literacy teachers
166 companies partners
2,066 municipalities
212 IHE partners

- PORTUGUÊS **ESPAÑOL**
- INSTITUTIONAL
- NATIONAL ACTIVITIES
- INTERNATIONAL ACTIVITIES
- PROJECTS
- PARTNERS
- HOW TO PARTICIPES
- "ADOPT A STUDENT" CAMPAIGN
- RESULTS
- PUBLICATIONS

- CASE STUDIES
- FREQUENTLY ASKED QUESTIONS
- PHOTOS
- MAP OF ACTIVITIES
- LINKS
- PRESS RELEASE
- SITE MAP
- CONTACT US

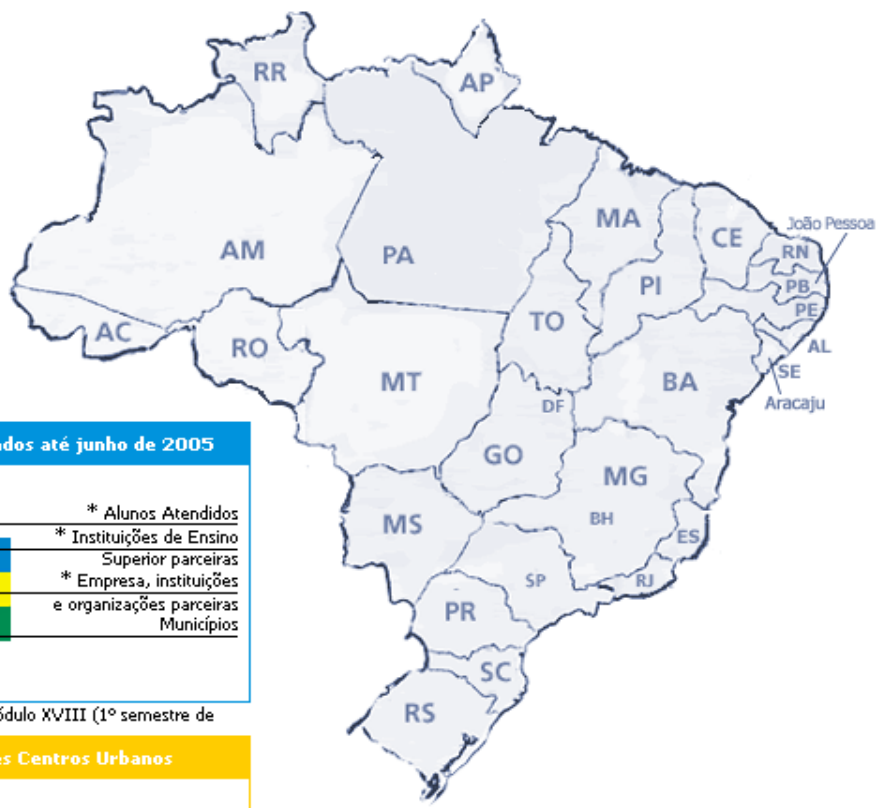


Alfasol wins international prize
 Alfabetização Solidária (Solidarity in Literacy) won the International Literacy Prize award, from Unesco. The King Sjong prize is given to the best literacy practices. Click here to read more.

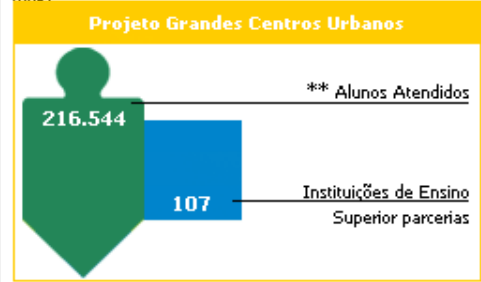


2004's "Adopt a Student" Campaign
 The new "Adopt a Student" campaign is already "on" in Brazil. This year, the solidarity stars are the actress Cássia Kiss and the singer Daniel. If you want to know more, click here.

"Information about the attendance of module XIV - June to December 2004 - Click on the province to see the information"



(*) Com projeção para o Módulo XVIII (1º semestre de 2005)



(**) Parte dos 4,9 milhões de alunos atendidos no Brasil

AlfaSol training and provision cycle

- AlfaSol has a six-month programme cycle with two 'semesters' a year. Each semester begins with the selection of literacy teachers from the targeted communities. They are trained for a month.
- Classes of between 25 and 30 learners take place four times a week for three hours per day and each learner receives approximately 240 hours of instruction.
- On completion of the five-month programme, learners receive counselling on possible learning paths and on entering formal adult education programmes in their municipalities.



Non re-use of educators

- *AlfaSol* does not reuse educators and each semester new groups of teachers are trained. This provides the opportunity for more people to participate and to receive training as well as for the programme to multiply and spread.
- This also encourages those who have already gone through the training process to become part of the official school system by enrolling for formal teacher training.



Strengths of AlfaSol

The AlfaSol model could inform the South African plan by:

- The model of teacher training offers extensive pre-service and in-service support and has proved to be successful.
- The continuous in-service teacher support based on the methods of action research that also helps to simultaneously monitor and support teachers.
- The transfer of teacher capacity from the campaign to mainstream/formal teaching situations.
- Ongoing and integrated continuous evaluation provides formative input and helps assess impact.



More strengths of the AlfaSol model

- The learning process of 240 hours can be seen to go some way towards ensuring sustained learning.
- The programme encourages learners to proceed to further learning opportunities and offers career counselling.
- The dual semester model allows teachers to be trained at two stages in the year and also provides two opportunities for learners to enrol.
- Radio is used as a support for in-service teachers.



Countries where Alfamol works

Guatemala



Brazil



Cape Verde



Guinea-Bissau



São Tomé and Príncipe



Mozambique



East Timor



Prospects for South Africa

- Both the Cuban and the Brazilian programmes have begun to expand beyond the originating countries though there are difficulties of customization in various countries.
- It has been argued that South-South cooperation runs the risk of being as vertical as North-South cooperation and this suggests that South African campaign planners need to be cautious when considering the importation of packages from other countries.
- South Africa has historical capacity as well as tried and tested models for delivery and so will probably not need to rely on imported packages.

Watch this space!

