

Some issues which each session should address

There are some over arching issues, which we need to address in all sessions. Importantly, we need to be thinking about how to ensure that learners keep coming back to learn, in a context where there may not be much extrinsic motivation for learning. This relates to how contextualised the campaign can be in terms of individual learners' needs.

Session One

Ensure that everyone understands where the process is, is happy with the structure of the workshop.

Session Two: icebreaker

Warm up, but also start generating ideas on:

- The vision we want to project of the campaign
- Successful ways of packaging it
- Ideas on who the targeted learners are, and what they will get from the campaign
- Ideas of what will make the plan realistic

Session Three: important issues to think about when teaching literacy

- Key issues about adult education
- The best way/s of facilitating adult literacy with some examples of classroom strategies, bearing in mind that the trainer is probably inexperienced.
- The cost of producing materials for various methods
- How to test/assess what adults have learnt about reading
- To what extent should a programme be assessment driven?
- To what extent can/must it be contextualised, and to what extent can it be/will it have to be generic?

Session Four: literacy level focus

- What is achievable through the campaign?
- At what point should learners be channelled into the existing Abet system? In other words, when will the campaign be finished in terms of individual learners?
- To what extent will the campaign link with SAQA Abet level one?
- Will learners who are literate be helped to find a relevant course in the existing Abet system? Could volunteers help with recognition of prior learning processes?
- Does the campaign aim to achieve mother tongue literacy?
- If the campaign wants to teach learners English literacy, is the mother tongue seen as just a stepping stone?
- How can the campaign strengthen multi-lingualism
- What can be considered as a sustainable reading ability.

Session Five: who will the learners be? who will the trainers be and why and how will they do it?

- What are potential groupings of learners?
- Where will literacy “classes” take place? (churches, workplaces, schools, peoples homes, prisons)
- What are the implications for the campaign of the different groupings?
- Who are the volunteers? People who work? Unemployed? Students? To what extent can we disaggregate them into various groups? To what extent are they linked to institutions (eg colleges of education, Unisa, companies)
- How can “volunteerism” work?
- What is in it for the volunteers?
- How many trainers do we need? Ratio to learners?
- How much time are volunteers expected to put into the programme?
- What are the levels of people that we need? What are different roles that volunteers might need to play?

Session Six: curriculum strategy for main literacy programme

- What can be included in a generic teaching and learning “starter pack”?
- How can the programme be kept flexible and relevant to the needs of specific learners? An electronic curriculum management system?
- The content of the materials? Possible options to be considered by the trainer?
- Role of the public broadcaster?
- List available resources which could be put into a curriculum data base, and identify major gaps

Session Seven: curriculum strategy for trainers

- Is training for the volunteers necessary at all?
- What is the minimum of Education and Training that they need in order to be able to facilitate literacy learning? Amount of time (eg one month)?
- Role of public broadcaster in supplementing?
- Mode? Amount of contact time?
- Assessment strategy? (After initial training and ongoing)
- Support – where will they get it and how? (eg the SABC supplementary programmes; support from experienced facilitators from local literacy centres; support from the institution which delivers the initial course)
- Who will provide the training?
- What is the role of existing literacy teachers?
- To what extent can training be modularised, to allow learners to learn more if they want to? What “modules” should be included?

Session Eight: networks

- Who are the possible groupings which could play an important role?
- What would make them want to get involved?
- What could their contribution be? What can they offer?
- What problems do you foresee in terms of each group playing its role in this campaign? (other than financial)
- What kind of assistance/support would they need?
- What are possibilities of groups working with other groupings?
 - NGOs?
 - Unions?
 - church groups?
 - large companies? Eg cell phone companies?
 - youth/student groupings?
 - sports organisations?
 - organisations of the disabled?
 - local governments?
 - government departments (eg agriculture)?
 - Prisons?

Session Nine: mobilization strategy

- Who are the learners? Target numbers?
- Where are they? Decide on a number of key institutions/networks to access learners/where learning could take place.
- Role of the public broadcaster (presumably this is where their main role would come in?)
- Phased mobilization – initially for trainers; then for learners
- What are the bottom lines in terms of what must be achieved?

Session Eleven: management information requirements

- What is the minimum information that a “system” would need to pick up problems and keep the campaign going?
- Who needs what information?

Session Twelve: evaluation strategies

- How do we build in reflection sessions which inform ongoing practice?
- How do we evaluate what learners have learnt, how they are able to use it, and what it means to them
- How do we evaluate what trainers have learnt, and what are their options?
- How do we evaluate how the system has been strengthened/improved?
- Medium term: did learners learn?
- Short term: is the campaign running?

Session Thirteen: evaluation strategies

- Did the workshop address everything that it needed to?
- Is the implementation plan complete?
- Where are the gaps? How will they be filled?
- Who needs to do what?