CHAPTER V
SURVEY OF RELATED RESEARCH

Professional interest in literacy is comparatively recent, and research and development in literacy is meager compared to needs.

In the field of literacy, a strong sentiment of the kind noted below is manifested.

'Let us get on with the job and not waste time and resources on more studies that lead nowhere'. The problems associated with illiteracy and low literacy exist on such a vast scale that we may be tempted to commit all available resources to reaching out to the needy. While such a reaction is understandable, it is unlikely that this way of thinking will be as useful as its advocates might suggest. Indeed, social programmes in the twentieth century have been fraught with failure or at least low rates of success. Reaction to such failures often leads to a tendency to move on to a completely new approach to the social problem.

The efforts to reduce illiteracy is no exception while we are beginning to better understand the causes and consequences of literacy and illiteracy, there is much more that needs to be known. Since there exists a great variety of literacy programmes for even larger number of socio-cultural contexts, it shall come as no surprise that the effectiveness of literacy programmes has come under question, not only among policy makers and specialists, but also among the larger
The questions highlighted above, and similar ones so central to the core of literacy work around the world—remain without definitive answers, in spite of the occasionally strong rhetoric in support of one position or another. While a complete review of history of literacy or research in literacy is well beyond the scope of this thesis, it is useful to highlight some relevant areas.

For purposes of comparison, some general global trends of research in adult education are reported.

Research in Western Europe, according to Titmus (1981), is sociologically rather than psychologically oriented. The central concern of adult education is the individual learner. The emphasis is on the needs and behaviour of social groups in relation to adult education. There have been numerous studies devoted to mapping out the field of educational provision, to examining the history, organisation and function of institutions and to identifying their clientele.

The concern of adult education research in the Soviet Union according to Pint (1980) have been in the following areas:

- General problems of adult pedagogy;
- Principal stages in the history of adult pedagogy;
- Practical problems of education, self education and re-education of adults;
- Problems of applied adult pedagogy.
In Eastern Europe, although there are underlying themes common to adult education research in all, or nearly all, of the European Socialist Countries, each has its own national interests. In Bulgaria, the study is undertaken in adult education planning and management. In Czechoslovakia work is carried out into the language, aesthetic and special education of adults. The overall theme of research in the GDR is the development of workers' personalities to which is related the topic of culture and work. In Hungary, research is oriented to problems of adult teaching and learning-target analyses, determination of optimal course contents, active methods, the forms of adult education, self-directed learning for qualifications. In Yugoslavia all adult education is under the umbrella of androgogy and includes history, comparative androgogy, methodology of research and application of androgogy to specific educational sectors—industrial, social, penological and gerontological.

The research investigations in adult education in India are a national obligation of the universities in the country and other professional researchers in areas of social sciences as the quality and effectiveness of adult education programme would depend on the research by which it is supported.
The nature of participation in adult education programmes requires conceptual clarity involving philosophic discussion. The research in adult education is not merely in terms of hypothetico-deductive models involving hypotheses, controlled groups and tests for comparison of results. The empirical researches are being conducted in areas of mobilisation and motivation of learners, suitability of teaching-learning materials, effectiveness of different models of teaching and learning, problem areas in adult education, impact of the programme. Researches on philosophical, psychological and sociological issues are also being formulated.

The present research briefly reviews the relevant areas in this section.

Ahmad Mustaq (1958) reported in M.S. Project to improve the quality of reading material for neo-literates, in the light of their expressed needs and interests. In fact, the study is an action research programme comprising three distinct parts (a) evaluation of reading materials in Hindi in four Hindi speaking states and Delhi, (b) identification of reading needs and interests and (c) assessment of the techniques of production of reading materials. The descriptive survey method was employed. The data was collected through a 'test passage', a content analysis sheet in inventory of topics, and a questionnaire.
The main findings were; the physical aspects of the material are satisfactory and through the illustrations they could be improved. The producers have to be more careful about the accuracy of the material. The majority of books are related to epics, biography, agriculture, social studies and literature. Very few deal with spare time, occupational science and technology. The field testing revealed that most of the books are too difficult for the average learner, and their prices are too high for neo-literates.

Nagappa (1966) has conducted a study to explore the reading needs and interests of neo-literates. The study laid down stress on story method of presentation of new ideas which sustain motivation in neo-literates. The preferential topics which the neo-literates wanted to are the following: (i) Having relationship with their occupation, Governmental programmes and animal husbandry; (ii) Having relationship with functioning of village Panchayats, (iii) Topics concerning the health of the family and community diseases.

The study also suggests that the literature should be based and linked with the previous knowledge of the neo-literates and community literacy centres should be opened to sustain their reading interests by supplying suitable materials for them.

Bhandari (1974) studied the factors affecting the literacy retention and also dropouts from adult literacy classes in Udaipur district.
There was no significant difference between the persistence and dropouts with regard to their age, sex, caste, material, status, occupation, affiliation with economic, social, political groups, schooling during childhood, size of land holdings and adoption of improved agricultural practices. A significant difference was found with respect to the content of learning between participants of literacy and functional literacy classes.

The reasons put forward by dropouts were day-work, animal husbandry work, lack of interest, school distance, domestic work, and ridicule by friends and relatives. The factors in persistence were to write letters, to read books on religion, to maintain form records and accounts, to learn the language and to utilise the free time profitably.

Ahmad (1975) made a survey of Reading material for neo-literatres in India. The survey had been conducted on all India level dealing with (a) important agencies producing materials, (b) procedure adopted by the agencies, (c) nature of materials produced and (d) difficulties faced in producing the materials. It was found through personal interviews that very few persons got specialised training in the techniques of material production. Members of Advisory Committees have no experience in material production or in teaching literacy to adults. Private publishers have no idea of needs, interests, and difficulties of neo-literates. The pre-testing of
supplementary and follow up books had been ignored but the
primers had been tested to some extent. Only few neo-literates
borrowed books from literacy centres unless special efforts
were made to motivate them to do so.

Roy Pradip and Kapoor, J.M. (1975) in their study
determined the extent to which men and women have retained
literacy skills acquired at the literacy class and examined
the role of certain social, psychological and economic
factors in literacy retention. The main findings of the
study were: (1) The proportion of men relapsing into
illiteracy is the same as that of women, (2) A minimum of
grade III literacy training or a minimum of 4 years of
schooling is essential for retention of literacy.

Nanda (1978) studied the development of adult
education in Punjab during 1947-1972. The main findings
were during the period not more than 1½ lakh adults have
been made literate, and that too, mostly on papers.
Instructors were untrained and uncommitted. The centres
were unevenly spread. The administration was unsympathetic
to the cause. Literature for neo-literates was inadequate.

Bhartiya S.L. (1979) conducted a study on interests
of illiterate adult females. The study revealed that female
adult illiterates were more interested in health education
while less interest was seen in other areas of education
like politics, recreation, economy and others.
Mali M.G. (1979) designed a study to find out the factors both inside the literacy classes and outside in the environment that affect the retention of literacy among the neo-literate adults. The results showed that about 30% of the neo-literates retain literacy and there is a significant correlation between retention of literacy and literacy class-room factors like materials, motivation, duration, methods and post-literacy.

Bhiargarkar (1980) had tried to identify the causes of wide spread illiteracy in India. He has found that main reasons for the failure of social education programme were apathy of educated, inter-group conflict, lack of trained and devoted workers, inadequate financial support, and too much of emphasis on literacy.

Sharma (1980) made an attempt to study Adult Education Programme in the Union Territory of Chandigarh which had the second highest rate of literacy in the country. The main objectives of the study were: (i) To examine programme that how far it serve as a viable education policy particularly the implication of the scheme for raising the literacy standard, (ii) to explore the government thinking and motivation behind new policy including the measure initiated by it; (iii) to assess the capacity of administrative and voluntary agencies for implementing the new measures effectively; (iv) to find out the understanding
of different classes of women, their attitude towards the programme and to examine the adequacy and performance with regard to all the three aspects of the programme - (a) Awareness, (b) Literacy, and (c) Functionality; and (d) to find out the increase of self-reliance. The conclusions of the study were: (1) programme was very well organised and received by the adult learners; (2) the certificates of merit provided motivation in adult learners which were given after their acquiring and completing the desired schedule and skills by the adult learners.

Mariappan and Ram Krishan (1981) conducted a study to assess the quality of Adult Education Programme. The findings of the study revealed that the programme covered 99 percent of the target group of learners. Attention was not paid to functional upgradation and in elevating the level of social awareness. Learners claimed that they had learnt to read and write small passages, become more aware of account maintenance, joined co-operative societies, secured loans, etc. The problems faced by the centres were: learners disinterestedness, non-co-operation, non-receipt of grants in time, paucity of funds and low renumeration of the instructors.

Krishna Rao (1981) conducted an experiment to measure the relative effectiveness of the four alternative methods of teaching literacy; (i) sentence method with reading and writing
skills. (ii) Alphabetic method with reading and writing skills. In first attempt they were initiated simultaneously and in later attempt they were followed by writing skills. The relative efficiency of the methods was judged on the basis of mean scores and standard deviations on the three tests namely, reading, writing and Arithmetic tests at the end of four methods. The conclusions of the study were:
(i) Alphabetic method was better than sentence method,
(ii) Reading ability preceded the literacy skills, (iii) the adults could acquire the needed functional literacy skills of the class-III plus in about four months.

Tripathi (1981) designed a case study to acquire an improved understanding of the problems: post-literacy and follow up programmes of adult education, relapse into illiteracy was massive because of lack of any sustained effort at carrying out follow up programmes. The overall picture of libraries are disappointing; there is lack of co-ordination among various agencies; and absence of national policy of development of libraries. The incidence of relapse into illiteracy is highest among agriculturist, house-wives and people with low level of living. There is absence of professional cadres of adult education to look after post-literacy activities.

Sivrajan (1982) undertook a study to explore the reasons for the high rate of literacy and dropouts and continuing education. The study was conducted on the families
belonging to Scheduled castes in Kerala state. It was found that 97% heads of the families inspired their children for education. The hurdles in securing literacy were economic stability and non-availability of facilities for study after work. The major reason for dropping out was economic and it was complained that they had to go out for earning livelihood.

Lakshmi (1982) conducted a study to assess the problems of Adult Education in the tribal area and the impact of National Adult Education Programme in terms of the achievement of participants in 3 Rs as well as the functionality of the programme. It was found that 46 percent of the participants attended the classes for 61 percent of the working days and 16 percent attended 41 percent to 61 percent of the days the centres remained open. 73 percent of adults had no previous schooling and the remaining had already studied for 1st to 6th standard. For 76 percent the main reason for not attending classes regularly was heavy work. While in the case of 50 percent it was illness, 38 percent adults stated that they had attained the standard of class III and 29 percent that of class I. 64 percent showed their interest in agricultural knowledge and 53 percent wanted to learn more about health and hygiene. Most of the adults stated that there was lack of reading and writing material in the centres. The tests revealed that a large majority had attained good competence in environmental knowledge, speaking, reading and copy-writing skills.
Mehta (1982) studied the participatory action research project designed to bring about socio-economic development in a tribal village in Ranchi (Bihar). The project was based on Freirian Pedagogical Techniques to help the peasants in solving their problems in collective action. The findings revealed that during the whole process, the most critical phase was that of creating the organisation. Once the group was formed the economic activities followed. Participants grew self confident. Optimism replaced fatalism. All collective efforts were geared to benefit the group as a whole, and no individual was allowed to benefit himself at the expense of others.

Kundu C L (1984) conducted an experiment to observe the effectiveness of five methods of adult learning. These methods were the traditional method, the alphabetic method, the known to unknown method, synthetic method and each one teach one method. 125 learners comprised the sample. These adults were grouped into 5 groups. Grouping was done on the basis of age, socio-economic status, sex and degree of achievement.

Five groups were taught through 5 different methods. Group A was taught with traditional method. This method is based on grouping of letters according to the similarity of their shapes and also associated them with the pictures and words. Group B was taught with alphabetic method. In this method 6 letters having similar structure are grouped on each
page of the primer. Group C was taught through known to unknown method. In this method through the help of the picture, the student learns a word. Integrated method was applied on group D. This method is primarily a synthetic method and the letter is most significant unit. Each one teach one method was adopted in Group E. This method makes only one person literate with the help of twenty cards in one booklet. The groups were rotated so that each group could be exposed to all the five different methods. An evaluation sheet based on multiple choice items was prepared. The Each one Teach one method proved effective and yielded higher scores.

Seth (1984) conducted a study on Motivation in adult learners participating in functional literacy programme in Delhi. In this study investigator tried to assess the achievement motivation, attitude towards literacy and level of aspiration. Impact of programme in terms of gains in literacy skills and social awareness relating to environment, civic life and health was also assessed. The major findings of the study were: a significant relationship existed between the main occupation of the family and attitudes of the learners towards literacy. They did not have level of aspiration involving risk. There was little awareness created by functional literacy programme. But the significant relationship was found between the gains in literacy skills and continuing participation in the programme.
Okere (1984) examined the resistance to learning among adults. He also studied the appropriation of using Gestalt Psychotherapy Principles to work through resistance. It was revealed that since awareness, support, choice, and personal response were observed as important variables in Gestalt educational therapy it was inferred that teaching and learning among adults would be less resisted in a climate that allows individual difference, pace and style. Further if option to participate in planning their own learning, to have self directed learning, to have personal choice and utilise their practical experience is given, there would be less resistance to learning. Dropout rate will also come down.

Yadav (1985) while studying non-formal education programmes and instructor in Barabanki district of Uttar Pradesh found that there was no such centre which was mainly run for girl students both at primary stage level and middle stage level. At both stages majority of predominantly boys and girls mixed centres were taught by the male instructors. The percentage of female instructors at primary and middle stage was found only 14 percent and 13 percent respectively. 75 percent of predominantly Scheduled Caste centres were taught by general caste instructors at primary level. At both stages majority of the children were of backward castes.

Bhupendra Singh (1985) conducted a study entitled "A comparative study of approaches in non-formal education in
developing countries. The countries included in the study were Bangladesh, India, Indonesia, Nepal, Philippines and Sri Lanka. Main findings of the study were: India, Bangladesh and Nepal have geared their non-formal education programmes to eliminate illiteracy. More or less non-formal education programmes in Indonesia are also aimed at spreading the literacy. In all developing countries, functional literacy is equally stressed. In Sri Lanka and Philippines formal and non-formal education approaches have been integrated with a great degree of success. Only Philippines follows multimedia approach. No country appears to be following "From Literacy to Conscientization" Approach. It also appears that approaches to non-formal education practised in countries are person-centred and not system-centred.

Chimene (1986) studied the perceptions of adults on age-related decline in learning ability. It was found that adult educators and policy makers can no longer assume that lack of participation in adult education is strongly associated with belief in age-related decline in learning ability. The relation, while statistically significant, does not account for any substantial amount of the variation in participation for adults of any age.

Chumcher (1986) has worked on the problem of how to improve our understanding of why certain students do not attend adult education classes. What determines students'
level of satisfaction with such courses. It was found that single most powerful predictor of attendance rates and of satisfaction levels is the student's self-prediction that some life event will interfere with attendance. External life events are found to be far more important even than the combined effects of expressed commitment to attend, capacity of the course to satisfy the needs, demographic factors, student ratings of the instructor and other students and course characteristics.

Rajender Singh (1987) conducted a study to examine the combined effect of adult education and training on productivity of workers from quantitative and qualitative points of view. He also examined the effect of adult education and training on workers' methods of work. The investigator also studied in detail the cases which showed maximum and minimum increase in their productivity after adult education and training programme and also the effect of adult education programme on worker's attitude towards adult education. It was found that adult education and training had positive effect on workers productivity. There was significant increase in productivity after adult education and training. The method of work also improved. The worker who showed maximum increase in productivity, after his exposure to adult education and training became sincere, punctual and followed work activities systematically, his attitude towards adult education became
positive. The worker who showed minimum increase in his productivity was already sincere and punctual so there was minimum change after his exposure to adult education. His attitude towards adult education changed towards positive aids. He was able to write letters, applications.

Yimer, Erku in (1987) made a comparative study of the literacy programmes in Ethiopia before and after 1974 revolution. Significant differences in the motivation of learners, characteristics of the learners, development of organisations, linguistic policies and pedagogical achievements were observed during two study periods. Unprecidented organisational developments such as the Peasant and Urban Dwellers Associations and the Policy changes towards linguistic and cultural autonomy of nationalities furnished the necessary conditions for a widespread coverage of literacy activities in the post 1974 period. Consequently literacy rate grew from 7 percent before 1974 to 46 percent in 1982. However, the teaching learning processes, including principles of curriculum development, curtailed the democratic participation and ultimate liberation of the learners. Both regimes used literacy for purpose of satisfying a hidden political agenda, either to improve their public images or to disorganise and discredit actual and potential political opponents. Some conclusions were drawn from the study: (a) mass literacy activities in Ethiopia could be better explained in terms of compelling needs
of regimes for political survival and dissemination of their ideologies; (b) the success of mass literacy programmes is heavily dependent upon the development of grass-roots organisations and liberal language policies preceding the mass literacy campaign.

Mpofu, Stanley Thembelani (1987) undertook a study with a purpose to explore and describe motivation to participate in adult education in the context of exchange. Exchange theory states that people are more likely to perform activities that are expected to bring returns and benefits and less likely to perform activities that may prove too costly to them. 36 adult learners and 20 dropouts were interviewed. Learners were composed of 10 adult basic education students, 10 general education development students and 16 vocational students. While dropouts comprised 10 adult basic education and 10 general education development dropouts. The analysis of the data yielded following findings: (1) Economic and personal reasons are the exchange reasons behind participation in adult education; (2) Time and money are considered to be the exchange costs of adult learning. It clearly shows that exchange can be used to describe motivation to participate in adult education.

Sunner (1987) studied the reasons for attrition and dropping out of an Adult Literacy Programme located in South-western Pennsylvania. 50 adult basic education students
who discontinued attendance were interviewed. It was found that more males than females joined the programme. Many of them joined to help children to do homework, to attend a training programme and to improve reading, writing and math skills. Major reasons for dropping out were job obligations, family obligations, illness and personal reasons. Inconvenient locations and hours, child-care problems, making no progress and impatient teachers were some other reasons. Among many suggestions to prevent dropout and enhance attendance a few were, need for programmes that lead to better jobs, providing a better location, furnishing more interesting books and materials, etc.

Bogan (1988) surveyed the adult literacy programme directors to identify perceived potential problems in implementing effective programmes in the decade of 1987-97 in Pennsylvania. The participant ranked 40 problems areas. The problem areas "High in importance and low in likelihood of Resolution" were: adequate programme and research funding, lack of research commitment at state levels, increased number of literate citizens engaged in participation democracy, greater collaboration among directors, increased use of social workers and counsellors and greater use of Corporate grant writers and involvement of large corporations in adult literacy programmes. The remaining statements were ranked as "very important difficult to solve", but having likelihood of resolution. The result suggests that leadership action is
needed for the improvement of instruction and research development.

Vrchota (1988) investigated the influence of adult educators' supportive and defensive communication behaviours on the drop out and persistence decisions of adult learners. Results of the study supported 3 hypotheses. It was predicted that persisters would perceive educators as significantly more supportive than defensive. It was predicted that there would be no significant difference in perception of educators' supportiveness by predicted dropouts who drop out and predicted persisters who do not persist. It was also predicted there would be no significant difference in perceptions of educator defensiveness by predicted dropout and predicted persisters who do not persist. The relationship between perceived supportive/defensive communication behaviours of adult education instructors and the decision to drop out or persist by adult learners was analysed.

Platt (1989) undertook a study to develop a conceptual model of adult learning facilitation process from the perspectives of adult learner and facilitator. It was found that in general, both learners and teachers described and sought to achieve a relationship characterised by authenticity, warmth, friendliness, closeness, a sense of belongingness, by genuine and personally meaningful dialogue; by reciprocal dependence and shared controls by self acceptance and openness to experience. Adult learners want to be viewed as resources in
the classroom learning process. By their own admissions adult learners gain the most personally and professionally when class room learning expectations, and the quality of relationship they share with the instructors, are congruent and consistent with a positive self concept which implicitly is acknowledged as worthy of respect and value.

Rivera (1990) studied the significance of the theories of native language instruction, critical participatory literacy and popular theatre. The study shows that by using students' language educators make a statement about the political dimension of literacy. The students' language, carries their voices, and their voices speak reality. The use of students' language legitimates their lived experiences and allows them to generate their own knowledge. Through the use of theatre the students are allowed to critically analyse the world, by taking into consideration issues of race, languages, and culture along with social, economic and historical factors. The data consists of 18 hours of video tape collected in the fall of 1988 in a native language literacy programme. The study reveals that (1) for critical educators to organise classes into spheres where students "speak their language" they need to equalise the relationship of powers within the class room; (2) by engaging in dialogue, teachers and students can analyse reality together then the students can read the word in a critical way, name the
conditions that effect their reality and work towards their transformation; (3) educational materials must be rooted in the cultural universe of the people, and provide for a critical dimension of analysis. They should extend possibilities of action, and deal with the issue that have historically impacted on lives of the people; (4) by allowing for multiplicity of experiences and voices to evolve, teachers and students learn of the diverse ways people have resisted; and (5) popular theatre provides a context for people to dialogue, generate their own knowledge, and reach new awareness of the world.

UNICEF and Directorate of Adult Education (1990) undertook a study to assess the impact of a Television serial "KHILTI KALIYAN". The serial had been produced to complement the literacy primer by same name. It was found that the primer told the story of the gradual awakening of a young girl and the serial gave a real life angle to this character. Several other ideas got incorporated to bring home to the women learners that learning can be fun. The serial has helped in providing functional literacy. It certainly has realised the level of social awareness by raising very important questions regarding the problems - domestic, social, economic, political and cultural encountered by women and the story of their isolation, deprivation and oppression. The serial peers into minds of women, into their fears, their needs, their dreams.
Literacy Mission (1991) reported the impact of literacy awareness programmes in tribal people of Nilgiris district in Tamil Nadu. The tribals had remained isolated and neglected for long years. There was widespread illiteracy and bonded labour among them. Adult education classes were run by the State Government. With literacy and awareness the tribal people, who had been deprived of their land, recently took up the land issue in a very united and forceful way. It is reported in a fortnightly magazine Frontline, published from Madras, issue of February 16 - March 1, 1991, that "Orders have been passed in Nilgiris district at Tehsildar's, the Rural Development Officer and the Collector level for evicting non-tribals from tribal land. Orders at the level of Commissioner of Land Administration and Revenue Secretary are awaited. And it needs determined work at the village level for implementation of the orders and for a follow up of the necessary paper work". It is an example of "People getting their own liberation through literacy dialogue and action".

Sivaswamy, G. (1991) reports the key reasons for fair degree of success of the Tanzanian Literacy Campaign and also the interesting developments by its success on the basis of interview with Dr. Yusuf Kassaur, Director of Programmes, International Council of Adult Education in Toronto, Canada. He was a leading figure in Tanzanian Mass Literacy Campaign. The reasons for success were: (a) the nature of government
policy and development ideology - political commitment of the party in power under the leadership of Julius Nyerere; (b) mass upsurge among the people who had attained independence after long years of colonial domination; (c) mass mobilization and community participation; (d) training of adult educators at different level; and (e) all primary schools were made to operate as adult education centre. The success led to several interesting developments. The neo-literate adults started demanding proper schooling facilities for their children. Consequently the party and the government decided to achieve universal primary education by 1974 which was 12 years ahead of the original schedule. There was remarkable improvement in women's education. (b) There was greater participation of the people in development activities. (c) The status of Tanzania in the eyes of neighbouring African Nations and in Asia rose and every Tanzanian could take pride about their literacy achievement.

Rai Usha (1991) in a study conducted to examine the 'Burdwan Experiment' of achieving total literacy in August, 1991, focussed on the factors that helped in achieving the targets of total literacy, effects of the total literacy achieved and deficiencies in the implementation of the campaign. Ten lakh illiterate people were made functionally literate in six months time raising the literacy rate from 42.43 percent in 1981 to over 90 percent now in Burdwan district of West Bengal. The
factors that are mainly significant in achieving the targets are political will, administrative drive and enthusiastic local participation. However, it was not an easy task. There were many deterrents to this campaign like poor light system, meagre supply of kerosine oil for lanterns, absence of boards, posters, hoardings for environment building etc. In many centres there were more children below the age of 9 or between 10-15 years than adults. These children should have gone to the schools. Muslim women's participation was not coming up. These things could be taken care of in total literacy campaigns to be undertaken in other areas. The effects of literacy achievements were quite evident. (i) At many places literacy became a unifying factor among various communities minimising the communal tensions and the centres became the forums to forget these; (ii) Enrolment in primary schools went up from earlier average of 80,000 per year to 1.20 lakh and the drop out rate had been reduced to half i.e. 25%; (iii) Immunization has increased. More men come up for sterilization; (iv) Neo-literates were demanding more books and guidance to become self-reliant.

"Literacy Mission"(1991) reports a critical analysis of the literacy movement in Thailand (1989). It brings into light the following issues that has been identified as crucial in planning future efforts: (a) Literacy promotion is a continuous learning process. Literacy targets can indeed be
set and achieved but they should be regarded as milestones towards increasingly more complex, more functional and more meaningful levels of literacy which evolves with tune with the changes in society; (b) Universal primary education, literacy education and efforts to enrich learning opportunities in the environment should be planned in integration so that they can adequately and timely complement and reinforce each other; (c) National commitment and support are essential conditions for any significant literacy effort; (d) Strategies for literacy promotion efforts must be diverse and adaptive; and (e) Teaching and learning strategies for literacy should be diverse and responsible to the needs and conditions of the illiterate population who are motivated differently.