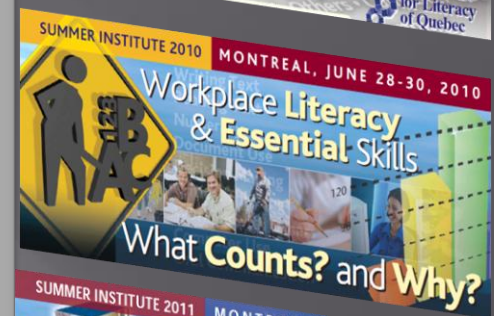
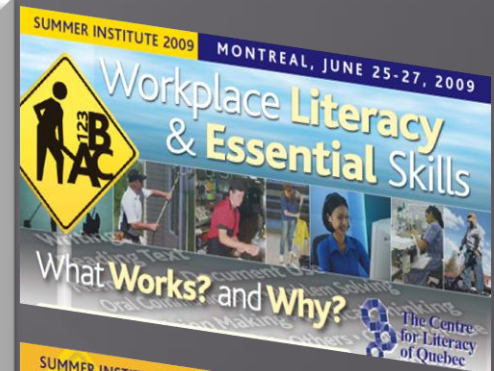


Functional Context Education and Workplace Literacy

Part 1

Tom Sticht
International Consultant in
Adult Education



Contemporary issues calling renewed attention to

Functional Context Education and Workplace Literacy

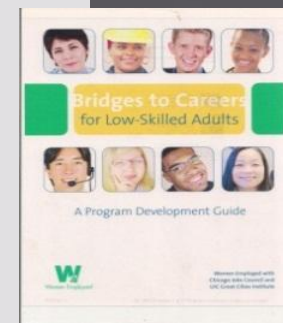
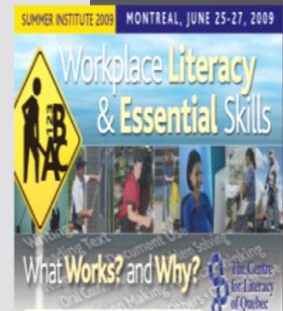
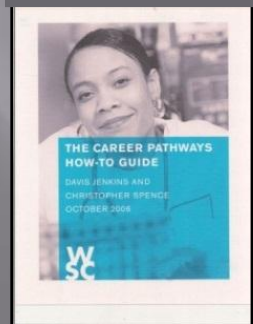
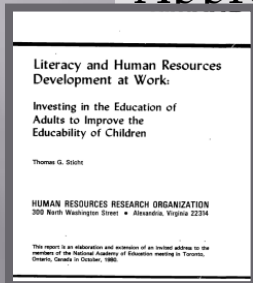
Contemporary issues calling renewed attention to Functional Context Education and Workplace Literacy:

Overarching Issue: Improving Workforce Competitiveness

Approaches:

Workplace Literacy: Language, Literacy or Numeracy (LLN) Education Delivered at the Workplace or Related Site and Aimed at Upgrading Skills of the Employed Workforce

Career Pathways: Education Delivered in Educational Settings Aimed at Transitioning (Bridging) Adults From Basic Education through Secondary Education to Career and Postsecondary Education and Into Jobs Paying a Self-Sufficient Wage



Functional Context Education and Workplace Literacy

Contemporary issues calling renewed attention to Functional Context Education and Workplace Literacy:

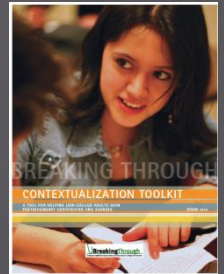
Workplace Literacy

Career Pathways: Transitions to Career and Postsecondary Education

Two Factors Common to Workplace Literacy and Career Pathways Programs:

Contextualized Teaching & Learning

Integrated Basic Skills & Occupational (Sectoral) Skills Education



Functional Context Education and Workplace Literacy

Contemporary issues calling renewed attention to Functional Context Education and Workplace Literacy:

Indicators of Interests in Contextualized and Integrated Workforce and Workplace Literacy Programs In Six Industrialized Nations:

Australia



New Zealand



Canada



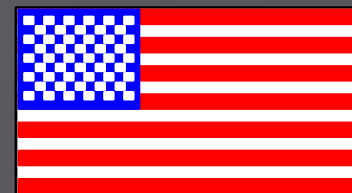
United Kingdom



Ireland



United States



Functional Context Education and Workplace Literacy



Australia



In this report we are concerned primarily with the 'working together' of vocational teachers and language, literacy and numeracy (LLN) teachers to deliver LLN support to vocational students that is 'integrated' with their vocational studies.

For *VET professional development* we recommend:

- >That programs be designed for LLN teachers and vocational teachers working together delivering integrated LLN in VET courses.
- >That professional development forums be established in VET organisations to encourage the sharing of knowledge and information about integrated LLN in VET courses.
- >That LLN teachers be provided with the opportunity for placements in industry or workplace visits to observe their students in their work placements in order to develop their understanding of the LLN practices needed in workplaces.
- >That practitioner research be encouraged to enable LLN and vocational teachers to develop further their pedagogical practices and to explore good practice models of integrating LLN in VET courses.vocational disciplines.

Functional Context Education and Workplace Literacy

Literacy and Human Resources Development at Work:

Investing in the Education of Adults to Improve the Educability of Children

Thomas G. Sticht

HUMAN RESOURCES RESEARCH ORGANIZATION
300 North Washington Street • Alexandria, Virginia 22314

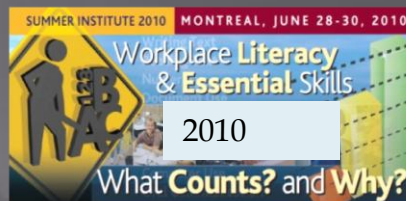
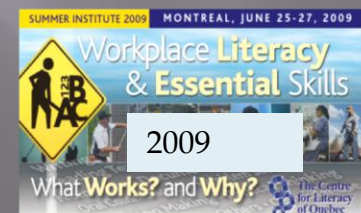
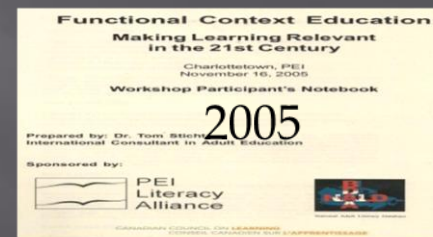
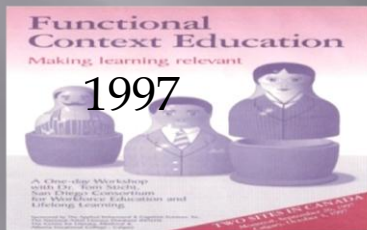
This report is an elaboration and extension of an invited address to the members of the National Academy of Education meeting in Toronto, Ontario, Canada in October, 1980.

October, 1980

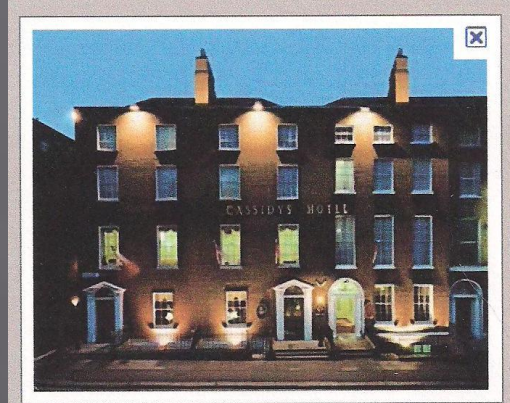
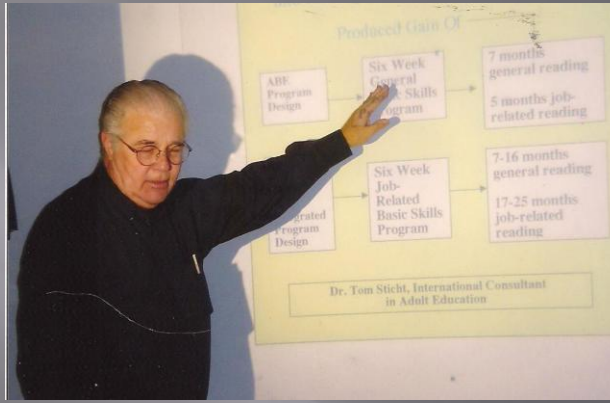
Toronto, Ontario, Canada meeting of the National Academy of Education



Workplace Literacy introduced as an approach to upgrading the skills of the workforce to improve productivity while also contributing to the educational achievement of children, giving what I called **DOUBLE DUTY DOLLARS!**



Functional Context Education and Workplace Literacy



Integrated Literacy Works! January 2007 Dublin, Ireland National University of Ireland (NUI) at Maynooth

Literacy-friendly Further Education and Training

An exploration of the potential for a whole organisation approach to integrating language and literacy in further education and training in Ireland

2009

December 2009



- ✓ Language and literacy is a significant issue for adults in further education and training across many countries. Adopting an integrated approach to language and literacy development has been shown to provide an effective means of simultaneously dealing with literacy, vocational and other learning needs. A whole organisation approach to language and literacy has been most effectively introduced in places where robust national policy and resources are available.
- ✓ There are equity, efficiency and pedagogical arguments for adopting a totally integrated approach to literacy support and development. Adopting an integrated approach has been shown to improve retention and achievement thereby augmenting individual, community and national skills and social and economic wellbeing.

Sticht, T. G (1987) *Cast Off Youth: Policy and Training Methods from the Military Experience*, NY: Praeger.

Sticht, T. G (1997) *Functional context education: Making learning relevant*, National Adult Literacy Database, Montreal.

Sticht, T. G. (2003) Functional Context Education (FCE) part 1: New Interest in FCE theory and Principles for Integrating Basic Skills and Work Skills, <http://education.independent.co.uk/further/story.jsp?story=449220>.

Sticht, T.G. (2007) *Integrated Literacy Works! Making Workforce Development Efficient and Effective in Industrialized Nations*, www.nald.ca/library/research/sticht/07feb/1.htm

Functional Context Education and Workplace Literacy

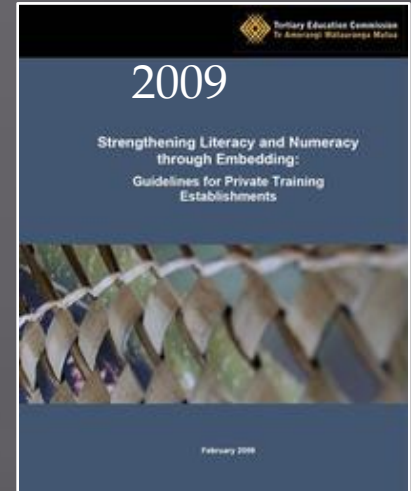
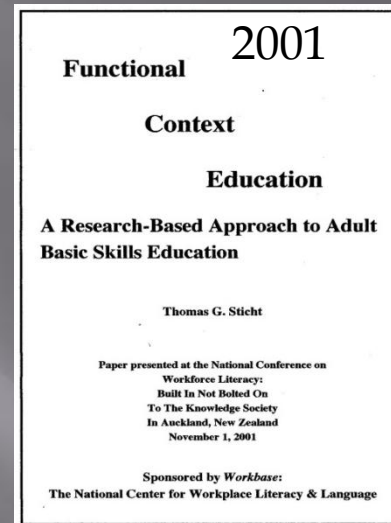


New Zealand

2001

UNESCO 2001: The International Reading Association Literacy Award to **WORKBASE, THE NATIONAL CENTRE FOR WORKPLACE LITERACY AND LANGUAGE, NEW ZEALAND**, for:

1. raising the literacy skills of the New Zealand workforce, in particular the socially excluded and minority groups, through a range of innovative literacy programmes in the workplace to cater for the learning needs of low-skills employees
2. convincing employers of the economic return of investing in workplace literacy and persuading them to release their employees during working hours to attend literacy courses in enterprise-based learning centres;
3. designing tailor-made, quality literacy and technical-skills programmes coupled with appropriate reading and teaching materials thus generating the interest and motivation of learners to assist in the courses; and
4. monitoring and evaluating the programmes in order to gather feedback from learners and managers....



The primary motivation for many learners is their vocational or other goals rather than the specific development of their literacy or numeracy skills. Embedding literacy and numeracy within vocational and other programmes enables learners to develop both sets of skills in a contextualised and meaningful way






Functional Context Education and Workplace Literacy

Work on Family Literacy and Workplace Literacy in the United Kingdom

1991

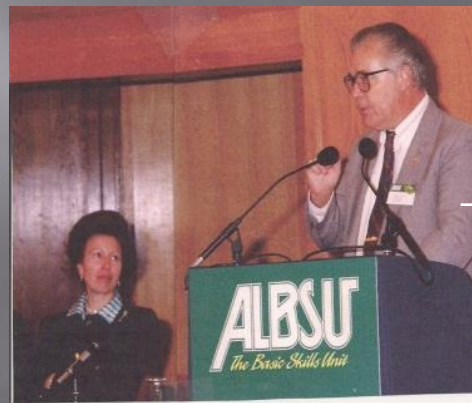
Workplace Basic Skills Programs in the United Kingdom: Why so Few?



1991

Alan Wells
Adult Literacy and Basic Skills Unit
London, UK

1992-1993



1996

Ford, Fathers & Family Literacy
Ford Motor Company and Trade Unions in Dagenham, England Give Fathers and Children Time to Learn Together

In March of 1996, CWELL Project Coordinator Tom Sticht spent time in England working with the Basic Skills Agency (BSA), a quasi-governmental agency that provides funding in Wales and England for adult basic skills education.

During his week of work with the BSA, Sticht visited several workplace literacy and family literacy programs in England. This included a site visit to Dagenham, a suburb of London, to visit the Ford Motor Company.

Due to reorganization of its management and workforce, and the introduction of robotics and other technology in the last decade, the Ford Motor Company has reduced its workforce from some 40,000 to about 8,000. This has placed a burden of new skills development on the remaining workforce, some 99% of which is male.

In light of the need for new education and training, the trade union and management got together and, with a grant from the BSA, they set up the Off Line Basic Skills Unit at the plant.

Among other things, the Off Line Basic Skills Unit initiated a program called "Learning Together." This program gives illiterate, mostly fathers, the chance to develop their own basic skills while working with their children right at the plant.


The Off Line Basic Skills Unit staff say that fathers report that being on their own territory of work makes them feel more confident about admitting their more comfortable here than I do going to my children's school. It's nice to be back in a classroom and not be three feet tall and scared of the teachers I have found that there is more than one way to read. I didn't even know I was using some of the techniques."



CWELL Project Coordinator Tom Sticht with Mick Habgraft, Trade Union Representative at the Ford Motor Company, Dagenham, England

A report from the Basic Skills Agency describes the general work arrangement of the Ford and trade union family literacy program and notes that:

Functional Context Education for Schoolplaces and Workplaces



1991

Thomas G. Sticht
Applied Behavioral & Cognitive Sciences, Inc.

1993

Viewpoints
A Series Of Occasional Papers On Basic Education

ALBSU
The Basic Skills Unit

WORKFORCE EDUCATION, FAMILY LITERACY AND ECONOMIC DEVELOPMENT

• Thomas G Sticht

1999

Improving literacy and numeracy

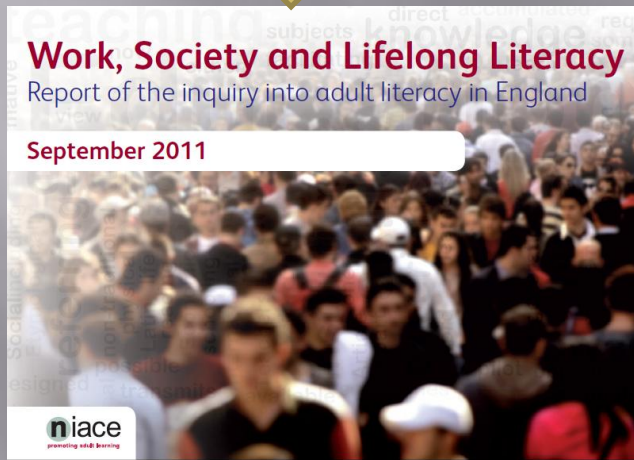
A fresh start

The report of the working group chaired by Sir Claus Moser



Functional Context Education and Workplace Literacy

Work on Family Literacy and Workplace Literacy in the United Kingdom



- The Department for Education (DfE), working with BIS and local authorities must break down cycles of inter-generational difficulties with literacy through family literacy and learning programmes.

2.2 Responses from the field – and our analysis

1 . What works for adult literacy learners?

Respondents cited the importance of contextualised, relevant materials and curricula, ...acknowledging the priority of literacy (and numeracy) and seeking ways of embedding and integrating their development across the organisation.

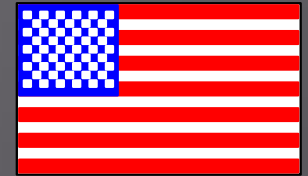
Contemporary issues calling renewed attention to

Functional Context Education and Workplace Literacy

May 2008 | Volume 65 | Number 8 **Reshaping High Schools** Pages 22-27

Bringing Industry to the Classroom

Gary Hoachlander



Students shouldn't have to choose between an education that readies them for college and one that prepares them for a career. Pathways provide both.

The Evidence Base

Some of the most convincing evidence that a multiple-pathways strategy will improve student outcomes comes from work in cognitive science. Research concludes that many people learn better and faster, and retain information longer, when they are taught concepts in context. One particularly high-quality study (Sticht, 2002; Sticht, Armstrong, Hickey, & Caylor, 1987) found that teaching young soldiers who lacked even basic literacy skills to read in the context of their daily tasks not only increased their competency in those tasks but also improved their general reading skills – all in a relatively short time period. In fact, the gains in general reading skills were equal to or greater than those produced by the conventional literacy program; gains in job-related reading exceeded the traditional program by a factor of four or five.

Contemporary issues calling renewed attention to

Functional Context Education and Workplace Literacy

2009

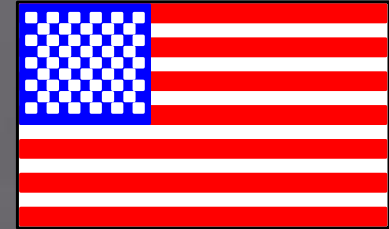
EXECUTIVE OFFICE OF THE PRESIDENT COUNCIL OF ECONOMIC ADVISERS

PREPARING THE WORKERS OF TODAY FOR THE JOBS OF TOMORROW
JULY 2009



...one of the more promising curricular innovations that helps to improve student success is “**contextualized learning**,” in which adults obtain basic skills in the context of occupational training. Not only does this allow the students to progress through the programs more quickly but it also helps to keep them engaged with relevant examples and applications. p 20

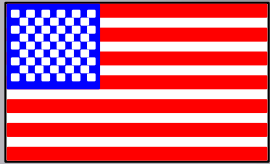
Another common element of successful programs is that they are based on appropriate curriculum and pedagogy. Washington State’s I-BEST [**Integrated Basic Education and Skills Training**] program, for example, blends basic skills and occupational training to generate more contextualized learning, where traditionally these have been segregated into distinct programs. The result is a more effective approach to teaching adults who need both basic skills and job skills. p.18



Contemporary issues calling renewed attention to Functional Context Education and Workplace Literacy:

>Contextualized Teaching & Learning

>Integrated Basic Skills & Occupational Skills Education



Contemporary issues calling renewed attention to

Functional Context Education and Workplace Literacy

Transitions to Career and Postsecondary Education



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL AND ADULT EDUCATION

June 8, 2010

JUN 8 - 2010

PROGRAM MEMORANDUM FY 2010-02

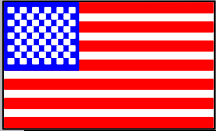
To: State Directors of Adult Education

From: Brenda Dann-Messier
Assistant Secretary for
Vocational and Adult Education



Subject: Use of Funds Provided Under the *Adult Education And Family Literacy Act (AEFLA)* for Integrated Education and Training (IET)

Career pathways models are gaining widespread recognition from State adult education offices, national organizations, employers, and others using adult education services to prepare adults for success in postsecondary education and work. Career pathways models connect education and training with support services to enable individuals to secure employment in particular industry or occupation sectors and to advance to successively higher levels of education and employment in those sectors. These pathways lead to industry-recognized credentials. One method of designing career pathways is by using IET models.



Contemporary issues calling renewed attention to

Functional Context Education and Workplace Literacy

Transitions to Career and Postsecondary Education

ABE Career Connections:

A Manual for Integrating Adult Basic Education
into Career Pathways

2010

Prepared under contract to
Office of Vocational and Adult Education,
U.S. Department of Education

MPR Associates, Inc.
2401 Pennsylvania Avenue, NW
Suite 410
Washington, DC 20037

Contact
Laura Rasmussen
lrasmussen@mprinc.com
202-478-1027

February 2010



The Adult Education “Pipeline”

ESL > ABE > ASE > POSTSECONDARY
CAREER/ACADEMIC

Course Development and Delivery

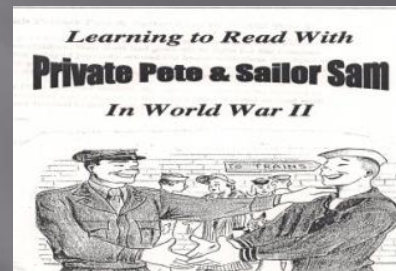
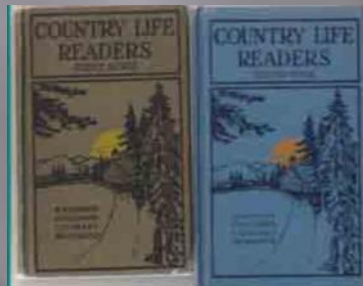
- Schedule courses at times convenient for employees and employers.
- Conduct a benchmarking process to determine skills required for pathway progress.
- Contextualize basic skills with workplace skills.
- Build on existing courses.
- Involve postsecondary partners in curriculum development.
- Involve employers in curriculum development.
- Build staff capacity to develop integrated basic skills curriculum.
- Revise the course design to address instructional needs.
- Provide additional support to instructors.

Overview of theories, methods, and professional wisdom in the history of FCE and workplace literacy.

Functional Context Education and Workplace Literacy in Historical Perspective

Two perspectives providing evidence for the efficacy of
functional context education and workplace literacy
policies and practices

Professional Wisdom



Scientific Research



Functional Context Education and Workplace Literacy

Overview of theories, methods, and professional wisdom in the history of workplace literacy and FCE.

Principles of Teaching: Functional Context Education:
 Make instruction relevant to the life contexts of the adult learners. Build new knowledge on old knowledge.

Theories of Learning:

From World War I in 1917, through World War II in the early 1940s, the Vietnam War of the 1960s to the present, the teaching of reading to illiterate, poorly literate, or non-English speaking soldiers has been based on three different theoretical understandings of what makes learning possible:
Associationism, Behaviorism, and Constructivism

Methods of Teaching Reading: Phonics, Whole Language, and Blended Methods

“All modern [1914] methods are combinations and modifications of these.”
 Paul Klapper (1914). *Teaching Children To Read*. New York: D. Appleton & Co.
 [Table modified from Klapper, p. 36]

Table of Basic Methods of Primary Reading

Synthetic Methods			Analytic Methods		
Alphabetic	Phonic	Phonetic	Word Basis	Thought Basis	
				Sentence Unit	Story Unit
Code Emphasis (Jeanne Chall, 1967)			Meaning Emphasis (Jeanne Chall, 1967)		
Alphabetics			Whole Language		
Laubach			LVA		

Functional Context Education and Workplace Literacy in Historical Perspective

Professional Wisdom in Workplace Literacy and Functional Context Education

Functional
Context
Education

Harriet
A.
Jacobs
Teaches
Adult
Literacy
Using
the Bible

. Cora
Wilson
Stewart
& the
Country
Readers

Merging
Functional
Context
Education
and
Workplace
Literacy In
World War
I

. Cora
Wilson
Stewart
&
Literacy
for
Home
Mothers

Merging
Functional
Context
Education
and
Workplace
Literacy In
World War
II

Septima
Poinsette
Clark
and the
Citizen-
ship
Schools

Work-
place
Literacy

George
Washington
and
Workplace
Literacy at
Valley Forge

Susie
King
Taylor
in the
Civil
War

1777

1860

1915

1917

1930

1943

1960

Functional Context Education and Workplace Literacy in Historical Perspective

Workplace Literacy At Valley Forge 1777-1778

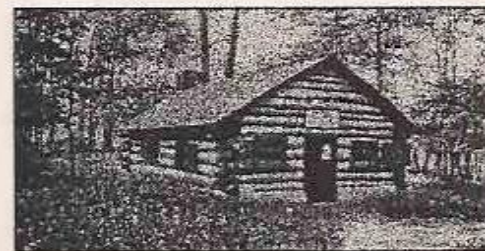


The Commander Reviews His Army

What could be considered the first “federal” involvement in adult literacy education in the United States occurred at Valley Forge, PA during the Revolutionary War.

Under the command of General George Washington, the troops passed the difficult winter of 1777–1778 in the encampment.

When spring arrived and the health of the men improved, a hospital was turned into a school and troops were taught the basics of reading, writing, and arithmetic. The school continued to operate until the end of the Valley Forge encampment in May 1778.



Reproduction of Army Hospital at Valley Forge, PA.

Functional Context Education and Workplace Literacy in Historical Perspective

Functional Context Education in the Antebellum South

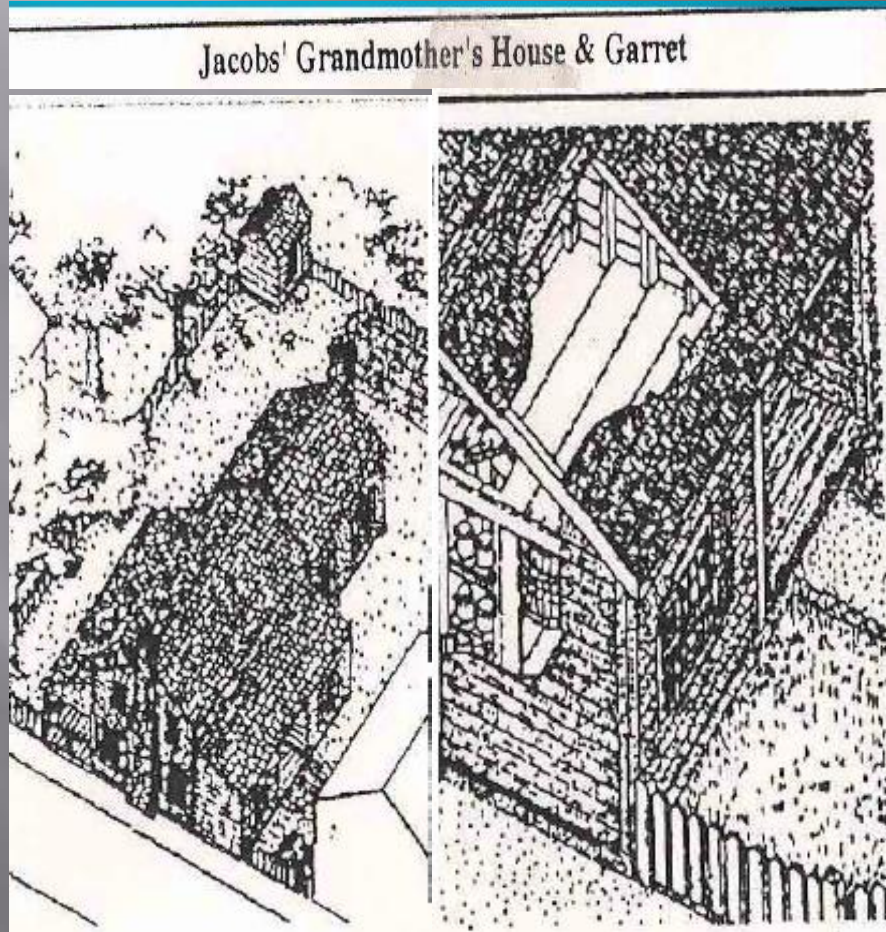


Harriet A. Jacobs (1813-1897)

“Incidents in the life of a slave girl written by herself” (1861) Harriet Jacobs was born a slave and as a little girl her master’s daughter taught her to read and write. When Jacobs got to be around 12 years old her master got interested in her for sexual favors. Frightened, Jacobs ran and hid in her grandmother’s house. She hid in a garret of the house for 7 years before escaping to freedom. She became the first former slave to write her own narrative of her life.

Functional Context Education and Workplace Literacy in Historical Perspective

Functional Context Education in the Antebellum South



Functional Context Education and Workplace Literacy in Historical Perspective

Functional Context Education in the Antebellum South

In this extract from her book, Jacobs indicates that she used the A, B, C, approach to teaching reading indicating that she followed a decoding (phonics) approach to reading instruction. She also used a functional context approach by using the Bible for the instructional material, which is the material Uncle Fred wanted to learn to read. This illustrates the importance of making the content of instruction relevant to the desires of the adult learner.

“Incidents in the life of a slave girl written by herself.” (1861)

Quote: “I knew an old black man, whose piety and childlike trust in God were beautiful to witness. At fifty-three years old he joined the Baptist church. He had a most earnest desire to learn to read. He thought he should know how to serve God better if he could only read the Bible. He came to me, and begged me to teach him. ...

I asked him if he didn't know it was contrary to law; and that slaves were whipped and imprisoned for teaching each other to read. This brought the tears into his eyes. “Don't be troubled, Uncle Fred,” said I. “I have no thoughts of refusing to teach you. I only told you of the law, that you might know the danger, and be on your guard.”

...I taught him his A, B, C. Considering his age, his progress was astonishing. As soon as he could spell in two syllables he wanted to spell out words in the Bible. The happy smile that illuminated his face put joy into my heart. After spelling out a few words he paused, and said, “Honey, it 'pears when I can read dis good book I shall be nearer to God. White man is got all de sense. He can larn easy. It ain't easy for ole black man like me, I only want to read dis book, dat I may know how to live; den I hab no fear 'bout dying.”

I tried to encourage him by speaking of the rapid progress he had made. “Hab patience, child,” he replied. “I larns slow.” At the end of six months he had read through the New Testament, and could find any text in it.”:End Quote

Functional Context Education and Workplace Literacy in Historical Perspective

Workplace Literacy in the Civil War

Susie King Taylor (1848-1912)



Susie (Baker) King Taylor was born a slave in Savannah, Georgia in 1848. She was raised by her grandmother who sent her and one of her brothers to the home of free women to learn to read and write, even though it was against the law for slaves to read and write. As she explained in her 1902 book, “We went every day with our books wrapped in paper to prevent the police or white persons from seeing them.” (Taylor in Lerner, 1972)

Functional Context Education and Workplace Literacy in Historical Perspective

Workplace Literacy in the Civil War

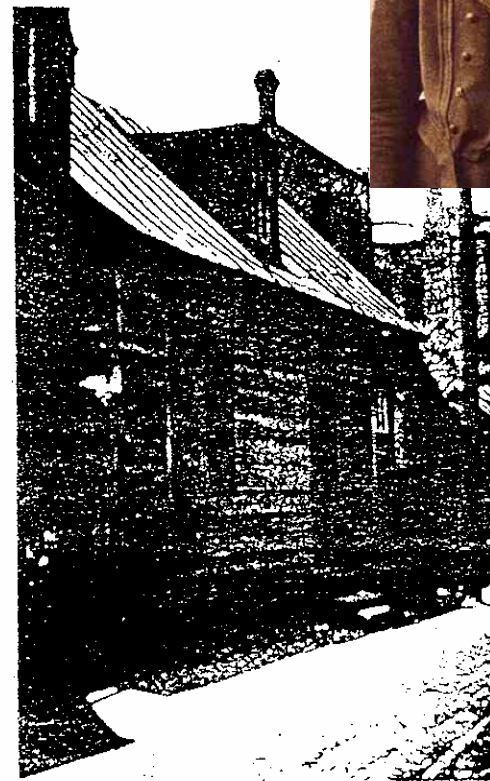
Susie King Taylor (1848-1912)

During the Civil War the Union Army initiated the practice of enlisting freed African-Americans, many of whom were illiterate. In response to these needs, many officers initiated programs of education for the former slaves. One of the people engaged in teaching soldiers to read and write was Susie King Taylor. Describing something of the conditions under which she worked, Taylor said,

“Outside of the Fort were many skulls lying about; I have often moved them one side out of the path. The comrades and I would have wondered a bit as to which side of the war the men fought on, some said they were the skulls of our boys; some said they were the enemies; but as there was no definite way to know, it was never decided which could lay claim to them. They were a gruesome sight, those fleshless heads and grinning jaws, but by this time I had become used to worse things and did not feel as I would have earlier in my camp life.

—(Taylor in Lerner, 1972)

According to Taylor, “I taught a great many of the comrades in Company E to read and write when they were off duty, nearly all were anxious to learn. My husband taught some also when it was convenient for him. I was very happy to know my efforts were successful in camp also very grateful for the appreciation of my services. I gave my services willingly for four years and three months without receiving a dollar.” (Taylor in Lerner, 1972)

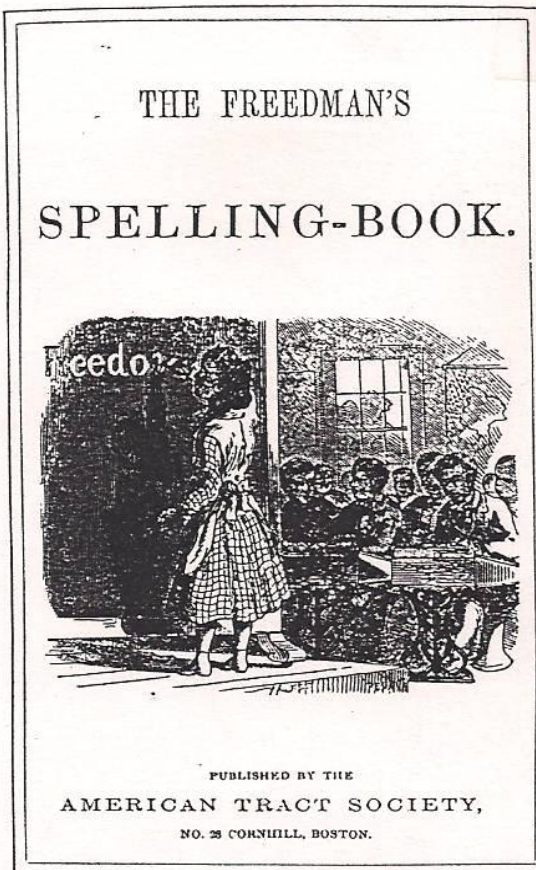


Susie King Taylor's Schoolhouse in Savannah

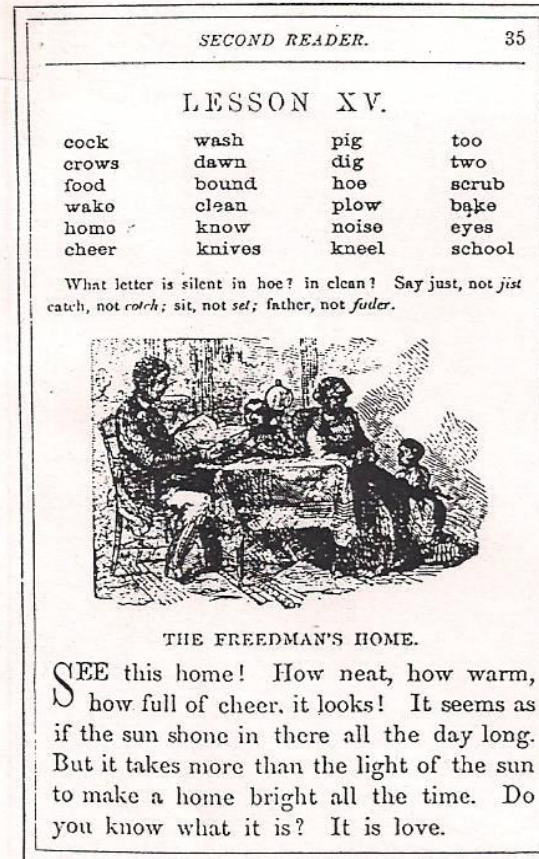
Functional Context Education and Workplace Literacy in Historical Perspective

Functional Context Education in the Freedman's Schools During Reconstruction Following the Civil War

Title page from *The Freedman's Spelling-Book*, published in 1866.



A practical lesson from *The Freedman's Second Reader*, published by the Boston wing of the American Tract Society, 1865.



Functional Context Education and Workplace Literacy in Historical Perspective

Cora Wilson Stewart (1875-1958)

In 1911 Cora Wilson Stewart, Superintendent of Schools in Rowan County, Kentucky, got teachers to volunteer to teach the illiterate parents of school children. Because of dangers in the hills and hollows, adults could only come to school on nights when the moon was out. This led to the schools becoming known as the Moonlight Schools of Kentucky. Stewart introduced the first newspaper for adult literacy learners, she coined the theme "Each One Teach One" and wrote the first series of books for country learners. She was the first adult literacy educator to address a major political party when she spoke at the Democratic Party convention in 1920.



Functional
Context
Education in
the Rural
South

Functional Context Education and Workplace Literacy in Historical Perspective

Functional Context Education in the Rural South

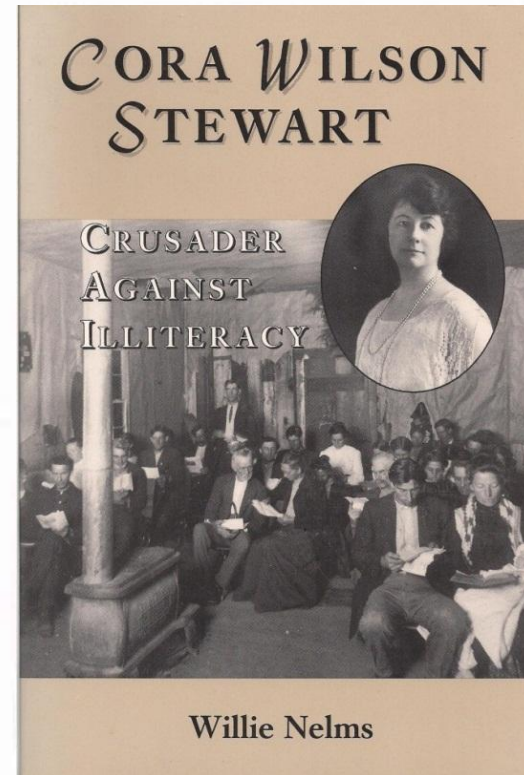
Stewart was the first to produce reading materials especially for adults learning to read in the context of country living.

All of her materials integrated the teaching of literacy with the teaching of important knowledge content in farming, healthy living, civics, home economics, financial management, parenting and other functional contexts.

As Stewart (1922) stated, "...each lesson accomplished a double purpose, the primary one of teaching the pupil to read, and at the same time that of imparting instruction in the things that vitally affected him (sic) in his daily life" (p. 71).

This use of functional context education helped adults learn to read "real life" materials and transfer their new learning to contexts outside the classroom.

Stewart, C. (1922). *Moonlight Schools for the Emancipation of Adult Illiterates*.



Functional Context Education and Workplace Literacy

Overview of theories and methods in the teaching
and learning of workplace literacy.

Principles of Teaching: Functional Context Education:
Make instruction relevant to the life contexts of the adult
learners. Build new knowledge on old knowledge.

The Country Life Readers by Cora Wilson Stewart
1915 1916 1917

