

# 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  
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Literacy In  
World War  
I

. Cora  
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II

Septima  
Poinsette  
Clark  
and the  
Citizen-  
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Schools

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George  
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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

## 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

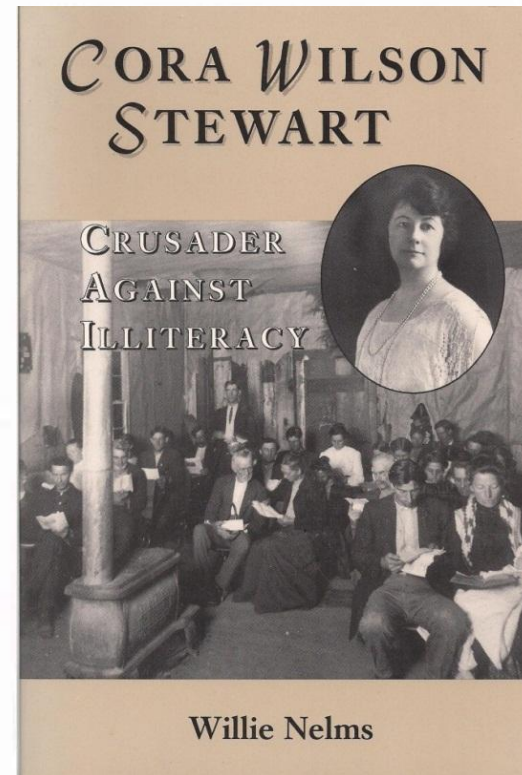
Stewart was the first to produce reading materials especially for adults learning to read in the context of country living.

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.

house neat nice lives family  
people yard say clean flowers



This is a nice house.  
It is neat and clean.  
The yard is clean and has flowers  
in it.  
People that go down this road say:  
“A nice, neat family lives in this  
house.  
We know the family from the  
house that it lives in.”

*A nice, neat family lives  
in a nice, neat house.*

Country Life Readers  
First Book

Community  
Development

Compare.....

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Country Life Readers  
First Book

Community  
Development

.....and Contrast

25

ug ly      yes      dirt y      paint  
la zy      needs      shift less      weeds



“This place is dirty and ugly.  
The house needs paint.  
The yard is full of weeds.  
A lazy, shiftless family lives here.”  
“Yes, but how do you know that?”  
“I know it from the house.  
Lazy, shiftless people live in dirty,  
ugly homes.”

*Lazy, shiftless people live  
in dirty, ugly homes.*

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hill a way runs poorer part  
mud brook little richest done



“Look at the little brook!  
It runs down the hill.  
See, it is full of mud.”

“Yes, it is taking away soil.  
The mud in the brook is made up  
of the richest part of the soil.  
The land gets poorer and poorer.  
It will not raise a good crop.”  
“What can be done?”

Country Life Readers  
First Book

Sustainable  
Development

Soil Conservation On  
The Farm

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Sustainable  
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Soil Conservation On  
The Farm

stop      gul lies      sow      brush  
fill      pas ture      could      steal

“Run and tell the farmer that the  
brook is stealing his soil.”

“The farmer knows it.”

“Then why does he not come and  
stop it?”

“The farmer is too lazy and shift-  
less. With care he could keep his soil.

He could sow this hill in grass and  
use it as a pasture.

He could plant trees here.

He could fill these gullies with  
brush.

There are many ways to stop the  
brook from stealing soil.

No brook shall steal my soil.”

*No brook shall steal my soil.*



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Country Life Readers  
First Book

Health Literacy

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Country Life Readers  
First Book

Health Literacy

spoil put but ter meat cooked  
drop kill din ner soup bread

I know what you will do with this  
filth.

You will drop it into my soup.

You will put it in the baby's milk.

You will put it on my bread.

You will put it on my butter.

You will drop it on the meat that  
I have cooked for dinner.

If I let you live, you will spoil our  
food.

And if we eat it, we may all be  
sick.

What shall I do?

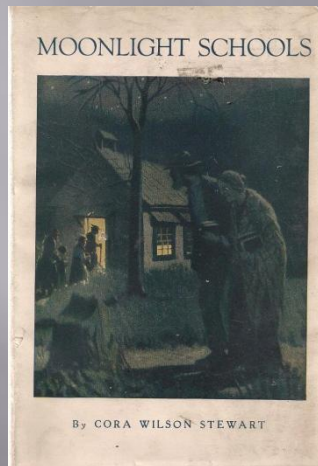
I will kill you, Mr. Fly.

*I will kill you, Mr. Fly.*

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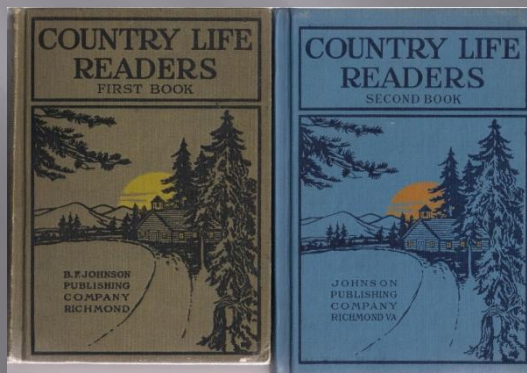
CWS Country Life Readers and Moonlight School classrooms followed Functional Context Education principles that research has confirmed as useful for adult literacy education and the sustainable development of learners after their program.

**First**, she builds new knowledge of reading and writing on the prior knowledge that learners bring with them thereby making it easier for adults to learn by relating new learning to old learning.

**Second**, she integrates the teaching of basic skills or reading and writing with content that relates to the daily life of the adult learners outside the classroom to hold interest and maintain motivation to attend class.

**Third**, she facilitates transfer of learning from the classroom to the world outside the classroom by developing new knowledge that learners can apply in their daily lives.

**Fourth**, the latter, in turn, offers the possibility of further learning by adults to extend and sustain the development that they achieved while attending school.



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# Merging Functional Context Education and Workplace Literacy in World War I

**Associationism:** Learning involves the automatic formation of connections or "habits" among ideas or thoughts when the ideas are associated together repeatedly. Teaching oriented towards repetition.

**Behaviorism:** Learning involves the changing of behavior through the manipulation of stimulus and response contingencies. Teaching oriented toward providing feedback reinforcing correct responses.

**Constructivism:** Learning involves the use of old knowledge to construct new knowledge from information using active cognitive processes. Teaching oriented toward problem posing and solving.

## World War I Cora Wilson Stewart

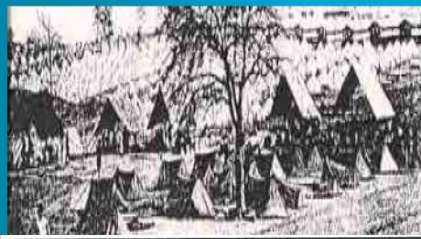
After teaching the pupil the sentence, drill him on words by pointing out and having him point out each word as many times as it occurs in the lesson, and by other drills."

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

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

Table of Basic Methods of Primary Reading

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Alphabetics			Whole Language	
Laubach			LVA	



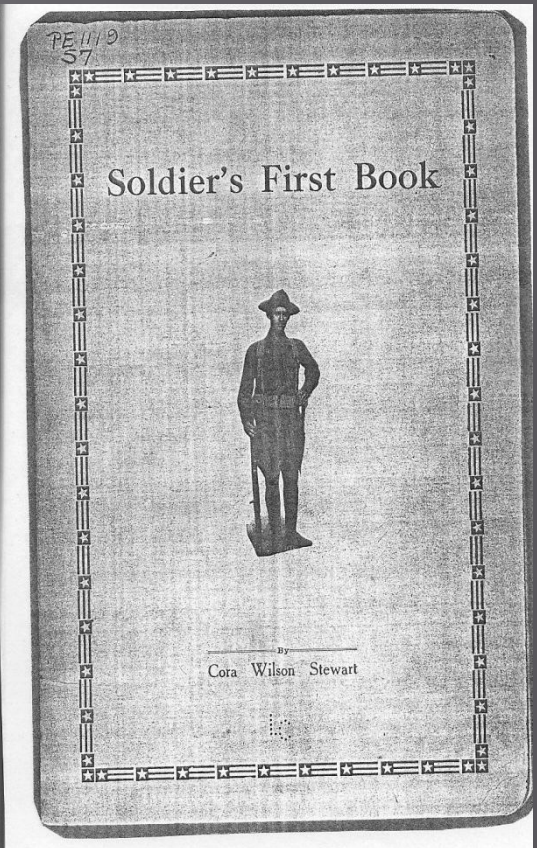
## INSTRUCTIONS TO TEACHERS.

The reading lessons in this book are to be taught by the word and sentence method combined. It is as easy to teach "I go" as it is to teach I "g" "o" "go". The first lesson should be learned at one recitation.

After teaching the pupil the sentence, drill him on words by pointing out and having him point out each word as many times as it occurs in the lesson, and by other drills.

### Lesson I.

I go.  
I go to war.  
Do you go?  
Yes, I go to war.  
Yes, we go to war.



# Functional Context Education and Workplace Literacy in Historical Perspective

Merging  
Functional  
Context  
Education and  
Workplace  
Literacy in  
World War I

## J. Duncan Spaeth (1868-1954)

In the first edition of his *Camp Reader* J. Duncan Spaeth thanked Cora Wilson Stewart for her aid. But he favored a phonics approach and in the revised book he dropped his mention of CWS who favored whole language. He went on to introduce the first teacher's manual for adult literacy educators focused on a phonetic system of reading. He also provided training in teaching non-English speaking soldiers.



## CAMP READER FOR AMERICAN SOLDIERS

By J. DUNCAN SPAETH, Ph.D., Litt.D.

*Professor of English, Princeton University,  
Educational Director, Army V. M. C. A.  
at Camp Wheeler and Camp Jackson*

REVISED EDITION

*Princeton University*



J. Duncan Spaeth

1868-1954

# J. Duncan Spaeth

## Teaching FCE & Workplace Literacy in World War I

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### World War I J. Duncan Spaeth

*Camp Reader for American Soldiers*, 1919  
Spaeth discusses the teaching of phonetics (phonics). He explains the four communication processes of listening, speaking, reading, and writing. He goes on to explain, "All four processes involve the formation of association habits, and the first principle to be emphasized is therefore **repetition**. Only by constant repetition can associations be fixed."

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

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

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J. Duncan Spaeth

ARMY EDUCATIONAL COMMISSION  
AMERICAN EXPEDITIONARY FORCES

1919

1. CONVERSATION vs. READING AND WRITING. "Learning a language" involves four distinct processes: 1. Learning to understand what is spoken. 2. Learning to speak so as to be understood. 3. Learning to read what is written or printed. 4. Learning to write. All four processes involve the formation of association habits, and the first principle to be emphasized is therefore repetition. Only by constant repetition can associations be fixed. Understanding and speaking involve association between ideas (objects, actions, relations) and auditory images. Reading and writing involve association between ideas and visual images, either directly as in "silent" reading, or indirectly by way of the auditory image, as in reading aloud.

2. THE PHONETIC SYSTEM OF READING. Reading, as stated above, is associating a visual image, the written or printed word or sentence, with the right idea. But if every association had thus to be acquired separately the process would be endless and hopeless. We, therefore, try as soon as possible to associate words, syllables, letters with their constant or most common phonetic values, in other words to recognize letters as phonograms.

#### LESSON 12

this gun hold  
no keep clean



1. This is a gun.
2. I can see the gun.
3. It is a good gun.
4. Look at it.
5. It is my gun.
6. I hold my gun in my hand.
7. This gun is not clean. I will clean it.
8. No good soldier forgets to clean his gun.
9. I will keep my gun clean.
10. A good soldier keeps his gun clean.

*A good soldier—a clean gun.*

#### Sound Drill

	1	2	3	4	5
no	g o	h o l d	n a m e	g e t	g u n
n	s o	f o l d	f a m e	n e t	s u n
n o t	l o	c o l d	c a m e	r u n	f u n
n a m e	h o	t o l d	t a m e	r u n	r u n
n o	n o	m o l d	l a m e	h u n	h u n
n	o	b o l d	s a m e	b u n	b u n
		s o l d	g a m e	p u n	p u n
		g o l d	a m e	n u n	n u n
		o l d	a	u n	u n
		o	Final o not sounded	u	u

Writing *n m i u w a g n o g o t*

## LESSON 11

sa lute      of fi cer      goes      hat      be fore  
how      hand      go      his      side

1. See the soldier salute.
2. See how straight he stands.
3. He salutes the officer.
4. He looks straight at the officer.
5. His hand goes to his hat.
6. The officer salutes the soldier.
7. He looks straight at the soldier.
8. The soldier's hand goes to his side.
9. The soldier stands up before his officer.
10. A good soldier salutes well.



*A good soldier salutes well*

### Sound Drill

	1	2	3	4	5
g o	g et	s ee	n ot	g o	l ook
g	s et	f ee	s ot	s o	c ook
g o	m et	w ee	r ot	h o	r ook
g oes	w et	S ee	t ot	l o	h ook
g ood	l et	b ee	h ot	o	t ook
g et	b et	ee	l ot		b ook
g irl	p et		p ot		ook
g	e t		g ot		oo
	e		ot		

Writing

*g b l h o go so get bet*

*Note to Teacher.*—Point out effect of doubling the vowel, e-ee, o-oo, in lists 2 and 5.

Spaeth followed the same Functional Context Education approach as used by Cora Wilson Stewart. But he always included a sound drill to teach phonics.

## LESSON 13

flag                      breeze                      fight                      our  
flies                      fine                      right

1. Look at the flag.
2. It flies in the breeze.
3. See how fine it looks.
4. It is our flag.
5. We salute the flag.
6. The flag stands for America.
7. We will fight for our flag.
8. Our flag stands for the right.
9. We will fight for our flag and the right.



*We will fight for our flag*

### Sound Drill

	1	2	3	4	5	6
k eep	it	s ing	ink	w ill	f ight	l ine
k	s it	r ing	r ink	r ill	s ight	m ine



## Two Notable Adult Literacy Teachers During World War I

At Camp Upton, NY Captain **Garry C. Meyers** developed course of instruction for illiterate and non-English speaking recruits

He thought the military teaching of adults should “stimulate sentiment in favor of better educational opportunities for coming generations.” This was an early interest in the intergenerational transfer of literacy that today underpins many family literacy programs.

Course of instruction at Camp Upton divided into six levels from low to high

Each level used special materials prepared using illustrations, cartoons, caricatures, and stories. The goal was to make materials with a diversity of activities to meet the various interests of the recruits.

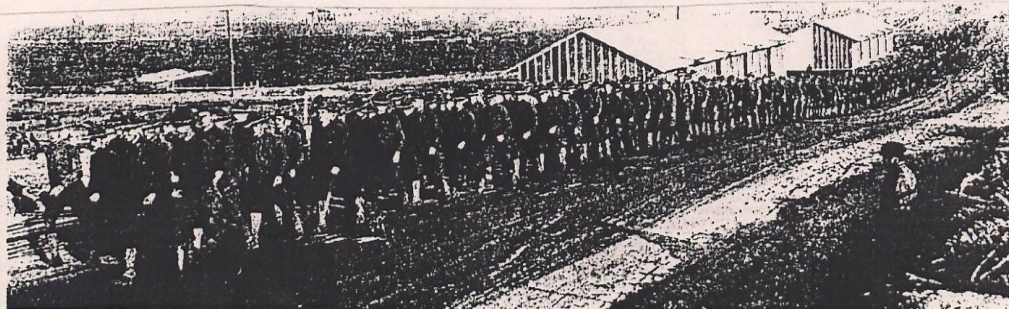
**Caroline Clark Myers** was first women hired to teach illiterates and non-English speaking recruits in World War I



Garry Cleveland Myers, seen here in his Army uniform.



Caroline Clark Myers, when she first began teaching.



Teaching  
Workplace  
English as a  
Second  
Language and  
Literacy in  
World War I

Captain Garry Meyers and Mrs. Caroline Clark Meyers both taught literacy and English language at Camp Upton, New York.

Two Notable Adult Literacy Teachers of World War I



Became Two Notable Publishers of a Major Magazine for Children

At age 60 the Meyers started **Highlights for Children**

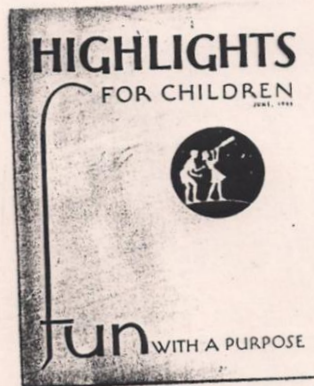
Magazine focuses on meeting the interests of readers

Uses a variety of activities, stories, cartoons, illustrations, methods to meet these interests.

Stimulates the intergenerational transfer of literacy and motivation for learning with parents, grandparents, and others reading with children



Caroline and Garry Myers, together founded Highlights for Children in 1946.



The first issue of *Highlights for Children*.

Teaching Workplace ESL & Literacy in World War I



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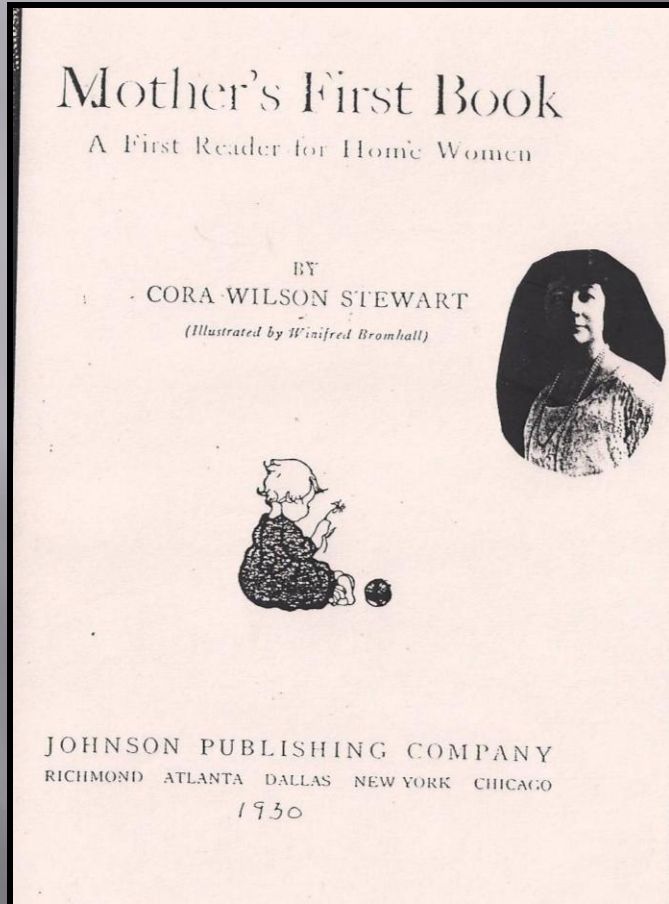
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# Functional Context Education and Workplace Literacy in Historical Perspective



Integrating literacy instruction with parenting instruction in the Mother's First Book:

Baby care and health

Parents in the schools

Family Health

Healthy cooking and eating

# Functional Context Education and Workplace Literacy in Historical Perspective

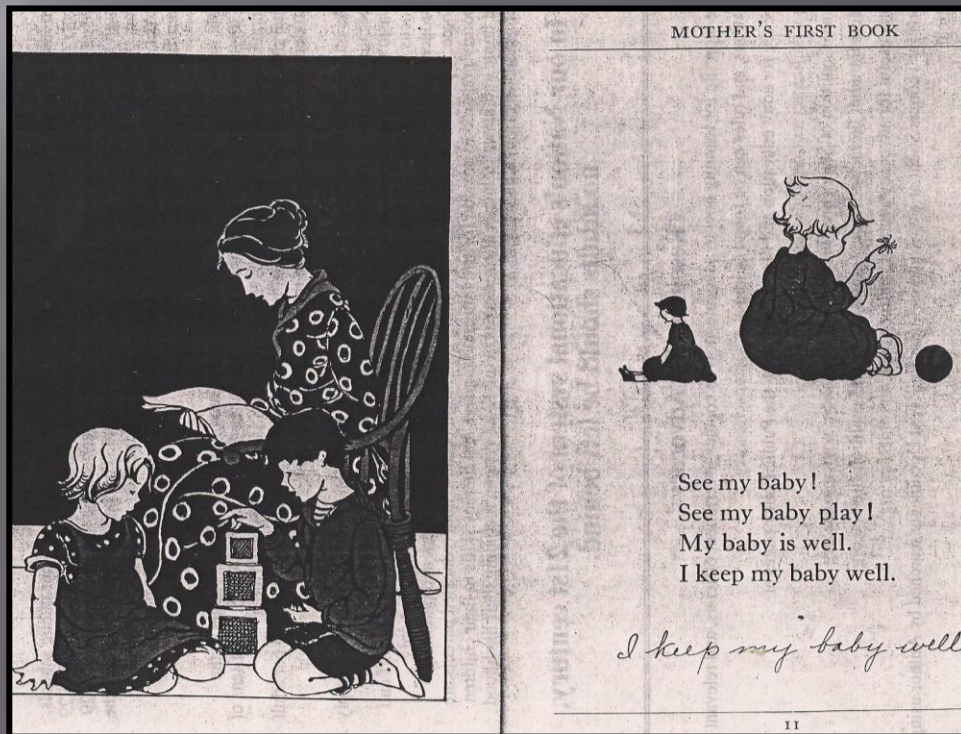
**Cora Wilson Stewart**

**Mother's First Book-1930**

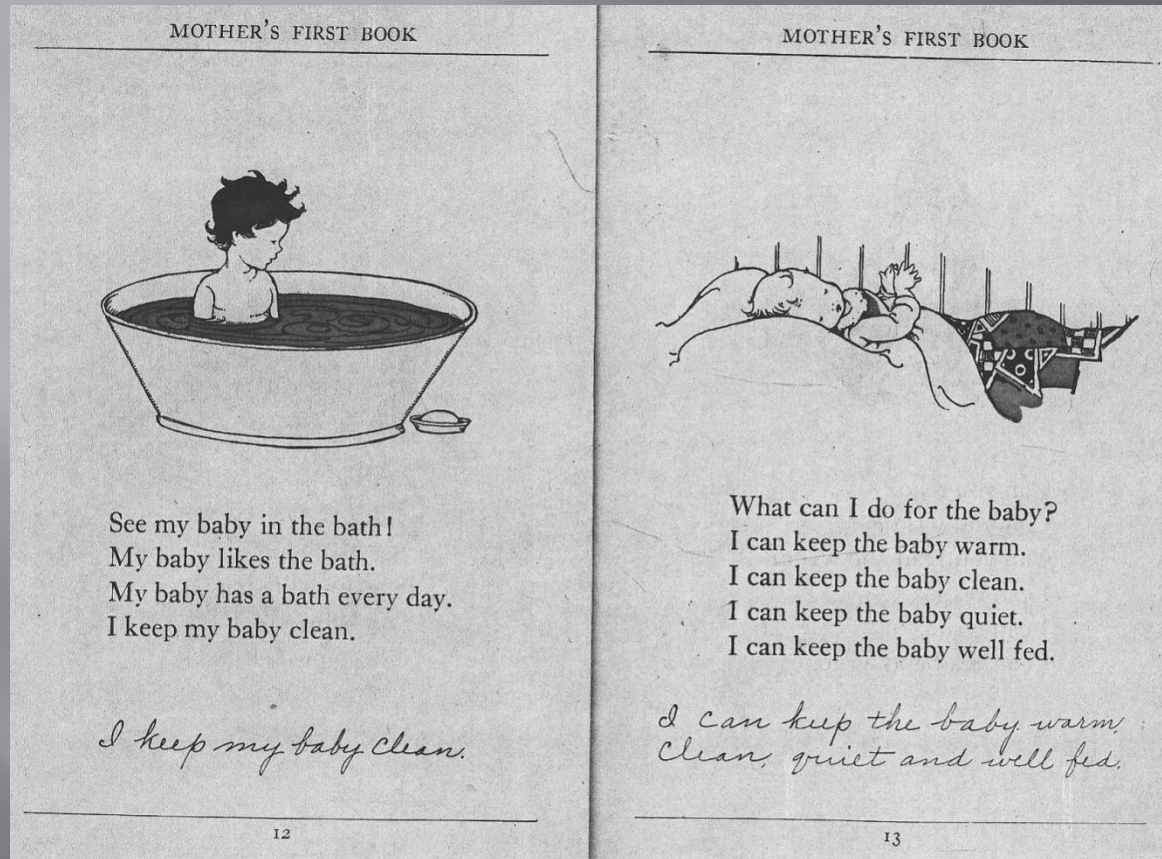
Integrating literacy instruction with parenting instruction in the Mother's First Book: Baby care and health

## *Reading*

The first reading lesson should be made interesting by conversation, in which the pupil is led by the teacher's questions and suggestions to speak the sentence before she sees it in print. Then when it is presented, the teacher may say, "Here are the words in print that you have just spoken—'See my baby.'" The sentence then comes to the pupil with new interest. She should read the sentence with the naturalness of expression used in talking. At first, she should read it under the teacher's guidance, taking the teacher's word for it that it reads—"See my baby." Later, after each sentence has been read in this manner, each one having been first used in conversation, she should be drilled on recognizing and naming the words until she knows each of them by sight. Then the actual reading begins. She should



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Merging Functional Context Education and Workplace Literacy In World War II

## Evidence From Professional Wisdom

### 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.

#### **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**

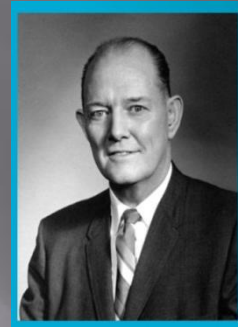
#### **Methods of Teaching Reading:**

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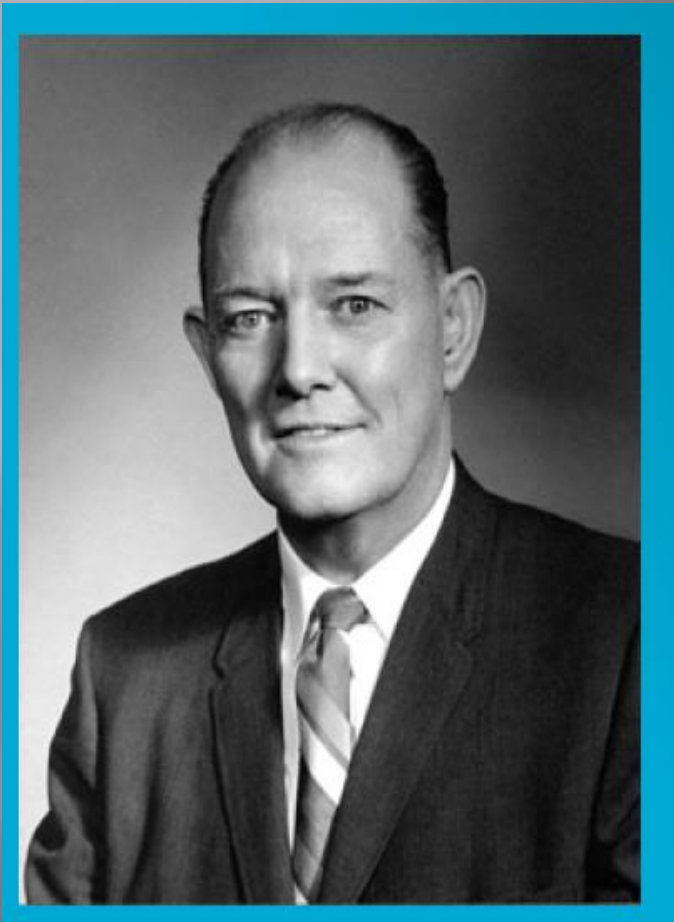


During World War II the armed services faced the need to utilize hundreds of thousands of men who were illiterate or poorly literate. Paul Witty specialized in understanding the process of learning to read and in developing methods for helping students who were having difficulties in learning to read. With this background, he was called upon to serve as an education officer in the War Department.

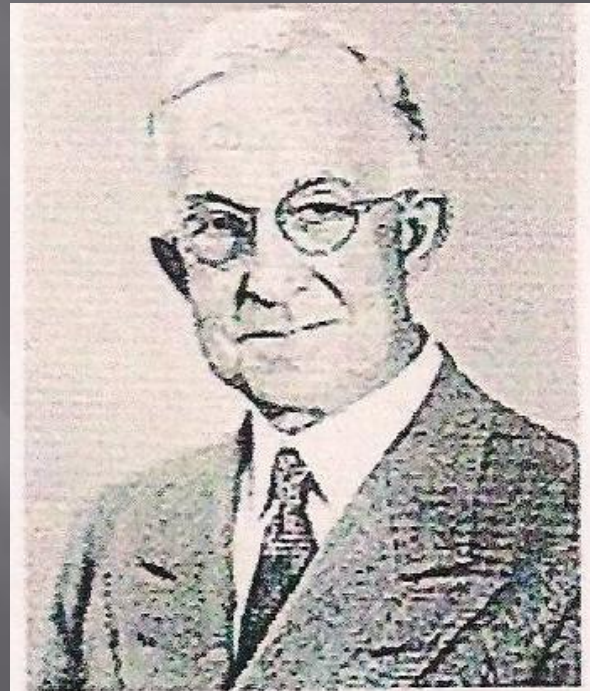


Merging Functional Context Education and Workplace Literacy In World War II

Witty was strongly influenced by  
the work of William S. Gray.



Paul Witty



William S. Gray

1885-1960

## Merging Functional Context Education and Workplace Literacy In World War II

William S. Gray

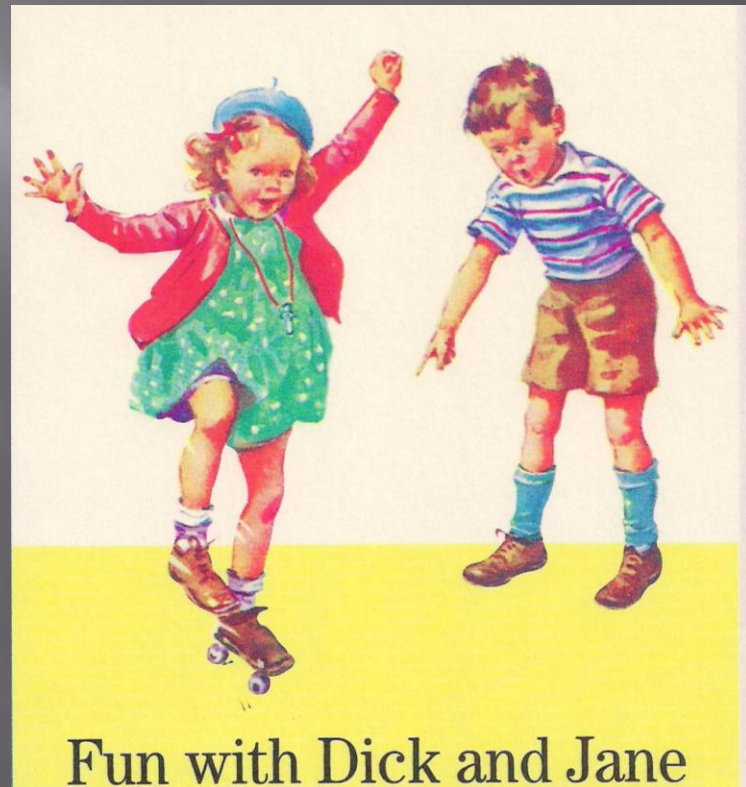
The “Father” of Dick and Jane

Fictitious children with whom children reading the books could identify.



William S. Gray

1885-1960



Fun with Dick and Jane

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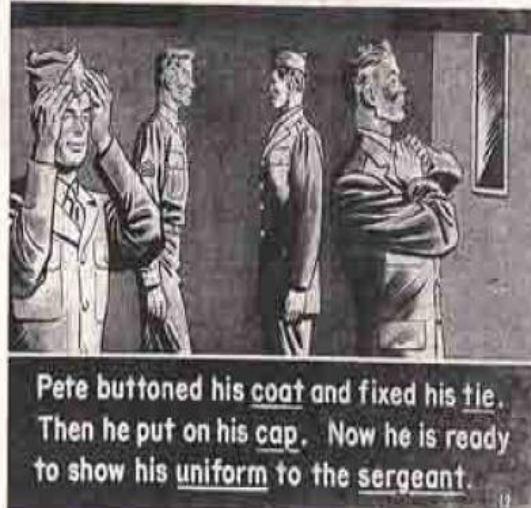
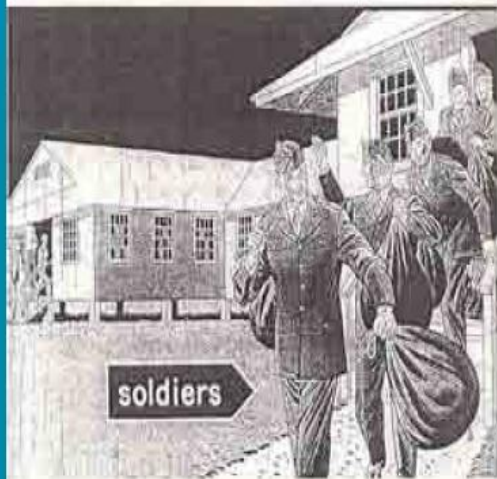
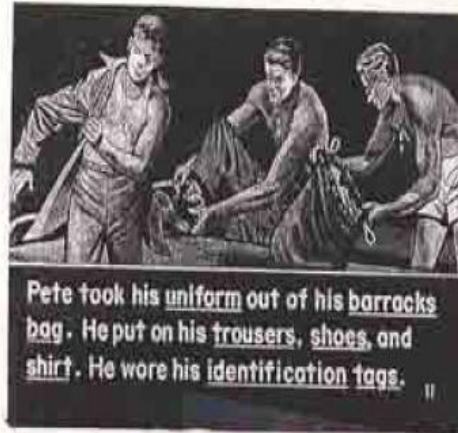
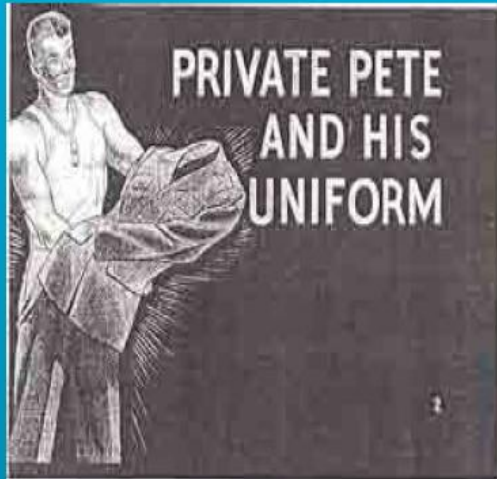
Witty introduced the use of audio-visual technology in teaching adult literacy. Like this filmstrip for teaching reading

Paul Witty created the fictitious soldier Private Pete who is a student in an Army literacy program. Like Dick and Jane with children, literacy students in the Army literacy programs were supposed to be able to identify with Private Pete who was also a literacy student.



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Soldier literacy students viewed and discussed the filmstrip with no words, then with one word, and then words in sentences using a “word” (whole language) approach like that used in the Dick and Jane readers.



As with Cora Wilson Stewart, Witty used a functional context approach to literacy instruction and showed soldiers in real life settings like they experienced on Army posts.

# Merging Functional Context Education and Workplace Literacy in World War II

**Associationism:** Learning involves the automatic formation of connections or "habits" among ideas or thoughts when the ideas are associated together repeatedly. Teaching oriented towards repetition.

**Behaviorism:** Learning involves the changing of behavior through the manipulation of stimulus and response contingencies. Teaching oriented toward providing feedback

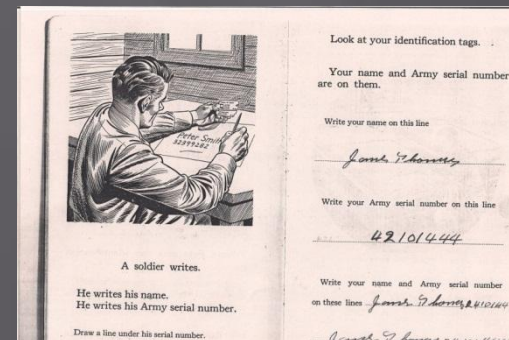
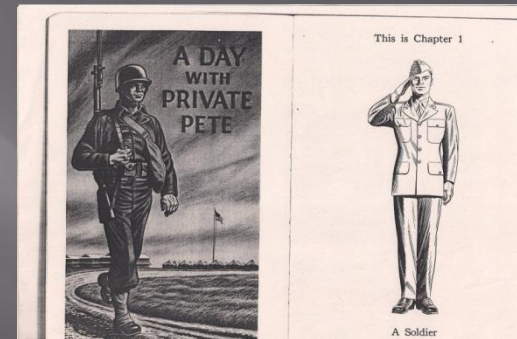
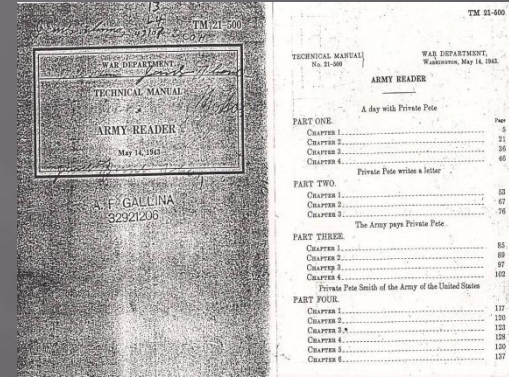


**1943 World War II Paul Witty**  
Literacy programs for illiterate, poorly literate, and non-English speaking recruits in the Army.

Followed the associationist principle of repetition, repetition, repetition to form associations among sight words and their underlying meanings.

Also aware of behaviorism and its understanding of learning as stimulus-response contingencies. In a 1939 textbook entitled *Reading and the Educative Process*, Witty and his co-author, David Kopel, state, "Perhaps the unique characteristic of modern education is its recognition and application of the principle that the results of instruction should affect and influence behavior." (p. iv).

In designing the *Army Reader*, Witty developed pre-unit and post-unit tests to measure the student's change in reading behavior. This approach to the application of behavioral principles to the design of instruction was to find a much larger educational application in later years with the introduction and widespread use of programmed instruction.



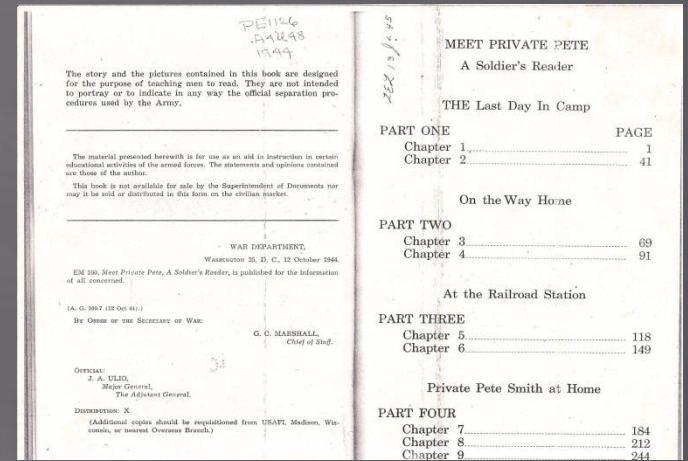
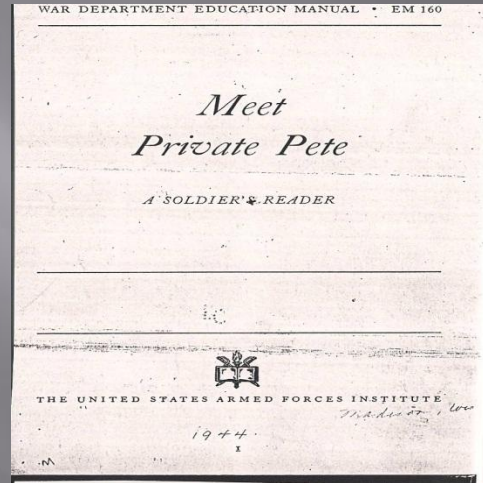
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A newspaper entitled “Our War” was developed and included the first use of a comic strip in adult literacy education featuring Private Pete and his sidekick Daffy.



# Merging Functional Context Education and Workplace Literacy In World War II

Another innovation in adult literacy education was the development of a “photo novel” using real people to ply the roles of Private Pete and his sidekick Daffy. This was used in a program for soldiers getting discharged from the Army who missed literacy training on entry into the Army or whose skills had deteriorated from little use in the war. The book used the same systems approach as with the Army Reader.



Pete and Joe are in the same company.  
Daffy is in this company too.  
Daffy is Pete's best friend.



## Merging Functional Context Education and Workplace Literacy In World War II

### Illiterate and Non-English Speaking Soldiers Fighting for Freedom in World War II Learn to Read and Write

Writing in the July 1943 issue of "Our War", a newspaper for the literacy students of World War II, a student wrote:

"This is my first letter in English. I have learned to read and write so that I can help protect or country." Private Porfirio C. Gutierrez

A mother of a soldier wrote to the Army [in original spellings and punctuation]:

"dear sir: I thank you all for Learning My child to read and wright I don't Know how to thank you all Because My child did no know nothing it is really high apprishated Because I did not have the time to send him to school I did not have no husband I raised him from a Baby By my self and that is all my help and I thank you and I thank you when you wrote me and siad My Boy did that I was so glad I did not Know what to do and I realy appreshated it." Very truly yours,  
M--- W---



## Praise for the Army's Literacy Teachers

A soldier who was grateful for learning to read and write in the Army's literacy program wrote this poem:

### SOLDIER AND TEACHER

These men are soldiers, too  
Fighting the selfsame cause  
Men who did not go to school  
They reason not, nor pause.

These men who come from every state  
From farm and mill and mining camp,  
Somewhat illiterate, somewhat shy,  
Are learning now of writer's cramp.

For there are other jobs in war  
Besides the fighting and foray;  
Like teaching school to soldier lads  
Who will return to home someday.

They question not the how or why  
But stanchly (sic) take the task assigned  
This is their country, this their land,  
Teacher and soldier, with but one mind.

### Teachers in the World War II Special Training Units for Adult Literacy Instruction

April 1944: 5,291

Officers: 641

Enlisted: 4,557

Civilian: 87

African-American: 1,271

Officers: 7

Enlisted: 1,259

Civilians: 5

## Merging Functional Context Education and Workplace Literacy In World War II

### Soldiers As Literacy Teachers in World War II

#### Desi Arnaz "Ricky Ricardo" on I Love Lucy



Desi Arnaz, a Cuban musician who became internationally famous in movies and as the real life and TV husband, Ricky Ricardo, of Lucile Ball in the TV series, I Love Lucy, was drafted in May of 1943.

But he suffered a torn knee cartilage, so he was assigned as a "limited service" soldier to one of the Special Training Units where illiterate enlisted men were sent upon entry into the Army.

In this camp, Desi Arnaz joined with thousands of other teachers in the camps for illiterates and worked as an adult educator teaching illiterate soldiers how to read and write.

# Functional Context Education and Workplace Literacy in Historical Perspective

## Relationships of the World War II Adult Literacy Programs to Some Contemporary Concerns in Adult Education

Transitioning/Bridging Adults From Adult Basic Education to Post-Secondary Education or Job/Career Opportunities

Integrating/Contextualizing Language, Literacy, Numeracy with Vocational Education

Using Technology to Differentiate Instruction to Meet Student Learning Needs

## The World War II Program Emphasized

### RELEVANCE & MOTIVATION

The Program:

Transitioned soldiers from civilian to military life with its job training and performance requirements

Integrated/contextualized literacy instruction with military life contexts and situations

Used audio-visual technology and textual materials and systems instruction to address learning rates and modalities of soldier learners

# 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  
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. Cora  
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&  
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Home  
Mothers

Merging  
Functional  
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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 in the Citizenship Schools

Septima  
Poinsette Clark  
and Functional  
Context  
Education in the  
Citizenship  
Schools

## Septima Poinsette Clark (1898-1987) “Queen Mother of the Civil Rights Movement”



Mrs. Septima Poinsette Clark

1935 – Learned “kinesthetic method” by working with Wil Lou Gray in Columbia, South Carolina teaching illiterate African-American soldiers at Fort Jackson to read and write their names and other Army information.

1955-56 – Taught workshops at the Highlander Folk School attended by Rosa Parks.

*I am almost very respectful and very much in awe of the power of Septima Clark because she has been under the eyes since I was born very young. I only hope that there is a poster about her in some of the great meetings and dignify and wisdom has made of her life.*

— Rosa Parks



Septima with Rosa Parks, Highlander Folk School, 1955-56. Photo by the author.

## Septima Poinsette Clark and Functional Context Education in the Citizenship Schools



1957-January 7 Opened citizenship school on Johns Island for African-American adult illiterates; used “kinesthetic method” to teach them to write their names, read South Carolina election laws to qualify for registering to vote, do other functional tasks.

1961-Left Highlander to work with Dr. Martin Luther King in the Southern Christian Leadership Conference developing citizenship schools and in 4 years trained 10,000 teachers and registered nearly 700,000 African-Americans to vote in the South.

Citizenship School Johns Island  
South Carolina

## Septima Poinsette Clark and Functional Context Education in the Citizenship Schools

Clark followed the whole language approach in teaching reading, but like the other pioneers of adult literacy, she followed a functional context education approach using materials relevant to the goals of the learners.

Brown-Nagin (1999) reported that, "The most critical elements of the citizenship program were the curricula Clark used and the type of teachers she chose to lead the citizenship effort. In regard to curricula, the guiding principle was that it was to be functional: It was to be determined by what students wanted to know and what pragmatism dictated they needed to know about the civic system.

...[adult learners] would prepare for citizenship and voting using curricula logically related to their needs. They learned to read using state and federal constitutions, codes of law, sample ballots, and other legal documents as 'texts.' ...at each step, the students were asked to participate in the process, through demonstrative classes, role-playing and small group sessions where they formulated their own plans and educational programs... citizenship school instructors taught practical matters such as how to: make purchases from mail order catalogues; utilize bank accounts; compute income tax; utilize social security and disability benefits; and take care of the many other affairs involved in functional adulthood" (p. 94).



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# Functional Context Education and Workplace Literacy in Historical Perspective

Professional Wisdom from 1777 to the 1960s reveals that:



Adult Literacy Education **can** be successfully delivered in workplaces.

(Revolutionary & Civil Wars, World Wars I & II)




Adult Literacy Education can be contextualized, integrated with, or embedded in content relevant to the lives of and contexts in which adults function.

(Harriet Jacobs, Susie Taylor, Cora Wilson Stewart, Septima Poinsette Clark)

# Working Together

Integrated Language, Literacy and Numeracy Support  
in Vocational Education and Training

Stephen Black and Keiko Yasukawa



UTS:L&C  
CENTRE FOR RESEARCH IN LEARNING AND CHANGE


# 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.




# Bridges to Careers


## for Low-Skilled Adults



### A Program Development Guide




Written in collaboration with  
Chicago Skills Council and  
UNC Great Lakes Institute





# THE CAREER PATHWAYS HOW-TO GUIDE

DAVIS JENKINS AND  
CHRISTOPHER SPENCE  
OCTOBER 2008




SUMMER INSTITUTE 2009 MONTREAL, JUNE 25-27, 2009

# Workplace Literacy & Essential Skills





Writing Reading Text Document Use Problem Solving  
Oral Communication Making Decisions Others

## What Works? and Why?




The Centre  
for Literacy  
of Quebec



# BREAKING THROUGH

## CONTEXTUALIZATION TOOLKIT

A TOOL FOR HELPING LEARNERS RELATE SKILLS GAINED  
POSTSECONDARY CERTIFICATES AND DEGREES



Breaking Through



# Integrating Adult Basic Education and Occupational Training: A Review of Research and Practice

Final Report

October 2004

Presented to: Rhode Island Economic Policy Council


Prepared by: Lisa Solcoffe

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Integrated Language, Literacy and Numeracy Support in Vocational Education and Training

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CENTRE FOR RESEARCH IN LEARNING AND CHANGE

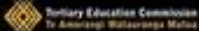
# Literacy-friendly Further Education and Training

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

December 2009



National Adult Literacy Agency  
Aonacht Náisiúnta Uileartha de Aosáil



Tertiary Education Commission  
Te Aorangi Mātauranga Matua


# Strengthening Literacy and Numeracy through Embedding: Guidelines for Private Training Establishments

February 2008

# Work, Society and Lifelong Literacy

Report of the inquiry into adult literacy in England

September 2011



promoting adult learning

# ABE Career Connections:


A Manual for Integrating Adult Basic Education into Career Pathways

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

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February 2010



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# Functional Context Education and Workplace Literacy

## Schedule

### Coming Up Next:

10:30-10:45 Break

Part 2. 10:45-12:00 Scientific research on FCE and workplace literacy leading to the National Workplace Literacy Program (NWLP) in the United States

12:00-12:30pm Lunch

Part 3. 12:30-02:00 Workplace literacy and workforce development research and programs following the NWLP

02:00-02:15 Break

Part 4. 02:15-03:30 Contemporary projects on contextualizing and integrating program design and engaging employers and employees.