

## Bookmark File PDF Adult Literacy And Numeracy Education

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### 15F - JENNINGS CABRERA

This volume is aimed at teachers, trainers and curriculum developers of maths in adult literacy education. The chapters introduce recent views on the nature of numeracy, discuss instructional principles, recommend teaching practices tailored to adult needs, and examine assessment strategies.

This study looks specifically inside the programmes for adult LLN (Language, Literacy, Numeracy) learners, with a focus on formative assessment – referring to the frequent assessment of learner understanding and progress to identify needs and shape teaching and learning.

This is CAAL's final report on its two-year Adult Numeracy project investigating the arguments for shifting from traditional math instruction in adult education to instruction in a more comprehensive set of numeracy skills. This report lays out the case for numeracy education reform, explains the differences between traditional math and numeracy, presents and analyzes the best ideas currently available for shifting from traditional instruction to a more comprehensive numeracy curriculum, describes the key challenges and issues educators must face if they are to reform math education. Table of contents: \* Part A: Setting the stage (Introduction. Context) \* Part B: Problems with math education (Content. Procedures. Applications / Communications. Numeracy. Teachers. Assessment) \* Part C: Translating to adult education (Introduction. A New Curriculum. Student Time Issues & Background Knowledge. Articulation Problems. English Language Learners. How Much Is Enough? Teacher Preparation) \* Part D: Summing up (Expanding the Math Agenda. GED & ESL as Forces for Change. Leadership & Partnership. The Research Imperative. Final Observations) \* Appendix A: Endnotes \* Appendix B: Numeracy Roundtable Participants.

This unique publication is written for practitioners in the field of adult learning and literacy. This third volume in the series from the National Center for the Study of Adult Learning and Literacy (NCSALL). This is a collection of the best new knowledge and practice in the field, and includes an introduction by the editors and six articles by distinguished writers and practitioners, as well as reviews of the best books and key journal articles published in the past year.

Examines the widespread phenomenon of poor literacy skills in adults across the globe This handbook presents a wide range of research on adults who have low literacy skills. It looks at the cognitive, affective, and motivational factors underlying adult literacy; adult literacy in different countries; and the educational approaches being taken to help improve adults' literacy skills. It includes not only adults enrolled in adult literacy programs, but postsecondary students with low literacy skills, some of whom have reading disabilities. The first section of The Wiley Handbook of Adult Literacy

covers issues such as phonological abilities in adults who have not yet learned to read; gender differences in the reading motivation of adults with low literacy skills; literacy skills, academic self-efficacy, and participation in prison education; and more. Chapters on adult literacy, social change and sociocultural factors in South Asia and in Ghana; literacy, numeracy, and self-rated health among U.S. adults; adult literacy programs in Southeastern Europe and Turkey, and a review of family and workplace literacy programs are among the topics featured in the second section. The last part examines how to teach reading and writing to adults with low skills; adults' transition from secondary to postsecondary education; implications for policy, research, and practice in the adult education field; educational technologies that support reading comprehension; and more. Looks at the cognitive processing challenges associated with low literacy in adults Features contributions from a global team of experts in the field Offers writing strategy instruction for low-skilled postsecondary students The Wiley Handbook of Adult Literacy is an excellent book for academic researchers, teacher educators, professional developers, program designers, and graduate students. It's also beneficial to curriculum developers, adult basic education and developmental education instructors, and program administrators, as well as clinicians and counselors who provide services to adults with reading disabilities.

Abstract. This introduction sets the scene for the remainder of the book by considering first the international context of widespread concern about the improvement of numeracy skills. This is related to reform movements in the UK, the US and other countries aimed at modernising primary (elementary) school mathematics curricula. A detailed account is given of the National Numeracy Strategy in England, a systemic government-imposed response to concern about standards implemented in 1999/2000. This includes a discussion of the alternative meanings of numeracy. An earlier initiative sponsored by a UK charitable trust reacting to concern about primary numeracy was the Leverhulme Numeracy Research Programme. This large-scale longitudinal study and linked set of case-study projects, focusing on reasons for low attainment, took place during 1997-2002. This book, and each other in the same series, is based on results of that research. The timescale fortuitously enabled the research team to also report on some effects of the systemic reform in the National Numeracy Strategy. 1. THE INTERNATIONAL CONTEXT In many countries, there are recurring periods of national concern about the low standards of calculation skills shown by children in primary (elementary) schools. Recently these concerns have become more urgent and more political with the publication of international comparisons of mathematical achievement, first at secondary and more recently at primary level (e. g. Lapointe, Mead et al. 1992; Mullis et al. , 1997).

Volume 6 in the National Center for the Study of Adult Learning and Literacy's series of annual vol-

umes reporting on current issues, research, and best practices in the field of adult basic education. This book is a selection of 15 papers developed by participants in ICME 13 held in Hamburg, presenting insights from the latest research on the andragogy of adult and lifelong learning of mathematics. It also investigates open questions, such as numeracy and mathematics skills, social and psychological influences on learning environments, as well as economic and political demands. The chapters offer examples, while at the same time highlighting important directions for further research. The book is divided into four parts: The first section provides an overview on the concept of “numeracy”, and the second focuses on adult students who are learning mathematics; the third part presents a teachers’ focus and the final part covers overarching themes. The book is of interest to classroom teachers, university teacher educators, and professional development providers.

This resource (122 pages) contains four papers from CAAL's January 2011 invitational Roundtable on Adult Numeracy. These papers are intended to stimulate discussion about the need to improve math instruction in adult education as well as action by policymakers and providers at the federal, state, and local levels. The authors examine adult numeracy education in Australia, the US and UK. Table of contents: \* Adult Numeracy Demand & Provision (Lynda Ginsburg) This paper reviews the state of adult numeracy provision in the U.S. and discusses definitional issues and key obstacles to advancing adult mathematics service provision. It also considers the status of adult numeracy in the U.K. and Australia and makes recommendations for advancing and giving more visibility to numeracy as one of the fundamental basic skills of adult education. \* Policy to Improve Math Teaching & Learning in Adult Basic Education: A Perspective from Massachusetts (Bob Bickerton) This paper considers that state's experience in adult numeracy service provision over the past few decades and offers guidance on state and federal policy needed to advance adult numeracy education in the U.S. \* Basic Skills in the United Kingdom: How It Has Evolved Over the Past Decade (Sue Southwood) This paper explains the role of the UK government in adult basic skills education since 2001, discusses the goals set for service provision, reviews accomplishments and shortcomings of adult education (with a focus on numeracy), and speaks about the coming challenges. \* More Than Rules: College Transition Math Teaching for GED Graduates at the City University of New York (Steve Hinds) This paper presents a compelling discussion of what top quality numeracy instruction actually looks like.

Why does reading and writing matter in modern societies? How do we know adult literacy education does any good? Why Literacy Matters offers a contribution to the continuing debate about both accountability in adult learning in general terms and the specific development of systems in adult literacy and numeracy. In recent years, a number of arguments have been advanced in support of adult literacy and numeracy programmes, such as suggestions that they contribute to a more productive workforce and address the inadequacies of schooling. There have been ever-increasing demands for such programmes to prove their worth, but a lack of hard evidence. Through a presentation of the wider outcomes of literacy and numeracy learning, discussing the complexities and potential of such work, this book is an attempt to address some of these questions, by firstly examining the research evidence, then looking at what would be a useful step in understanding the effects of literacy education, with strategic suggestions. Table of contents: Introduction Part one: How can we think about the effects of literacy education? 1. Three ways to look at literacy: A brief review 2. Literacies as capabilities 3. Understanding outcomes 4. Measuring matters Part two: Reviewing the evidence 5. The

literate mind 6. Economic effects 7. Literacy and health 8. Family values 9. Social and political impacts Part three: Reflections and conclusions 10. Literacy matters 11. Implications for adult literacy education policy and practice.

Offers guidance on how to work with adult learners to develop literacy skills and includes case studies of real student experiences and practical suggestions for teaching, planning, and assessment.

This book presents a synopsis of six emerging themes in adult mathematics/numeracy and a critical discussion of recent developments in terms of policies, provisions, and the emerging challenges, paradoxes and tensions. It also offers an extensive review of the literature adult mathematics education. Why do adults want to learn mathematics? Did they enjoy mathematics at school so much that they want to continue? NO! Most of these adults have to learn mathematics because it is part of a formal qualification they need, because their job demands the ability to apply mathematics, or because they need basic numeracy in their daily lives. Lastly, the authors discuss five potential strategies to promote lifelong learning of mathematics among adult learners.

ALECC is a US tutor training resource aimed at new and experienced adult literacy educators. The training program consists of 7 modules supplemented by internet discussions and assignments. Participation in this training program is compulsory for tutor teaching in New York state funded adult literacy programs. Table of contents: \* Module 1: Early in service or pre-service institute (Knowing yourself as a learners. What is literacy and adult literacy education? How adults learn. Standards and frameworks for adult education. Science-based research and evidence-based practice) \* Module 2: Digital literacy - Accessing resources online (Beyond Google: Critically evaluating web sources and resources. A guided tour of key adult literacy web resources) \* Module 3: Valuing diversity and appreciating difference \* Module 4: The art and science of teaching reading to adults (Reflections on reading and reading theories. The five components of science-based reading instruction. The importance of vocabulary and learner knowledge. Resources for balanced science and evidence-based reading practice) \* Module 5: Teaching English to adult speakers of other languages (Defining terms in TESOL. ESL theories, approaches and methods. Communicative Language Teaching - CLT and Content-Based Instruction - CBI. The importance of vocabulary development and Strategies Based Instruction - SBI. Resources for a balanced science and evidence-based TESOL practice) \* Module 6: Teaching numeracy and quantitative literacy to adults (Defining numeracy and practical math for adults. Numeracy and problem solving learning. Core concepts and standards in adult math education. Resources for a balanced science and evidence based numeracy) \* Module 7: Indicators of program quality (Review of the standards. NYS Regents P-16 Action Plan. The Kirkpatrick Four-Level PD Evaluation Model. Indicators of program quality - program self-assessment. Reflection time).

This book explores the social practice of literacy, numeracy and language and its implications for teaching and learning adult basic skills. Leading international experts argue that literacy, numeracy and language are more than just a set of skills or techniques, but are shaped by the social and cultural context within which they are taking place; the meanings they have for users; and the purposes they serve. This shifts the focus from a narrow, functional and externally imposed definition of literacy, numeracy and language learning, to more open and numerous definitions that focus on what people do with their knowledge, understanding and skills in a range of contexts. Adult Literacy, Numeracy

cy and Languageshows how the social practice approach to learning and teaching can be used to develop more inclusive views of adult literacy, numeracy and language. Bringing together the views of researchers, policy makers and practitioners, it helps readers to develop an understanding of contemporary policy developments and encourages them to examine their own practice as adult basic education teachers, in order to respond more effectively to the needs of their students. This book is a valuable resource for practitioners, researchers and students on courses in adult and continuing education (particularly basic skills), postgraduate students, and researchers in the field of post-compulsory education.

This OECD working paper (126 pages) examines the current evidence on policy interventions for adults with low literacy and numeracy skills to clarify which targeted policy levers could best enhance socio-economic returns. Despite progress in measuring adult skills and extensive literature describing practices used in adult literacy and numeracy programmes, there is little analysis of the effects of different interventions on learners. This literature review therefore attempts to bring together the analytical insights from research and practice to provide a broad picture of what has so far proven to motivate low-skilled adults to join and persist in literacy and numeracy learning. The paper shows that low basic skills levels of adults are a complex policy problem that has neither straightforward causes nor straightforward solutions and successful interventions are relatively uncommon. Tackling serious literacy and numeracy weaknesses is challenging because the group of low skilled adults is diverse and requires different, well-targeted interventions. But there is now an emerging body of evidence on the approaches to teaching and learning that can make life-changing differences to adults in need. The paper identifies formative assessment, e-learning, and contextualisation and embedding (especially in the workplace and family context) as effective approaches to basic skills teaching. The central challenge is to put the evidence to work. Table of contents: \* Introduction \* Methodology \* Terms explained \* Setting the context of adult literacy and numeracy education (The growing importance of LLN skills, living with low LLN skills, government actions to address low adult LLN skills) \* Identifying the benefits and building motivation (benefits of LLN programmes, motivations of low skilled adults, barriers to learning, outreach strategies motivating adults to join LLN programmes) \* Delivering and sustaining basic skills programmes for adults (Learning in adulthood, factors contributing to learners persistence, challenges of LLN teaching) \* Using proven approaches to basic skills teaching (Effective LLN teaching, formative assessment, LLN learning with ICT outside the classroom, contextualised and embedded LLN provision) \* Making the most of learning contexts (family literacy and LLN provision in the workplace) \* Examples of policy interventions for low skilled adults.

The Review of Adult Learning and Literacy: Connecting Research, Policy, and Practice, Volume 7 is the newest volume in a series of annual publications of the National Center for the Study of Adult Learning and Literacy (NCSALL) that address major issues, the latest research, and the best practices in the field of adult literacy and learning. Each Review opens with an overview of significant recent developments in the field of adult literacy, followed by a set of chapters presenting in-depth reviews of research and best practices on topics of high interest to the field. The following articles are included in Volume 7: \* The Years 2004 and 2005 in Review (Noreen Lopez) \* Persistence: Helping Adult Education Students Reach Their Goals (John P. Comings on definitions of persistence, why per-

sistence matters, research on persistence, the results of a study into adult learner persistence, implications for practice, policy and research) \* Achieving Adult Education Program Quality: A Review of Systematic Approaches to Program Improvement (Mary Ziegler and Mary Beth Bingmann on quality and accountability efforts in the US, legislation to improve quality in adult education, national efforts to improve program quality in adult education, state efforts to improve program quality, case studies of program improvement efforts, applying program improvement models in adult education, implications for practice, policy and research) \* Assistive Technology and Adult Literacy: Access and Benefits (Heidi Silver-Pacuilla) \* Individualized Group Instruction: A Reality of Adult Basic Education (Perrine Robinson-Geller on the Individualized Group Instruction model, description of IGI, adult learning theories, the use of IGI and the structure of adult basic education, the prevalence and effectiveness of IGI, what range of skills are addressed and learned in IGI, how much instruction is taking place, how much time is spent on tasks, what types of adult learner does IGI work best for, does IGI improve retention and learning, implications for policy, research and practice) \* Health Literacy: An Update of Medical and Public Health Literature (Rima E. Rudd with Jennie Epstein Anderson, Sarah Oppenheimer, Charlotte Nath) \* Research on Professional Development and Teacher Change: Implications for Adult Basic Education (Christine Smith and Marilyn Gillespie on the role of teachers in student achievement, the state of professional development in adult basic education, contrasting models of professional development, professional development in a standards-based environment, factors affecting how teachers change, implications for policy, practice and research) \* Opportunities, Transitions, and Risks: Perspectives on Adult Literacy and Numeracy Development in Australia (Rosie Wickert, Jean Searle, Beth Marr and Betty Johnson on the development of adult literacy and numeracy in Australia. Phases of adult literacy and numeracy in Australia, positioning numeracy, adult literacy and numeracy within the National Reporting System and the National Framework of Adult English Language, Literacy and Numeracy Competence, professional development for adult numeracy teachers, adult numeracy in Government policy, Australian numeracy practitioners in the international community) \* Adult Basic Education and Training in South Africa (Veronica McKay on apartheid and illiteracy, the relationship between levels of literacy and levels of poverty, present policies and legislation, the role of teachers in adult basic education and training, examples of adult basic education programs in South Africa, what does the future of adult literacy in South Africa look like?) \* Annotated Bibliography on Workplace Education (Connie Nelson on changes in the workplace and workforce, stakeholder interests, incidence of workplace education, lessons learned about implementing quality workplace education programs. An annotated list of resources on workplace education, guides to practice and design of workplace education, worker writing, web sites).

The Programme for the International Assessment of Adult Competencies (PIAAC) is an international assessment of adult skills. The assessment framework provides an agreed definition of what should be measured and guide the construction and interpretation of tasks included in the assessment.

This book offers friendly guidance on how to work with adult learners to develop their numeracy and mathematics skills. It brings together current research and practice on teaching adult numeracy into one handy volume and covers the major issues faced by teachers of adult numeracy such as current policy perspectives and implications for teaching practice. There are reflective tasks throughout, which encourage you to develop and apply your theoretical knowledge to your own experiences. Key

features include: Reviews of existing policy and research and implications for practice Reflective tasks with commentary, encouraging you to develop and apply your knowledge Case studies of real student experiences Practical activities and ideas to support the planning, teaching and assessment of adult numeracy Drawing on the substantial experience of the contributors, who have a wealth of experience as practitioners and researchers in the field, this book is an essential resource for trainee and practising teachers of adult numeracy and mathematics. It is also an ideal textbook to support teacher training courses leading to a subject specific qualification in teaching numeracy to adults. Contributors: Jackie Ashton, John Barton, Carolyn Brooks, Martyn Edwards, Janette Gibney, David Holloway, David Kaye, Beth Kelly, Barbara Newmarch, Helen Oughton, David Prinn, Diana Spurr, Rebecca Woolley "This is a quite unique book about teaching adult numeracy, which will be invaluable to the many practitioners in this field. The chapters, contributed by a group of experienced and successful lecturers and practitioners, include all aspects of this field, from methods of teaching specific mathematical topics to more general explorations of dyscalculia and emotional factors in adult learners. Each chapter includes research findings and thoughtful presentation of ideas with practical ideas for teaching, and tasks for the reader. This is a market which has not been served well in the past, so it is good to see the gap filled at last." Margaret Brown, Emeritus Professor of Mathematics Education, King's College London, UK "The editors of this book set out to produce a text that would support teacher-education programmes for adult numeracy, and their book does that and more. The content covers different types of learners, different settings, different understandings of what numeracy actually is; and ranges from commentary on research through case studies to "how to" hints and tips for teaching. Chapters 7 (on provoking mathematical thinking) and 8 (attitudes, beliefs and teaching) should be a required read for any adult numeracy teacher. The book would be at home on any numeracy teacher's desk, and would make an excellent set text for numeracy teacher training courses." Carol Randall, course co-ordinator for numeracy in the department of Lifelong Learning Teacher Education, University of Greenwich, UK "This book is a welcome addition to the growing literature on adult numeracy. It should be essential reading for trainee and practising adult numeracy educators. It brings together relevant research and professional wisdom on a wide variety of aspects of adult numeracy teaching and learning in an accessible way, with well-focussed tasks for readers to extend their knowledge and understanding. While the book is born out of UK concerns and issues, it is also relevant to international readers. Highly recommended." Professor Diana Coben PhD, Director, National Centre of Literacy & Numeracy for Adults, University of Waikato, New Zealand, and Hon. Trustee, Adults Learning Mathematics - A Research Forum (ALM -- [www.alm-online.net/](http://www.alm-online.net/))

In their chapter on numeracy, the authors begin by exploring the many terms used to describe the learning of mathematics by adults. They discuss the relationship between the terms "mathematics" and "numeracy" and explain why numeracy--making meaning with numbers and mathematical processes--is the term they chose for their overview. Moving on to examine adult numeracy education in the U.S, the authors find that little attention is paid to the development of math skills among adults in Adult Basic Education (ABE) research but that adult numeracy education is prominent in practice. They highlight the development of practitioner groups that share ideas, promote improvement in practice and influence curriculum development at state, local and national levels. Further, they discuss influences on math education (e.g., GED exams and commercially-produced workbook-

s) and discuss the place of numeracy in policy documents, including the National Reporting System and Equipped for the Future Content Standards. Given the relative paucity of work pertaining to adult numeracy education, the authors look to K-12 math education. They highlight areas of research, including constructivist models, gender and ethnomathematics ("street math"), and note lessons to be drawn from K-12 research on math education. In addition, they note important policy developments, such as the National Council of Teachers of Mathematics (NCTM) standards, which continue to influence math education at the K-12 and ABE levels. Beyond the U.S., they discuss research initiatives and international efforts to understand and promote effective adult numeracy education. Drawing from examples in Australia, the Netherlands and the U.K, they discuss efforts in the areas of curriculum and instruction, assessment, and teacher support and professional development. In addition, they note successful efforts to embed numeracy in curriculum and assessment frameworks and instructional materials and to involve math educators in their creation. The authors conclude the chapter with the need for future research to focus on issues of cognition and the numeracy demands of society and ways adults can meet those demands. In the policy arena, the authors recommend including numeracy practitioners in the development of ABE policies, building an understanding among the public of the importance of numeracy skills, and coordinating efforts to improve and support adult numeracy education at federal, state and local levels. (Contains 12 notes.) [Chapter 5 in: Annual Review of Adult Learning and Literacy. Volume 3; copublished with John Wiley & Sons, Inc.; see ED478329.]

This good practice guide is based on research that examined how adult literacy and numeracy education and training can be delivered using a social capital approach. The guide describes strategies to assist vocational education and training (VET) practitioners to adopt this type of approach to their teaching, particularly the teaching of literacy and numeracy. [p.1, ed]

Milestones for adult basic education include: It was first federally funded in 1964. The National Literacy Act passed in 1991. The Workforce Investment Act (WIA) of 1998 was enacted. The field then remained relatively static until 2014 when: a new version of the GED® test was launched, new content standards were developed, new data on adult cognitive skills were released, and the Workforce Innovation and Opportunity Act (WIOA), with its laser focus on employment and training, was enacted. This volume reviews where the field is in relation to these turning points and discusses where it could go. Taking up critical discussions of the many recent and influential changes as well as topics of enduring interest, this volume will be valuable to practitioners, researchers, and policy makers. This is the 155th volume of the Jossey Bass series New Directions for Adult and Continuing Education. Noted for its depth of coverage, it explores issues of common interest to instructors, administrators, counselors, and policymakers in a broad range of education settings, such as colleges and universities, extension programs, businesses, libraries, and museums.

With a radically new perspective on reading, writing and mathematics for adults, this refreshing and challenging book shows how teachers and curriculum developers have much to gain from understanding the role of literacy in learners' lives, bringing in their families, social networks and jobs. Looking at the practicalities of how teachers and students can work with social practice in mind, *Adult Literacy as Social Practice* is particularly focused on: \* how a social theory of literacy and numeracy compares with other theoretical perspectives \* how to analyze reading and writing in everyday life

using the concepts of social literacy as analytical tools, and what this tells us about learners' teaching needs \* what is actually happening in adult basic education and how literacy is really being taught \* professional development. With major policy initiatives coming into force, this is the essential guide for teachers and curriculum developers through this area, offering one-stop coverage of the key concepts without the need for finding materials from far-scattered sources.

Shows how creativity can be an approach to and an ethos for several aspects of school life and management. This book examines organisation, leadership, approaches to teaching and learning, curriculum design, assessment for learning, and more. It is useful for those working in partnership with schools, and also for those involved in school change.

The NRDC were commissioned by NALA to carry out a two year project exploring curriculum development in adult literacy and numeracy in Ireland. This is their report. This guide has been written primarily for tutors, organisers, resource workers and policy makers with responsibility for some part of adult literacy and numeracy education in Ireland. Table of contents: \* Context 1: Adult basic education ABE in Ireland \* Part A: Concepts and principles (Context and skills, numeracy: the equal partner, the holistic learning, the learning-centred curriculum, personal development and social action, an active and expressive process) \* Part B: The curriculum development cycle (Planning and assessment, roles, exploring possibilities for learning, being a teacher and guide, encouraging reflection, responsive teaching: the Lourdes plant, learning possibilities: cars and driving theory, finding the evidence: the electricity bill, need and context: maths in prison) \* Part C: Strategies (Approaches to reading, writing, numeracy and working in groups. Learning outcomes in action, integrating numeracy and critical thinking, writing and reflection, numeracy and social practice, getting to my place, daily routines, pictures, learning and student publishing) \* Context 2: Ideas and research (literacy and numeracy as social practice, curriculum for change, multiple intelligences, effective practice in teaching, student empowerment, numeracy) \* Glossary of terms.

This report analyses the distribution of literacy and numeracy skills among people aged 25 to 65 in New Zealand in 2006, using data from ALLS. It investigates whether there were geographical concentrations of people with higher literacy and numeracy and with low literacy and numeracy. Table of contents: \* Introduction (The Adult Literacy and Life Skills (ALL) Survey 2006. Age range used in this analysis. Literacy and numeracy in ALL. Comparison with International Adult Literacy Survey (IALS) 1996. Previous research on regions. Key factors associated with literacy and numeracy. Structure of this report) \* Literacy and numeracy by region (Regions used for this analysis. Prose literacy and numeracy. Education. Employment. Computer use. Occupation. Industry. Income. First language. Summary and discussion) \* Literacy and numeracy by broad regional grouping (Regions used for this analysis. Prose literacy and numeracy. Education. Employment. Computer use. Occupation. Industry. Income. First language. Summary and discussion) \* Literacy and numeracy by urban/rural profile (Re-

gions used for this analysis. Prose literacy and numeracy. Education. Employment. Computer use. Occupation. Industry. Income. First language. Summary and discussion) \* Conclusion \* Data and Definitions \* Appendix A Classification of urban areas \* References.

This book will help those who plan and develop literacy initiatives; using case studies from literacy programmes in many countries including Egypt, India, Indonesia, Mali, Nigeria, the Philippines and Uganda, it demonstrates the importance of literacy, its power to improve lives, and the role literacy plays in social and economic development.

This enlightening book brings together debates about theory and practice which have developed over 18 years in the Research and Practice in Adult Literacy (RaPAL) Bulletin. The contemporary relevance of the contributions from practitioners, learners and researchers is organised thematically around current priority issues such as teaching and learning; assessment; and accreditation. The book provides not only a link to the traditions of democratic practice in literacy and numeracy education, but also first hand accounts of questions and problems raised in the field and methods of solving them.

The purpose of this article was to explore the marginalization of adult mathematics learning within education. The problem is adult education subsumes adult mathematics learning under the umbrella of literacy. Literacy and numeracy compared in terms of their quantities of funding, directed projects, ERIC submissions, and published dissertations. Findings show of 113 dissertations in adult mathematics education from 1980 to 2000, only 34 were situated at a numeracy (adult basic education) level. Results indicate the adult education delivery systems privilege funding, services and attention into reading and writing, which has higher priority and accountability in the national system, and away from numeracy education. Results show numeracy is disenfranchised within the adult education system and must be recognized as separate from, but as worthy as, literacy. [This paper was published in: "Adult Learning," 99 (3,4) 4-7.].

Understanding the origins of poor literacy and numeracy skills in adulthood and how to improve them is of major importance when society places a high premium on proficiency in these basic skills. This edited collection brings together the results of recent longitudinal studies that greatly extend our knowledge of what works in raising skill levels, as well as the social and economic returns to improvement. Many fundamental research questions in adult education involve change over time: how adults learn, how program participation influences their acquisition of skills and knowledge, and how their educational development interacts with their social and economic performance. Although a growing number of longitudinal studies in adult basic education have recently been completed, this book is the first systematic compilation of findings and methods. Triangulating findings from different methodological perspectives and research designs, and across countries, this text produces convergence on key conclusions about the role of basic skills in the modern life course and the most effective ways of enhancing them.