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PD-AAQ-485
721000

ACTION MEMORANDUM FOR THE DEPUTY ASSISTANT ADMINISTRATOR
FOR HUMAN RESOURCES DEVELOPMENT, DSB

JAN 4 1979

FROM: DS/ED, Robert W. Schmedding

SN 38679

Problem: Proposed small research project, titled "Individual, Family, and Village Literacy in Development", from the University of South Florida.

Background: The University of South Florida (USF) has requested A.I.D. funds of \$32,935 for a study which will compare three different units of analysis -- the individual, the family, and the village -- to examine the impact of literacy on modernization. The proposed project will include a literature review and detailed secondary analysis of survey data gathered by the Basic Village Education (BVE) project in Guatemala (LAC/DR funded project, terminating).

Literacy is commonly regarded as a fundamental skill which is basic to many other modernization processes. Field research, however, has produced some surprisingly ambiguous findings concerning the role and importance of literacy. Empirical relationships between individual literacy and other indices of modernity (educational and occupational aspirations, mass media exposure, empathy, innovativeness, etc.) range from very high to near zero in different studies. Some recent writers have suggested that one source of this ambiguity may be the fact that literacy is almost always measured as a characteristic of individuals, while mass media materials are often consumed by social groupings. Printed media such as newspapers and magazines, for example, are typically purchased one-to-a-family and passed around. This phenomenon may be of considerable importance in traditional societies, since young people who have learned to read in school may read to their illiterate parents, or otherwise summarize the content of printed materials which find their way into the home. In such a situation, illiterate members of the social group are not automatically excluded from the use of printed messages, as has often been assumed, and taking the social group as a unit of analysis is likely to provide a more accurate representation of the impact of printed information than looking only at individual data.

If this phenomenon, which has not been extensively documented to date, is widespread, there are important implications for development programs with informational components. If families or villages can be viewed as "literate", in spite of containing some illiterate individuals, then printed communications concerning development projects and theme can be expected to have greater "spread effect" than has widely been assumed.

DS/PO OFFICIAL FILE

The Basic Village Education project has produced excellent quality survey data which is well suited to the proposed analysis. The study outlined by the University of South Florida has a different focus than the original BVE project, which was concerned primarily with the diffusion of new agricultural practices to farmers via radio. The literacy study proposes to use the BVE data to analyze a new problem area which has both practical and theoretical implications that transcend the more specific issues addressed by BVE. The proposed study includes a complete literature review, new analysis of available survey data, and specific conclusions. For these reasons it seems reasonable to treat the study as a discrete, self-contained Small Research Project.

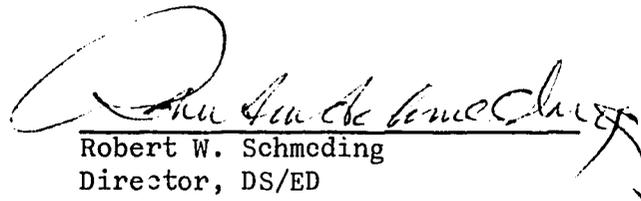
A copy of the USF proposal is attached (TAB A). This proposal was reviewed by Richard Martin (LAC/DR/HR), Willis Schaefer (DS/ED), and Floyd O'Quinn (DS/PO/RES), and a letter requesting clarification of methodological issues was sent to the proposer (TAB B). Subsequently, two letters providing further detail concerning the methodology of the proposed study have been received (TABs C and D). The study has also been endorsed by LAC/DR/HR (TAB E).

The problem identified is an important and current issue in the development literature, and has potentially important implications for A.I.D. projects. The research design appears to be adequate and can be accomplished within the requested budget.

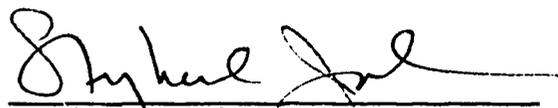
Discussion: Mr. Levin reviewed this proposal earlier when we requested approval in September. At that time, he asked DS/ED to reconsider whether the proposed research was (a) of sufficient priority to warrant our support, and (b) if we felt we had staff resources adequate to manage the project.

We now conclude that if anything, the project has even greater value than what we earlier felt to be the case. In particular, we see close substantive connections between the proposed research and two new projects we shall be funding: one on the role of the family, and another on literacy-oriented functional education. Further, a new member of our staff, Dr. Jeanne Moulton, can be assigned to monitor the South Florida project. We therefore feel that we can handle the project, management-wise.

With reference to A.I.D. PR Notice 78-4, dated May 25, 1978, I certify that neither I, nor to the best of my knowledge and belief, any other A.I.D. employee, solicited the proposal or had any prior contact with the proposing institution regarding the subject matter of the proposal, other than to convey a general idea of the Agency's interests in the field of literacy relative to the efforts described in the unsolicited proposal.


Robert W. Schmeding
Director, DS/ED

I approve the above justification for noncompetitive procurement based on an unsolicited proposal from the University of South Florida as required by FPR 1-4.910 (b).


Stephen Joseph
Deputy Assistant Administrator
for Human Resources Development
Development Support Bureau
Date 1/17/79

Recommendation: That a Small Research Grant of \$32,935 be awarded to the University of South Florida from FY 1979 funds to perform the study "Individual, Family and Village Literacy in Development"

APPROVED Styler J

DISAPPROVED _____

Date 1/18/79

Attachments:

- TAB A - "Individual, Family and Village Literacy in Development" Proposal submitted to A.I.D. 6/23/78, amended 9/6/78
- TAB B - 7/20/78 letter from Richard Martin, LAC/DR to Edgar Nesman, USF
- TAB C - 8/2/78 letter from Edgar Nesman, USF to Richard Martin, LAC/DR
- TAB D - 8/8/78 letter from Sara Rivers, USF to Clifford Block, DS/ED
- TAB E - 7/10/78 memo from Howard Lusk, LAC/DR/HR to Floyd O'Quinn, DS/PO/RES
- TAB F - 9/6/78 memo from Floyd O'Quinn, DS/PO/RES to M. Rechcigl, DS/PO/RES

Clearance:

DS/PO, Robert Simpson Ron for

DS/PO/RES, M. Rechcigl M.R.

DS/ED:JHoxeng:ph
12/22/78 X59012



University of South Florida

Tampa, Florida

INDIVIDUAL, FAMILY AND
VILLAGE LITERACY IN DEVELOPMENT

Co-Director: Edgar G. Nesman, Ph.D.
Co-Director: Thomas A. Rich, Ph.D., S.M.Hyg.
Research Associate: Sara G. Rivers, M.A.

Submitted June 23, 1978

Project Initiation: October 1, 1978
Project Termination: March 31, 1979


Edgar G. Nesman


Thomas A. Rich

Director, Sponsored Research

Human Subjects - This Project involves secondary analysis of an existing data set.

Proposal Submission to Other Sponsoring Agencies: None

INDIVIDUAL, FAMILY AND VILLAGE LITERACY IN DEVELOPMENT

I. The Problem

This is a proposal for studying the differential impact of individual, family and village literacy on development and modernization. Through intensive utilization of an existing data base, major issues relating to literacy and development programs will be studied. The results of this analysis should provide guidelines to assist development planners in utilizing appropriate strategies in effectively reaching peasant populations in developing countries.

Literacy and its corollary, education, have long been heralded as key indicators, if not essential promoters, of readiness for modernization in developing countries. Daniel Lerner (1958:64) proclaimed literacy as "the basic personal skill that underlies the whole modernization sequence." Similarly, education has been called "the primary catalyst in promoting social change" (Micklin, 1969:441) and "the most important experience related to the acquisition of attitudinal modernity" (Sack, 1973:270). William Herzog (1967:2) in a report to the Agency for International Development on literacy training and modernization, stated that "it is precisely in the areas where illiteracy rates are highest...that development lags farthest behind the rest of the world."

Although there seems to be general consensus on an intuitive level regarding the importance of literacy to development, the decision to launch extensive literacy campaigns in developing countries cannot be made lightly. Since literacy levels are extremely low, general literacy campaigns are costly, and must compete for funds with other high priority areas such as agriculture, nutrition, health and communication programs. These economic limitations have generated keen interest in the value of literacy in moving peasant populations toward modernization.

The need to understand the effect of literacy on development in peasant society has produced a body of research relating individual literacy to modernization in developing countries. Empirical research on the relationship between literacy, education and modernization, however, while extensive, is not conclusive. Both positive and negative effects on behavior change have been noted for the two variables, and many studies have reported a lack of significant relationship in either direction.

It has been proposed that this contradictory evidence may be due in part, to the fact that literacy has traditionally been measured by determining the individual respondent's own literacy level; and that a clearer picture of the importance of literacy, and its corollary, education, to development in traditional societies may be gained by correlating membership in a literate group with tendency to modernize. There are strong indications from previous analysis that literacy in a traditional society may not be an individual characteristic but one which is shared by members of a family or group.

II. Implications

A better understanding of the relationship of individual, family or village literacy to development variables would assist program planners in the following areas.

A. Selection of appropriate educational materials.

If the benefits of literacy accrued to the literate are shared with his family, then even in areas with low literacy rates, the distribution of written materials may not be an exercise in futility. In fact, if ideas and instructions are shared in this manner, the production of high quality printed material in the content areas of agriculture, health, nutrition, and family planning, should perhaps assume a top priority for funding.

B. Importance of individual, family and village literacy in modernity.

The practicality of future expenditures on literacy programs is, at least in part, judged on the basis of the empirical evidence or lack thereof, of the impact of literacy on development. The proposed relationship between family literacy and the individuals' modernity could be confounding the individual literacy research and causing at least part of the confusion in the research literature. For this reason, the proposed literacy study should help to clarify the relationship between literacy and modernization; and thereby make the viability of further expenditures on literacy programs more readily assessable.

C. Educational targets.

In addition to clarifying the value of literacy programs in encouraging development, research on the effects of family literacy may help to pinpoint the appropriate target audience for such programs. If the literacy of school age children has an impact on their parents' decisions in the areas of health, nutrition, agriculture, etc.; then primary education is likely to have immediate impact on the present generation of decision makers; in addition to the future generational effects traditionally predicted for such programs. Such findings would be useful in decisions regarding the allocation of resources to non-formal adult vs. formal educational programs.

D. Readiness for change.

Family literacy findings should also have implications beyond those for literacy programs themselves. Where resources are limited, it is often crucial to place development programs in areas in which they will have the greatest impact. Predictions of readiness for modernization have often been made on the basis of (among other factors) individual literacy rates in an area. Such predictors may be more accurately based on the number of literate households or small villages in the target area.

E. The role of the family.

Knowledge of the process of skill and attitude sharing within the family should also help to clarify the role of women and children in the decision-making process in developing countries. Given the literacy sharing phenomenon, educational programs geared for wives or other family members may have as much impact on the attitudes and practices of the household head as would programs aimed directly at those who have been traditionally considered the sole decision makers for the family.

F. Training content for development.

A thorough understanding of the role of literacy in program development would assist developing country participants and United States investigators in more effective planning for communicating to target populations, and setting reasonable goals for receptiveness to change.

In summary. If the benefits of literacy are shared, so may be the benefits of other factors traditionally thought to be purely individual characteristics. The process of modernization in the developing world may not be a process of identifying and cultivating the "modernized" man, but, rather the "modernized" family, tribe or village - a possibility which suggests that development programs should be aimed at the primary group rather than its individual members.

III. Project Objectives

In view of the above outlined implications for development, it seems clear that the group effects of literacy on modernization is a topic well worth the attention of those interested in the development process. The purpose of the research currently being proposed is to investigate these effects, and has the following general objectives:

1. To reexamine the relationship between individual literacy and modernization.

2. To examine the relationship between membership in a literate family and modernization, and to compare the findings to those obtained from the individual literacy analysis.

3. To examine the relationship between living in a literate village and modernization and to compare the results to those obtained in the individual and family analyses.

4. To develop a profile of the literate farmer and the literate family (in terms of socio-economic characteristics, attitudes, community leadership and other background variables) in order to discover some of the intervening and extraneous factors which contribute to the effect which literacy has on the process of individual modernization.

IV. Major Product

The product proposed as an outcome of this study is a monograph report prepared in accordance with the above objectives - with special emphasis on the implications of the findings from the study of individual and group literacy for development projects and modernization among peasant farmers. The application of the finding to such content areas as health and nutrition, agriculture, and family planning would also be stressed along with the implications for further research in the areas of communication processes, in-school education, non-formal education, and general social participation of the peasant family as a unit.

The proposed monograph will include the following:

1. A review of the current status of literacy studies.
2. A comparison of the effect of individual vs. group literacy in peasant societies (comparing individual, family and village literacy levels,

also looking at the relationship of leadership and literacy).

3. Literacy (individual vs. group) in two distinct cultural settings in Guatemala (comparing Spanish-speaking Ladino farmers to traditional Quiche-speaking Indian farmers).

4. Implications of the findings from the study of individual and group literacy on development projects and modernization among peasant farmers (application to content areas of health and nutrition, agriculture, population problems, and general quality of life; application to processes of communication, in-school education, non-formal education, and general social participation of the peasant family as a unit).

V. Rationale and Hypotheses

Western man approaches the developing world from his own individualistic perspective. Based on the North American experience, we assume that modernization is an individual process; and that the modernization of a developing country requires pulling individuals away from tradition. We further assert that some individual characteristics (social, psychological and biological) differentiate between those who are ready for this process and those who are not. Literacy has been proposed as one such characteristic because of its affect on the individuals' attitudes and thought-processes. Lerner (1958) proposed that literacy helps to create the capacity to empathize and imagine oneself playing a different role, and that in this capacity lies the propensity for modernization.

While literacy may very well produce this consequence on the cognitive structure of the individual; it may also increase the propensity to modernize among illiterates who are in a literate milieu. Because of traditional ties and lack of a highly developed division of labor, peasant farmers are likely

to share a rather strong "collective conscience" (Durkheim, 1933); and through this set of shared values and beliefs are very likely to share the cognitive benefits of literacy. In addition, since farming in peasant cultures is a family enterprise, the direct benefits of literacy in terms of use of written information sources are also likely to be shared. The following general relationships are therefore hypothesized:

- Hypothesis 1: Membership in a literate family is significantly positively related to the individual's use of modern practices, regardless of the individual's own literacy.
- Hypothesis 2: Family literacy has a stronger positive relationship to use of modern practices than does individual literacy.
- Hypothesis 3: Membership in a literate village has a significant positive relationship to use of modern practices.
- Hypothesis 4: Membership in a literate village has a stronger relationship to use of modern practices than does individual literacy.
- Hypothesis 5: The relationship between group literacy (family or village) and use of modern practices is stronger for illiterate farmers than for those who are literate themselves.
- Hypothesis 6: Group literacy has an independent (non-interactive) effect upon use of modern practices when non-written information of new practices is available.

The hypotheses presented above are very general statements of predicted relationships and will, of course, be further refined and operationalized for the purpose of the actual analysis.

VI. Literature Review

As noted earlier there is a great deal of empirical research available which relates individual literacy and education to "modernized" behavior and attitudes. Positive relationships between literacy and some measure of modernity have been reported by Waisanen and Kumata (1972); Alex Inkeles

(1973); Hilda Golden (1955); William Herzog (1973); Wright, Rich and Allen (1967); Gerald Feaster (1968); and many others. In fact, Rogers and Shoemaker (1971) report 220 empirical studies which affirm the existence of a significant positive relationship between literacy and education and the knowledge and/or adoption of modern innovations.

Rogers and Shoemaker (1971) also, however, list 79 studies which do not support the proposition that literacy and modernization are related in addition to the 220 supportive studies. John Fett (1971) has expressed dissatisfaction with the results of literacy/development studies and proposes that "although literacy consistently has been found to correlate with various indicators of modernization, these correlations generally explain only a small percentage of the variance;" and further that "experimental designs that have included literacy have usually given disappointing results" (Fett, 1971:359). Other authors, including Herzog (1973); Moore (1974); Smelser and Lipset (1966); and David Kamerschen (1968), have also noted ambiguities in the relationship between literacy and modernization.

While research on the impact on individual literacy is plentiful, the importance of group literacy to development has rarely been examined. Herzog (1968) included a measure of family literacy in an analysis of the background characteristics related to innovative behavior; and found a significant positive correlation ($r=.24$) between having a family member able to read a newspaper and early adoption of innovative practices. Several other authors have suggested that the contradictory individual literacy findings may be due to the failure to consider the confounding effects of group literacy. For example, Marion R. Brown (1970:734), after investigating the relationship between the propensity to learn via communications media and the individual levels of literacy in rural Chile, reports

that "information gain (is) not closely related to individual...education (and) literacy..." and suggests that "in calculating literacy rates for this purpose the household is probably a more appropriate unit than the individual." Similarly, Howard Ray (1977:9) has reported that in developing techniques for presenting agricultural information to illiterate farmers "family literacy may be an added factor important to determine the most appropriate way to ...achieve maximum impact." Rich and Nesman (1976: Section I, page 2) have also noted the desirability of measuring the effects of family literacy on development, "since an illiterate head of household with a literate family member may have an equally good source of information" as does a literate respondent.

For the most part, however, the individual's membership in a literate group has not been considered as a potentially important factor in his willingness to modernize.

VII. Methodology

This proposal provides for a secondary analysis of an existing data set from the Basic Village Education Project in Guatemala. The intensive analysis and synthesis of literacy data; and integration with a comprehensive literature search was not a function of the BVE Project. The data available for secondary analysis was collected as part of the Basic Village Education experimental project in Guatemala. Each of these farmers was interviewed over a three-year time span from 1974 to 1977 and over 500 of them were also interviewed in 1973. The farmers are a representative sample of subsistence farmers in two major cultural areas (Ladino and Quiche) in Guatemala and are located in 49 villages which are clustered in 13 different geographical areas. In addition to the yearly surveys, which contained over 200 standard items, 20% of the farmers were selected

for periodic short surveys during each year.

The data were field checked and processed according to standard procedures. A data bank of over 48,000 records has been prepared to meet the requirements of the BVE contract. The master data-set currently resides on two magnetic tapes stored in the Central Florida Regional Data Center (CFRDC) tape library. In addition to the master tapes for Oriente and Occidente, nearly 30 special analysis data-sets have been created and are currently stored in the CFRDC tape library and/or on a resident disk-pack.

There are several special features which make the BVE data set an ideal source of secondary data for the proposed analysis.

1. Most importantly, in 1976 and 1977 the respondents were asked how many members of their families were literate. Very few existing data sets are likely to contain the means of measuring family literacy.

2. Farmers from many different villages are included in the survey - making it possible to calculate village literacy levels as well.

3. The data provides a unique opportunity for cross-cultural replication of the analysis - greatly increasing the generalizability of the results based on the sample.

4. Innovative behavior in several content areas can be measured using the information from the pre- and post-test interviews. The surveys included questions concerning diet, housing, and general levels of living practices as well as a wide variety of agricultural practices.

5. Background characteristics are also available in the data set, and can be used to develop a profile of the literate farmer, and the highly literate group as well as provide control variables for the main analysis.

A. Operationalization of major variables.

1. The dependent variable, change toward more "modern" behavior, will be operationalized by use of a set of composite indices: the first is a 13-item index of agricultural practice developed by the BVE Project staff as a measure of project effectiveness. The interview schedule contains a large number of items pertaining to various agricultural practices. Thirty-one of these items have been selected as the practices which had received major programming emphasis, and in which improvement should be expected between the baseline and year-end surveys.

A 13-item composite index was created based on these 31 practices, some of which have been combined into single items. Similar, though less complex, indices will be developed for housing type and dietary practices.

2. The independent variables.

a. Individual literacy will be measured by the respondent's answer to "Do you know how to read and write?" While there are three possible valid response categories for this question ("no," "a little bit," and "yes"), 62% of the respondents said "no," and only 38% reported either "yes" or "a little bit." For this reason, the two positive categories will be combined, making the individual literacy measure dichotomous. Individual literacy is self-defined and not verified by objective tests, however, literacy was found to be related to school attendance, and is therefore assumed to be relatively valid.

b. Family literacy will be defined for the purpose of this study as the relative proportion of the respondent's family (household) that is literate. Since no direct measure of this proportion is available, some extrapolation will be necessary, and will be made on the basis of the

respondent's answers to two questions: "How many children do you have?" and "How many members of your household know how to read and write?"

c. Village literacy will be similarly operationalized as the relative proportion of literates in the village in which the respondent lives. Figures for the literacy and size of population in each village are not available, and the village literacy proportion has to be based on the figures for the sample. As with family literacy, the village literacy proportion is a standardized ratio of numbers of literates to the total number of people. Although this measure may not reflect the exact proportions of literates in the various villages, it will be included as a measure of group literacy since respondents in each village have been randomly selected from a list of farmers having the characteristics of the peasant population. The proportion of literacy among selected farmers is therefore assumed to be representative of the proportion within the peasant population in that particular village. Thus, village literacy will be included basically as a second measure of group literacy to provide an indication of the validity of the family literacy measure by corroborating the results found between the dependent variables and the family literacy index.

B. Analysis design.

The basic design for the analysis of the differential effects of individual and group literacy on development will be a four-way analysis of variance with culture (Ladino vs. Indian), village literacy, family literacy and individual literacy as the factors and modernity of practice as the dependent variable. Separate analyses will be performed for each of the practice content areas (agriculture, diet, and housing).* Since

*Use of multivariate analysis of variance is probably not warranted since the danger of experimenter-wise error is not grave with only three replications (for the three dependent measures).

individual family, and village literacy are likely to be correlated, a regression approach to the ANOVA will be used in which the main effects and interactions are all processed simultaneously.

A profile of the literate farmer and one from a literate family and/or village will be developed by deriving a discriminant function from background characteristics which best discriminate between literate and illiterate farmers and between those for literate and illiterate groups. The differentiating variables will then be introduced as covariates in the ANOVA design in order to control for their effects.

An additional ANOVA for the effects of family literacy, treatment condition and culture on agricultural practice and change will also be performed in order to assess the independent effects of the BVE educational media and family literacy on change in the two cultures.

The preceding describes only the main analyses for this project. Appropriate descriptive statistics; reliability and validity checks on the measures; and detailed subsequent tests for the source of significance of any main effects and interactions noted for the above analyses will, of course, be performed. The results will be reported in the monograph described previously. Further analyses will undoubtedly be suggested by the findings, and will be pursued where appropriate.

VIII. Facilities and Resources

The research staff available to participate in the study are qualified and have participated in the evaluation of the Basic Village Education Project. Two studies of literacy have already been initiated with the available data and the findings have been promising (Rivers et al., 1978). In addition, the staff have had extensive experience in literacy and development at both the project implementation and evaluation levels. Because of the experience in the related fields of agriculture, public health, population, primary education, secondary education, vocational education, non-formal education, community development and world hunger; the staff will be able to relate the findings to the current concerns of the developing world.

A. Grants, Contracts and Consultantships (see also attached Vitae).

Thomas A. Rich

Research and Evaluation Element, Basic Village Education: Guatemala

Project Director, 4/1/77 - 9/30/78 - \$72,500
Project Director, 10/1/76 - 3/31/77 - 27,500
Project Director, 10/1/75 - 9/30/76 - 76,199
Project Director, 10/1/74 - 9/30/75 - 76,725
Project Director, 1/1/74 - 9/30/74 - 28,163

The Impact of a Literacy Program in a Guatemalan Ladino Peasant Community, Agency for International Development AID/csd-843, Wright, Rich, Allen, 7/1/65 - 3/1/67. 65,129

An Evaluation of a Literacy Program for Adults in the Department of Jutiapa, Guatemala, Agency for International Development AID/520-72T, Associate Director, 4/24/64 - 2/28/65. 11,000

Role and Effects of Literacy in a Guatemalan Ladino Peasant Community, Office of Education, OE-4-10-135, Research Associate, 3/1/64 to 3/31/65. 8,918

Evaluation Consultant to Human Resources Division, U.S. AID, Guatemala Rural Education Project, 1969-75.

Evaluation Consultant, Basic Village Education in Guatemala, Academy for Educational Development, 1973.

Preparation of concept paper "A Development Communications Center (DCC)" (Egypt) by Edgar G. Nesman and Thomas A. Rich for Bureau for Near East, U.S. State Department, Washington, D.C., February, 1978. Contract AID/NE-147-78-1.

Edgar G. Nesman

Consultant on Communication and Behavior Change. Department of Food and Nutrition, School of Public Health, University of Minnesota, June 1978 and continuing.

Contract Research - preparation of concept paper "A Development Communications Center (DCC)" (Egypt) by Edgar G. Nesman and Thomas A. Rich for the Bureau for Near East, U.S. State Department, Washington D.C., February 1978. Contract AID/NE-147-78-1.

Contract research - Research and Evaluation Element, Basic Village Education, Guatemala. AED/AID/Washington - January, 1974 - September, 1978 \$288,000 (with Thomas A. Rich).

Evaluation Consultant - "Rural Education Project" - Paraguay - AED/AID, August, 1977; March, 1978; continuing.

Evaluation Consultant - "Accion Cultural Popular" - Colombia - Florida State University/AID - January, 1978; March, 1978.

Extramural Evaluator - Faculty Research Award Application of John N. Rissmondel of Brooklyn College for research on Land Tenure and Agrarian Reform in Costa Rica - Evaluation submitted on January 19, 1976.

Contract Research - "Honduras Family Planning Evaluation" USF/AID - May, 1971 - September, 1971 - \$14,000.

Evaluation Consultant - Honduras Educational Reform Project. On community survey methods in 1968; on Social Science Curriculum development in August and September of 1969; and on Social Science studies in January, 1970. (Work done in Honduras).

Evaluation consultant - ALFALIT International (Organization for Literacy and Community Development) Miami, New York and Costa Rica, 1971.

Consultant on Literacy and Community Development with ALFALIT in Peru, Panama, Chile, Dominican Republic, Costa Rica, Bolivia, Mexico, Nicaragua, Guatemala, and Honduras - 1961 and continuing.

Consultant and trainer - Community Development Training Course for MVS Alternate Service Trainees in Central America, June 1965 and June 1971.

B. Publications, Monographs and Research Reports related to the Proposed Research

Rivers, S., P. Maza, E. Nesman and T. Rich
1978(March) "Differential Effects of Individual and Group Literacy on Social Change." Paper presented at the Annual Meeting of the Southern Sociological Society, New Orleans, Louisiana.

Nesman, E.
1977 "The Basic Village Education Project: Guatemala." in Non-Formal Education and the Rural Poor. N.O. Niehoff (ed.) Institute for International Studies, Michigan State University.

Nesman, E. and T. Rich
1977(April) "Field Measurements of Change in Knowledge, Attitudes and Practices Among Small Farmers in Guatemala." Paper presented at the Southern Sociological Society Meeting, Atlanta.

Rivers, S.
1977 Differential Effects of Individual and Group Literacy on Development: The Guatemalan Case. Unpublished Thesis, University of South Florida, 1977.

Basic Village Education Project, Guatemala
1977(December) Fourth Interim Report, Evaluation Component, Occidente Region. Washington, D.C.: The United States Agency for International Development/Academy for Educational Development.

Basic Village Education Project, Guatemala
1977(August) Oriente Region, Combined Report, 1973-1976. Washington, D.C.: The United States Agency for International Development/Academy for Educational Development.

Basic Village Education Project, Guatemala
1976(July) Third Interim Report Evaluation Component. Washington, D.C.: The United States Agency for International Development/Academy for Educational Development.

Basic Village Education Project, Guatemala
1975(Sept.) Second Interim Report Evaluation Component. Washington, D.C.: The United States Agency for International Development/Academy for Educational Development.

- Nesman, F. and T. Rich
1975(April) "The Comparative Study of the Impact of Mass Communications on Subsistence Farmers in Guatemala," presented at the Southern Sociological Society Meeting, Washington, D.C.
- Nesman, E., T. Rich, and H. Ray
1974 "Innovativeness Among Subsistence Farmers in Guatemala," presented at the meeting of the Rural Sociological Society, Montreal.
- Ray, H., T. Rich, E. Nesman and M. Dardon
1974(April) "The Role of Modern Communication Technology in Strategies to Accelerate Rural Development," presented to the Michigan State Conference, Non-Formal Education: New Strategies for Developing an Old Resource.
- Rich, T. and E. Nesman
1974(April) "Basic Village Education in Guatemala: Evaluation of an Experiment in Non-Formal Education," presented to USAID, Washington, D.C.
- Rich, T. and E. Nesman
1974(October) The General Characteristics of Subsistence Farmers in the Department of Jutiapa, Guatemala: University of South Florida.
- Basic Village Education Project, Guatemala.
1974 First Interim Report for Period May, 1973 - June, 1974. Washington, D.C.: The United States Agency for International Development/Academy for Educational Development.
- Allen, E.E., T. Rich and P.W. Wright
1971(December) "The Relationships of Verbal Fluency to Selected Psychological Variables in Literate and Nonliterate Guatemalan Peasants," presented to the XIII Inter-American Congress of Psychology, Panama City, Panama.
- Allen, E., T. Rich, P. Wright and P. Fleming
1969 "Emerging Nations Personality Evaluation Scale," Revista Interamericana de Psicologia, Vol. III, No. 2.
- Wright, P., T. Rich and E. Allen
1967 The Impact of the Literacy Program in a Guatemalan Ladino Peasant Community, U.S. AID.
- Rich, T.
1967(May) "Reading, Writing and Revolution," Presidential Address, Florida Psychological Association.
- Wright, P., T. Rich and E. Allen
1967(Dec.) "The Impact of a Literacy Program in a Guatemalan Community," Proceedings of the XI Interamerican Congress of Psychology, Mexico City, Vol. 2.

- Nesman, E.
1965 (May) "The ALFALIT International Training Course." Paper presented at the International Seminar on Literacy and Literature, St. Georges College, Jerusalem, Jordon.
- Nesman, E.
1965 (May) "Aspects of Community Development." Paper presented at the International Seminar on Literacy and Literature, St. Georges College, Jerusalem, Jordon.
- Nesman, E.
1965 (May) "Evaluating Educational Programs." Paper presented at the International Seminar on Literacy and Literature, St. George College, Jerusalem, Jordon.
- Wright, P., T. Rich, J. Wright and E. Allen
1964 An Evaluation of Plan Jutiapa: A Pilot Literacy Program.
The Agency for International Development, Washington, D.C.
Also published in Spanish. (see next item)
- 1965 Una Evaluacion del Plan Jutiapa, Program Piloto de Alfabetizacion,
Report submitted to the Agency for International Development,
Guatemala.
- Wright, P., T. Rich, J. Wright and E. Allen
1964 The Role and Effects of Literacy in a Guatemalan Ladino Peasant Community, Cooperative Research Program, U.S. Office of Education.

IX. Budget Information and Estimates

BUDGET

<u>PERSONNEL</u>	<u>AID</u>	<u>USF</u>
Co-Director E. Nesman 10%		\$1,348
Co-Director T. Rich 10%		\$1,887
Research Associate S. Rivers 100%	\$8,442	
Secretary J. Sheppard 100%	5,651	
Consultant -R. Anderson 10 days	1,000	
Other Personnel Services	2,000	
Total Salaries & Wages	<u>\$17,093</u>	<u>\$3,235</u>
Fringe	2,627	233
Total Salaries & Wages & Fringe Benefits	<u>\$19,720</u>	<u>\$3,468</u>
<u>EXPENSES</u>		
General Office	2,600	
Travel	1,000	
Computer	3,000	
Total Expenses	<u>6,600</u>	
Total	26,230	
Indirect Costs 18% of \$19,720	3,550	
State-Wide Indirect cost .79% of \$19,720	155	
<u>TOTAL</u>	<u>\$30,025</u>	
USF Contribution		<u>\$15,481*</u>

* USF Contribution is calculated as follows:

Cost Share (Total allowable indirect cost on AID-paid salaries [67% X 19,720=13,212] <u>minus</u> indirect cost actually requested of AID [18% X 19,720=3,550])	\$9,662
Nesman and Rich's salaries and fringe benefits	3,468
Allowable indirect cost on USF salary contributions (67% X 3,468)	2,324
State Wide indirect cost on USF-contributed salaries (.79% X 3,468)	27
Total USF contribution	<u>\$15,481</u>

Vitae: Edgar G. Nesman
Thomas A. Rich
Sara G. Rivers

VITA

EDGAR G. NESMAN

Present Address:

Sociology Department
University of South Florida
Tampa, Florida 33620
Phone: 813:974-2886

Marital Status:

Wife: Marjorie (Pickett) Nesman (has degree in Home Economics-Child Development). Four children.

Education:

University of Florida, Gainesville. Ph.D. in Sociology
March, 1969. (Dissertation: "A Sociological Study of
the Relations of Man to the Land in Nicaragua")

Michigan State University, East Lansing. M.S. June, 1960.
Agricultural Extension-Sociology. (Thesis: "Education
for Technological Change in Rural Cuba")

Scarritt College, Nashville, Tennessee. Fall and Spring
terms, 1953-54. Latin American Studies.

Michigan State University, East Lansing. B.S., June, 1950.
Agricultural Mechanics.

Professional
Experience:

Project Co-Director for Basic Village Education(Guatemala)
Evaluation (USF/AED/AID Contract No. AID/CM/1a-C-73-19)
January 1974 to date.

Project Director for Honduras Family Planning Evaluation
(USF/USAID Honduras Contract AID 522-1216) 1971.

Associate Professor, Sociology. University of South
Florida: August 1973 to date.

Assistant Professor, Sociology. University of South Florida:
August 1968 to August 1973.

Graduate Assistant Instructor, American Institutions. Uni-
versity of Florida: August 1967 to June 1968.

Graduate Fellow, Sociology. University of Florida: August
1966 to August 1967.

Page Two
Vita
Edgar G. Nesman

Director of Extension and Community Development.
Methodist Church of Costa Rica: August 1960 to July 1966.

Graduate Assistant Instructor, Sociology/Agricultural
Extension. University of Florida: January 1961 to
August 1961.

Professor and Director of Extension and Community Develop-
ment. Escuela Agricola e Industrial, Preston, Oriente,
Cuba: August 1950 to November 1960.

Acting Director, Escuele Agricola e Industrial: August
1957 to August 1959.

Language
Proficiency:

Spanish: read, write and speak fluently
Portuguese: read and understand conversation

Recognition
And Awards:

Phi Kappa Phi, 1969 (National Scholastic Honorary Society)
Graduate Fellow, University of Florida, 1966-67
Who's Who in Methodism, 1966
Alpha Kappa Delta, 1960 (Sociological Honorary Society)
Alpha Zeta, 1948 (Agricultural Honorary Society)

Membership in
Professional
Societies and
Other Organiza-
tions:

American Sociological Association
Rural Sociological Society
Southern Sociological Society
Society for International Development
American Association of University Professors
International Society for Community Development
Latin American Studies Association
U.S.F. Amateur Radio Club (personal call WB4RWI)
Methodist Church

References :

Dr. George Axinm
Institute for International Studies in Education
Michigan State University
East Lansing, Michigan 48823

Dr. Roy Francis, Chairperson
Department of Sociology
University of South Florida
Tampa, Florida 33620

Dr. Mark Orr, Chairperson
Department of International Studies
University of South Florida
Tampa, Florida 33620

Mr. Stephen Moseley, Contract Officer
Academy for Educational Development
1414 22nd Street, N.W.
Washington, D.C. 20037

SUMMARY OF PROFESSIONAL ACTIVITIES

A. Teaching:

Major Activities: Teaching has been a full-time occupation since coming to U.S.F. in 1968 except for periods of release time to work on grant contract research. Courses taught: Community Analysis; Sociology of Small Groups; Social Change; Social Psychology; Latin American Societies; Introduction to Sociology; Social Problems; Social Investigation; and Comparative Rural Sociology.

Other Teaching Activities: Cooperative Education instructor for correspondence course in Sociology; Bachelor of Independent Studies approved instructor; special lectures for visiting groups from Latin America; and instructor for off-campus groups on Community Development.

B. Administrative Responsibilities and University Committees

Major Activities: University Appeal Board (1973-76); International Program Committee (1973-76); Sociology Undergraduate Committee (1970-1975); Community Analysis Committee (1974-to date); Faculty Advisory Committee (1972-74); and Vice-Chairman, Dean's Search Committee, College of Social and Behavioral Sciences (1973-74)

Other Administrative and Committee Responsibilities: Committee on International Projects for University Self Study; Committee on Interdisciplinary Social Science; Board of Discipline and Appeals; Group counselor for Intensive Tutorial Project.

C. Books - Book Chapters - Book Reviews

1. Book Chapter:

"The Basic Village Education Project: Guatemala" in Non-Formal Education and the Rural Poor by R.O. Niehoff (ed.), Institute for International Studies, Michigan State University, 1977.

2. Book Review:

Exploring the Latin American Mind by Seymore B. Liebman. Chicago 1976, Nelson-Hall. In Contemporary Sociology. February, 1977.

3. Book Review:
El Salvador: Nations of the Modern World by Alstair White.
New York, 1973. Praeger. In Economic Development and Cultural Change, October 1976.
4. Book Review:
Changing Rural Society - A Study of Communities in Bolivia by
Wm. J. McEwen, New York, 1975. Oxford University Press. In
Hispanic American Historical Review, August, 1976.
5. Book:
Nesman, Edgar G., Superacion Comunal: Manual de Preparacion de
Lideres. A book on community development published in San Jose,
Costa Rica by ALFALIT Ltd., 1972.

D. Papers and Reports*

1. Nesman, Edgar G., Rich, Thomas A., Rivers, Sara G. "The Basic Village Education Project" in Development Communication Report, April, 1978, No. 22, Washington, D. C. Kathleen Courrier (editor).
2. Rivers, S., Maza, P., Nesman, E., Rich, T. "Differential Effects of Individual and Group Literacy on Social Change," presented at the Southern Sociological Society Meeting, March, 1978, New Orleans, Louisiana.
3. Nesman, Edgar G. and Rich, Thomas A. "A Development Communications Center (DCC)" (Egypt) - Bureau for Near East - U.S. State Department, Washington, D. C., February, 1978 (Contract AID/NE - 147 - 78 - 1).
4. Nesman, Edgar G. "The Process of Evaluation: The Rural Radio Education Project in Paraguay" - Report for Ministry of Education and Worship of the Government of Paraguay and the Agency for International Development (AID) of the U.S. Government. November, 1977.
5. Nesman, Edgar G. "The Role of the Peasant Farmer in Hunger and Development." Paper presented at Fourteenth annual meeting of Southeastern Conference on Latin American Studies, Tuskegee Institute, Tuskegee, AL, on April 22, 1977.
6. Nesman, E., Rich, T. "Field Measurement of Changes in Knowledge, Attitudes and Practices Among Small Farmers in Guatemala," presented at the Southern Sociological Society Meeting, April, 1977, Atlanta, Georgia.
7. Nesman, E., Rich, T. "The Comparative Study of the Impact of Mass Communications on Subsistence Farmers in Guatemala," presented at the Southern Sociological Society Meeting, April, 1975, Washington, D. C.

8. Nesman, E., Rich, T., Ray, H. "Innovativeness Among Subsistence Farmers in Guatemala," presented at the annual meeting of the Rural Sociological Society, August, 1974, Montreal.
9. Ray, H., Rich, T., Nesman, E., Dardon, M. "The Role of Modern Communication Technology in Strategies to Accelerate Rural Development," presented at the Michigan State Conference, Non-Formal Education: New Strategies for Developing an Old Resource, April, 1974.
10. Nesman, Edgar G. (with B. G. Gunter) "Reference Groups and Organizational Milieu in Family Planning Acceptance: An International Review," in International Behavioural Scientist, June 1974.
11. Nesman, Edgar G. (with B. G. Gunter) "Family Planning: A Search for Motivational Factors" at Annual Meeting of Southern Sociological Society, April, 1973.
12. Nesman, Edgar G. "Changing Patterns of Man-Land Relations in Nicaragua" at Annual Meeting of Southern Sociological Society, April, 1972.
13. Nesman, Edgar G., et al., Family Planning in Honduras: An Evaluation of Motivational Factors. A report submitted to USAID Honduras in September, 1971. Prepared in Spanish also for Honduras Ministry of Public Health.

E. Grants and Consulting

1. Contract Research - Research and Evaluation Element - Basic Village Education - Guatemala. AED/AID/Washington - January, 1974 - September, 1978, \$228,000 (with Thomas A. Rich).
2. Evaluation Consultant - "Rural Radio Education Project" - Paraguay - AED/AID - August, 1977; March, 1978; continuing.
3. Evaluation Consultant - "Accion Cultural Popular" - Colombia - Florida State University/AID - January, 1978; March, 1978.
4. Extramural Evaluator - Faculty Research Award Application of John N. Rissmondel of Brooklyn College for research on Land Tenure and Agrarian Reform in Costa Rica - Evaluation submitted on January 19, 1976.
5. Contract Research - "Honduras Family Planning Evaluation" USF/AID - May, 1971 - September, 1971 - \$14,000.

*See also: List of Basic Village Education Reports.

6. Evaluation Consultant - Honduras Educational Reform Project. On community survey methods in 1968; on Social Science Curriculum development in August and September of 1969; and on Social Science studies in January, 1970. (Work done in Honduras.)
7. Evaluation Consultant - ALFALIT International (Organizational for Literacy and Community Development) Miami, New York and Costa Rica in 1971.
8. Sociology Consultant - on USF/TTT Planning Grant Committee, 1969-70; Sociology consultant on committee for the study of student values (with office of Vice-President for Student Affairs).

F. Professional Meetings, Invited Seminars, Public Lectures, Radio and Television

1. Invited Seminar - "Retroalimentacion - Parte Esencial de la Evaluacion Formativa" - a staff seminar conducted for Department of Teleducacion, Ministry of Education, Asuncion, Paraguay, March, 1978.
2. Invited Lecture - "Rural Education in Latin America" at American Association of Teachers of Spanish and Portuguese - Florida Chapter, Orlando, February, 1978.
3. Invited Lecture - "World Hunger and American Life Styles" for Methodist District Leadership Training Conference, Tampa, January, 1978.
4. Professional Meeting - Section Chairman, "International, Intercultural Communication" at Conference on African and Latin American Studies, Tampa, January, 1978.
5. Invited Lecture - "Rural Development in Guatemala" for Pan American University Women's Club, Tampa, October, 1977.
6. Invited Seminar - "El Proceso de Evaluacion Aplicado al Proyecto de Educacion Primaria Rural Poor Radio" for Staff of Department of Tele-Educacion, of Ministry of Education, Government of Paraguay, Asuncion, Paraguay, August, 1977.
7. Professional Paper Presentation - "Peasant Marginalization and Mobilization" at Southeastern Conference of Latin American Studies at Tuskegee, Alabama, April, 1977.
8. Led Seminar/Review "Resultados de la Evaluacion de Education Basica Rural, 1973-1975" at Ministry of Education, Government of Guatemala, Guatemala City, October 18-19, 1976.
9. Invited Presentation - Conference on Non-Formal and Rural Poor, Michigan State University, September 26-29, 1976.

10. Invited Discussant - Conference on Research and Radio, Stanford University, April 29 - May 1, 1976.
11. Project Review - U.S. State Department "Evaluation of Basic Village Education Project Guatemala 1974-75" Washington, D.C., June 16-17, 1975.
12. Staff Seminar - "The Role of the Peasant Farmer in Hunger and Development" at BVE Staff Seminar Guatemala City, March 23, 1976.
13. "Myths and Missunderstandings in Population and World Hunger" at International Hunger Conference, Eastern Mennonite College, Harrisonberg, Virginia, March 4, 1976.
14. Invited Lecture - "Problems and Prospects of Research in Latin America" (SOC 491) February 10, 1976, University of South Florida, Tampa,
15. "Mass Media: It's Behavioral Educational Impact on Guatemalan Farmers" (with Rich, Thomas A.) at meeting of USF Club of Sigma XI, February 9, 1976.
16. Invited Lecture - "Field Research in Sociology" (SOC 690), USF, Tampa, November, 1975.
17. Seminar - "Problems of Food and Population in 1975" BIS Social Science Seminar, USF, Tampa, June 25, 1975.
18. Colloquium - "The Politics of Contract Research" Sociology Department Colloquium, USF, Tampa, May 21, 1975.
19. Invited Lecture - "Population, Hunger, Education" (SSI 100), USF, Tampa, February 25, 1975.
20. Radio and television appearances -
 - a. New Directions - "Research in Guatemala" WUSF, July 18, 1975.
 - b. Guatemalan Earthquake - WUSF/FM; WFLA/AM/FM; WLCY/TV, WFLA/TV; Tampa Tribune, Oracle; St. Petersburg Times; WTVT/TV, etc. February 4-15, 1976.

G. Community, State, National, International Committees

1. Tampa United Methodist Center's Board of Directors (Program committee chairman) 1974 to 1977.
2. University Chapel Fellowship Board of Directors, 1970 to Date.
3. Agricultural Missions Inc. (New York) Board of Directors, 1974 to Date.

Page Eight
Vita
Edgar G. Nesman

4. Florida Conference (Methodist) Hunger Task Force, 1974 to Date.
5. ALFALIT LTD. (Miami and San Jose, Costa Rica) Board of
Directors and Consultant on Community Development, 1974 to Date.

NAME: Thomas A. Rich

Citizenship: USA

Family: Wife: Martha
Children: 5 girls

PRESENT POSITION:
Professor and Director,
Aging Studies Program,
College of Social and
Behavioral Sciences,
University of South Florida

EDUCATION:

<u>Institution and Location</u>	<u>Degree</u>	<u>Year</u>
Harvard School of Public Health, Public Health Practice, Community Mental Health, Administration	S.M. Hyg.	1960
University of Florida, Gainesville, Fla., Psychology	Ph.D.	1957
University of Florida, Gainesville, Fla., Psychology	M.A.	1955
University of Florida, Gainesville, Fla., Psychology	B.A.	1952
Jacksonville Junior College, Jacksonville, Florida	A.A.	1950

PROFESSIONAL EXPERIENCE:

Director, Aging Studies Program, University of South Florida, 1974 - Present, and Professor, Gerontology and Community Psychology.

Director, Gerontology Program, Florida Mental Health Institute and Professor, College of Social and Behavioral Sciences, University of South Florida, 1973-74.

Dean, College of Social and Behavioral Sciences, 1971-73.

Associate Dean, Liberal Arts and Director, Social Science Division, 1970-71.

Director, Institute on Aging, University of South Florida, 1968-71. The Institute on Aging was a multi-disciplinary program offering a Master of Arts in Gerontology.

Professor and Chairman, Behavioral Science, University of South Florida, 1966-70.

Associate Professor and Chairman, Behavioral Science, University of South Florida, 1965.

Associate Professor and Director, Developmental Center, University of South Florida, 1963-65.

Assistant Professor and Director, Developmental Center, University of South Florida, 1961-63.

Harvard School of Public Health, U.S. Public Health Service Traineeship, 1959-60.

Director, Division of Mental Health, Alachua County Health Department, Gainesville, Florida, 1960-61 and 1957-59.

Research Assistant, Moosehaven Research Laboratory, R.W. Kleemeier, 1955-57.

PROJECTS:

Research and Evaluation Element, Basic Village Education: Guatemala

Project Director, 4-1-77 - 9-30-78 - \$72,500
Project Director, 10-1-76 - 3-31-77 - 27,500
Project Director, 10-1-75 - 9-30-76 - 76,199
Project Director, 10-1-74 - 9-30-75 - 76,725
Project Director, 1-1-74 - 9-30-74 - 28,163

A Center for Applied Gerontology, Administration on Aging Grants:

AA 90-A-8781/02 Project Director, 8-30-77 - 8-31-78 - \$69,009
AA 90-A-878/01 Project Director, 7-1-76 - 8-29-77 - 67,000
AA-94-P-20002/4-09 Project Director, 9-1-75 - 6-30-76 - 5,000

A Master Level Specialist Degree in Aging, Administration on Aging Grants:

AA-94-P-20002/4-09 Project Director, 9-1-75 - 6-30-76 - 30,231
AA-94-P-20002/4-08 Project Director, 9-1-74 - 8-31-75 - 54,501
AA-94-P-2002/4-05 Project Director, 9-1-71 - 8-31-72 - 178,650
AA-5-70-021-04 Project Director, 9-1-70 - 8-31-71 - 168,450
AA-5-69-021-03 Project Director, 7-1-69 - 8-31-70 - 182,692
AA-5-68-021-02 Project Director, 7-1-68 - 6-30-69 - 121,974
AA-6-67-021-01 Project Director, 6-1-67 - 6-30-68 - 43,552

Title VI Equipment Grant, Office of Education, 02-074113 3,498

Projector Director with C. E. Well 1-30-67 - 1-29-68

Project Upward Bound, Office of Economic Opportunity 273,682

CG-3987, (Webb, Rich, Martin) Principal Investigators
4-15-66 - 6-30-67.

The Impact of a Literacy Program in a Guatemalan Ladino Peasant Community,

Agency for International Development, AID/csd-843, 65,129
Wright, Rich, Allen, 7-1-65 - 3-1-67.

An Evaluation of a Literacy Program for Adults in the Department of Jutiapa,

Guatemala, Agency of International Development 11,000
AID/520-72T, Associate Director, 4-24-64 - 2-28-65.

Role and Effects of Literacy in a Guatemalan Ladino Peasant Community,

Office of Education, OE-4-10-135, Research Associate 8,918
3-1-64 - 3-31-65.

Speech Development for the Mentally Retarded, A Training Film (with Alden
Gilmore), N.I.C.H.D., 1966-1967.

Evaluation of the Diagnostic and Evaluation Clinic for the Mentally Retarded
(with C. Pinkard), U.S.P.H.S., 1967.

Behavioral Aspects of Mumps-Encephalitis in cooperation with State Encephalitis
Laboratory.

A Training Film for Recreation Leaders Working with the Mentally Retarded,
You're It (with Alden Gilmore), Vocational Rehabilitation Administration,
1966.

BOOKS and CHAPTERS in BOOKS:

- Rich, T. and Gilmore, A. Mental Retardation: A Programmed Manual for Volunteer Workers. Charles Thomas, 1967, 138 pp. Second printing, 1973.
- Rich, T. and Gilmore, A. Basic Concepts in Aging: A Programmed Manual, U. S. Department of Health, Education, and Welfare, 1969.
- Rich, T. and Gilmore, A. Basic Concepts in Aging: A Programmed Manual, 2nd ed. (Includes new chapter on Housing for Aged and revised by 1970 census data.) U. S. Department of Health, Education, and Welfare, March 1972.
- Rich, T., Evaluation of Education Programs in Social Gerontology, Hemisphere, in press, late 1977.
- Rich, T. Aging: An Overview, Chap. 1, A Manual on Planning Educational Programs for Older Adults, Florida State University, 1973.

MONOGRAPHS AND RESEARCH REPORTS:

- Rich, T. and Nesman, E. The General Characteristics of Subsistence Farmers in the Department of Jutiapa, Guatemala. Working Paper No. 1, University of South Florida, October, 1974, 93 pp. This is a descriptive report based on the data from the surveys conducted in November, 1973. It contains eight pages of summary narrative and 81 pages of tables.
- Nesman, E. and Rich, T. The Agricultural Characteristics of Subsistence Farmers in the Department of Jutiapa, Guatemala. Working Paper No. 2, University of South Florida, February, 1975, 130 pp. This is a descriptive report based on the data from the baseline surveys conducted in November, 1973. It is much like Working Paper No. 1 except that it deals in agricultural characteristics instead of general characteristics. It contains 44 pages of summary narrative and 86 pages of tables.
- Rich, T. and Nesman, E. Evaluation of Changes in Knowledge, Attitude and Practices Among Subsistence Farmers in the Department of Jutiapa, Guatemala: A Time Sampling Methodology. Working Paper No. 3, University of South Florida, May, 1975, 134 pp. This paper is of both descriptive and analytical nature based on the data collected in the 1974 monthly time sample surveys. It contains 19 pages of narrative and 115 pages of tables.
- Nesman, E. and Rich, T. Summary of 1974 Year-End Survey of Subsistence Farmers in the Quezada Experimental Area. Working Paper No. 4, University of South Florida, December, 1975, 91 pp. This paper is a summary of the responses of farmers from the interviews conducted in the 1974 year-end survey in the Quezada experimental area. It contains 9 pages of narrative and 76 pages of tables.
- Nesman, E. and Rich, T. Summary of the 1974 Baseline Survey of Subsistence Farmers in the Yupiltepeque Experimental Area. Working Paper No. 5, University of South Florida, February, 1976, 90 pp. This paper is a summary of the responses of farmers from the interviews conducted in the 1974 baseline survey in the Yupiltepeque (Yup.) experimental area. It contains 8 pages of narrative and 76 pages of tables.

- Nesman, E. and Rich, T. Summary of the 1974 Baseline Survey of Subsistence Farmers in the Ixala Experimental Area. Working Paper No. 6, University of South Florida, February, 1976, 90 pp. This paper is a summary of the responses of farmers from the interviews conducted in the 1974 baseline survey in the Ixala control area. It contains 8 pages of narrative and 76 pages of tables.
- Nesman, E. and Rich, T. Summary of the 1974 Baseline Survey of Subsistence Farmers in the Momostenango Experimental Area. Working Paper No. 7, University of South Florida, March, 1976, 90 pp. This paper is a summary of the responses of farmers from the interviews conducted in the 1974 baseline survey in the Momos experimental area. It contains 8 pages of narrative and 76 pages of tables.
- Nesman, E. and Rich, T. Summary of the 1974 Baseline Survey of Subsistence Farmers in the Chichicastenango Control Area. Working Paper No. 8, University of South Florida, March, 1976, 90 pp. This paper is a summary of the responses of farmers from the interviews conducted in the 1974 baseline survey in the Chichi control area. It contains 8 pages of narrative and 76 pages of tables.
- Nesman, E. and Rich, T. Measurement of Change: Results of 1975 Sample Survey Among Subsistence Farmers in Oriente, Guatemala. Working Paper No. 9, University of South Florida, November, 1976, 156 pp. This paper is a summary of the findings of the results of the 1975 Time Sample Surveys conducted in Oriente, Guatemala. It contains 32 pages of narrative and 124 pages of tables.
- Rich, T. Evaluation of the PEMEP Program in Guatemala, 1975 (Final Report)
- Rich, T. Evaluation of the PEMEP Program in Guatemala, 1974.
- Rich, T. Evaluation of the PEMEP Program in Guatemala, (Technical Report), 1973.
- Lawton, A. and Rich, T. eds., Ecology and Gerontology: A Symposium, Gerontologist, 8:2, 1968.
- Wright, P., Rich, T., and Allen, E. The Impact of the Literacy Program in a Guatemalan Ladino Peasant Community, U. S. AID, 1967.
- Rich, T., Gilmore, A. and Williams, C. Mental Retardation: A Programmed Manual for Volunteer Workers, Vocational Rehabilitation Administration, Project R01290, 1963-65. (Published by Charles Thomas).
- Wright, P., Rich, T., Wright, J. and E. Allen, The Role and Effects of Literacy in a Guatemalan Ladino Peasant Community, Cooperative Research Program, U. S. Office of Education, 1964.
- Wright, P., Rich, T., Wright, J. and E. Allen. An Evaluation of Plan Jutiapa: A Pilot Literacy Program. The Agency for International Development, Washington, D.C., 1964. Also published in Spanish. (see next item)
- Una Evaluacion del Plan Jutiapa, Programa Piloto de Alfabetizacion, Report submitted to the Agency for Internacional Development, Guatemala, 1965.

ARTICLES AND MAJOR PAPERS:

- Nesman, E. and Rich, T. "Field Measurements of Changes in Knowledge, Attitudes and Practices Among Small Farmers in Guatemala:", presented at the Southern Sociological Society Meeting, April 1977, Atlanta.
- Rich, T. "Evaluation in Educational Programs in Social Gerontology", presented at the First National Congress on Gerontology, June, 1976, Virginia Beach, Va.
- Rich, T., "Role Consciousness: Education, Planning and Priorities in Gerontology", presented at the Annual Meeting of the National Geriatric Society, June, 1975, Miami, Florida.
- Nesman, E. and Rich, T. "The Comparative Study of the Impact of Mass Communications on Subsistence Farmers in Guatemala", presented at the Southern Sociological Society Meeting, April, 1975, Washington, D.C.
- Nesman, E., Rich, T., Ray, H. "Innovativeness Among Subsistence Farmers in Guatemala", presented at the 1974 meeting of the Rural Sociological Society, Montreal.
- Ray, H., Rich, T., Nesman, E., and Dardon, M. "The Role of Modern Communication Technology in Strategies to Accelerate Rural Development", presented to the Michigan State Conference, Non-Formal Education: New Strategies for Developing an Old Resource, April, 1974.
- Rich, T, and Nesman, E. "Basic Village Education in Guatemala: Evaluation of an Experiment in Non-Formal Education", presented to USAID, Washington, April, 1974.
- Rich, T. A. "Education: Year 2000", presented to the American Association for Higher Education, Annual Meeting, 1973.
- Allen, E. F., Rich, T. A., and Wright, P. W. "The Relationships of Verbal Fluency to Selected Psychological Variables in Literate and Nonliterate Guatemalan Peasants", presented to the XIII Inter-American Congress of Psychology, Panama City, Panama, December 19, 1971.
- Rich, T., and Wilson, A. J. E., "Tenant Selection and Relations", Environmental Design in Housing for the Elderly, Center for Continuing Education Institute of Aging, University of South Florida, June 1968, 127-136. (Released for publication August 1970.)
- Levitt, L. P., Rich, T. A., Kinde, S. W., Lewis, A. L., Gates, E. H. and Bond, J.O. "Central Nervous System Numps: A Review of 64 Cases", Neurology, 20:8, 832-834, 1970.
- Lawton, A. H., Rich, T.A., McLendon, S., Gates, E. H., and Bond, J. O., "Follow-up Studies of St. Louis Encephalitis in Florida: Re-evaluation of the Emotional and Health Status of the Survivors Five Years After Acute Illness", Southern Medical Journal, Vol. 82; November 1969.

ARTICLES AND MAJOR PAPERS (continued)

In process:

(with W. Manjum) "Graduates of a Master's Program in Gerontology: What are They Doing?" (a follow-up of 100 graduates over a ten year span).

(with Nesman and Rivers) "Battery Powered Development", (a summary of work on non-formal education).

Rich, T. "Independent Living for the Elderly," presented at the American Personnel and Guidance Association Annual Meeting, March 21, 1978
Washington, D.C.

Rich, T. "What are the Major Issues in Developing a Gerontology Curriculum?" presented at a workshop on "How to Design, Develop and Implement Effective Curriculum for the North Carolina Aging Network" sponsored by the Duke University Center for the Study of Aging and Human Development and the University of North Carolina at Greensboro, March 15-16, 1978.

Lawton, A. and Rich, T., "Aging and Retirement", Geriatrics Digest, August 1969.

Allen, E., Rich, T., Wright, Peter, and Paul Fleming, "Emerging Nations Personality Evaluation Scale", Revista Interamericana de Psicologia, Vol. III, No. 2, 1969.

Rich, T., "Ecological Psychology and Aging", Gerontologist, 8:2, pp. 116-120, 1968.

Lawton, A. and Rich, T., "Ecology and Gerontology: An Introduction", Gerontologist, 8:2, pp. 76-77, 1968.

Wright, P., Rich, T., Allen, E., "The Impact of a Literacy Program in a Guatemalan Community", Proceedings of the XI Interamerican Congress of Psychology, Mexico City, Vol. 2, December 1967.

Rich, T., The Institute Degree Program, Twentieth Annual University of Michigan Conference on Aging, Ann Arbor, Michigan, July 1967.

Rich, T., "Reading, Writing and Revolution", Presidential Address, Florida Psychological Association, May 1967.

Givens, P., Pinkard, C., Rich, T., A Study of Creativity in High School Students, Florida Journal of Educational Research, Vol. IX, No. 1, January 1967.

Rich, T., and Gilmore, A., New Manual for Volunteers, ICRH Newsletter, Vol. 1, No. 2, August 1964.

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OTHER MAJOR PROFESSIONAL EXPERIENCE:

1. Editor, Garland Series in Applied Gerontology - present
2. Editorial Board, International Journal of Educational Gerontology - present
3. Editorial Board, American Journal of Community Psychology - present.
4. Chairman, Florida Division of Mental Health Task Force on Affecting the Release of Geriatric Patients Currently in State Hospitals, 1974.
5. Evaluation Consultant to Human Resources Division, U. S. AID, Guatemala Rural Education Project, 1969-75.
6. Evaluation Consultant, Basic Village Education in Guatemala, Academy for Educational Development, 1973.
7. White House Conference on Aging, Member of National Committee on Training, 1970-71.
8. APA (American Psychological Association) Delegate to Council of Representatives, 1969-72.
9. President, Florida Psychological Association, 1967.
10. President, Florida State Board of Examiners of Psychology of the State of Florida, 1970. Department of Professional and Organizational Regulations, Member, 1969.
11. Research Communication and Utilization Program in Aging, Institute for Community Studies, Kansas City, Missouri. Member of Task Force, 1970-71.
12. Board of Regents Social Work/Manpower Study, Chairman, Curriculum Committee, 1970-71.
13. State Psychological Advisory Board to Rehabilitation, Member, 1968-72.
14. Member, Hillsborough County Metropolitan Planning Council for the Governor's Council on Criminal Justice.
15. Florida Council on Aging, Member of Board of Trustees, 1969-70.
16. Consultant in Psychology:
 - MacDonald Training Center, Tampa, Florida, 1961-67.
 - Morningstar Special Education School, 1968-70.
 - Behavioral Modification Project in Model Cities Area--Rehabilitation, 1969-71.
 - United Cerebral Palsy Clinic, 1966-70.

MEMBERSHIPS:

1. Gerontological Society - Fellow
2. American Psychological Association, Division 18, 20, 27
3. Florida Psychological Association

VITA

NAME: Sara G. Rivers

PRESENT POSITION:

BACKGROUND INFORMATION:

Research Assistant, USF/AED
Guatemala Project
University of South Florida

Citizenship: USA

Marital Status: Married/No Children

EDUCATION:

University of South Florida (Tampa)	M.A.	Sociology	1977
University of South Florida (Tampa)	B.A.	Sociology	1974
University of South Florida (Tampa)	B.A.	Education	1974
University of Florida (Gainesville)	A.A.	University College	1973

ACADEMIC HONORS:

Elected student-member of Sociology Graduate Committee	University of South Florida	1976
1974 Honors Convocation	University of South Florida	1974
Kappa Delta Pi - Education Honorary	University of South Florida	1974
Irish Studies Award	University of Florida	1974

PROFESSIONAL MEMBERSHIPS:

American Sociological Association
Southern Sociological Society
Sociologists for Women in Society

ARTICLES AND MAJOR PAPERS:

Rivers, Sara G. "Differential Effects of Individual and Group Literacy on Development: The Guatemalan Case." Unpublished M.A. thesis, University of South Florida, 1977.

Rivers, S., Maza P., Nesman, E., Rich, T. "Differential Effects of Individual and Group Literacy on Social Change," presented at the Annual Meeting of the Southern Sociological Society, April, 1978, New Orleans, Louisiana.

Nesman, Edgar G., Rich, Thomas A., Rivers, Sara G. "The Basic Village Education Project" in Development Communication Report, April, 1978, No. 22, Washington, D. C. Kathleen Courrier (editor).

RESEARCH EXPERIENCE:

Basic Village Education Evaluation Component: (1974 to present)

Major responsibilities include: analysis design and interpretation; supervision of computer analysis and data processing; and preparation of reports and professional papers.

Other activities have included conducting extensive literature reviews and serving as a resource person for the BVE cost/benefit analysis.

Community Council on Child Abuse and Neglect, Inc.: (continuing consultation)

Major responsibility is to serve as a resource person for research and funding in the development of community-based projects related to the understanding, prevention and /or treatment of child abusers and their victims.

COMPUTER SKILLS INCLUDE A WORKING KNOWLEDGE OF THE FOLLOWING PACKAGES:

SPSS (Statistical Package for the Social Sciences)

SAS (Statistical Analysis Systems)

BMD and BMDP (Biobemical Computer Programs)

EASYTRIEVE (Panasophic Systems)

COPY SOME (Utility programs for data management and storage)

JCL (Job-control-language for IBM 360 and 370 machines)

TSO (Time Sharing Option commands for storage and management of data sets and programs)

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for International Development.

July 20, 1978

Mr. Edgar Nessman
Guatemala Project LIB 618
University of South Florida
Tampa, Florida 33620

Dear Ed:

We are working on your proposal, "Individual Family, and Village Literacy in Development". The proposal was endorsed by the Latin America Bureau and sent to the Research Office of A.I.D.'s central Development Support Bureau for review.

The Research Office agreed that the proposal is interesting and relevant to A.I.D. concerns. However, they asked for several clarifications. Their concerns are the following:

1. Sampling

They would like a brief description of the sample. What method is used for sampling the different units of analysis: individual, family, and village? When aggregated units of analysis (family, village) are analyzed, will they be weighted to compensate for the fact that these units have different numbers of members? What population is represented by the sample?

2. Definitions of Variables

a. How was the 13-item modernity scale developed? How were reliability and validity checked? Do you have evidence that modernity is unidimensional?

b. In operationalizing literacy of families and villages, aren't there some "ineligibles" who should be removed from analysis, such as small children?

3. Analysis

a. More detail is needed concerning the statistical techniques required for the analysis. With a regression approach, won't high correlation among individual, family, and village literacy levels make it difficult to estimate their independent efforts on modernity? What alternative or

or complementary analytic techniques could be used to demonstrate the functional implications of family literacy and village literacy?

b. What, if any, time series analysis is contemplated?
Could effects of literacy on rate of modernity change be analyzed?

If your statistical/methodological specialists could respond to these points in the form of a letter or memo to me, it would facilitate research office approval of the proposal.

Thanks.

Sincerely,

Richard R. Martin
Education Specialist
Human Resources Development Division
Office of Development Resources
Bureau for Latin America and
the Caribbean

LAC/DR/HR:RRMartin:dcw:7/20/78



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August 2, 1978

Dr. Richard R. Martin
LA/DR/EST
Room 2245 NS
Department of State
Agency for International Development
Washington, D. C. 20523

Dear Dick:

We have reviewed the questions raised by the research office and hope that our response clarifies some of the issues of concern.

1. Sampling - since the proposed analysis is based on secondary use of an existing data set, the units of analysis (family, village and individual) were not sampled for the specific purpose of studying the individual and group effects of literacy. The population represented by the BVE Project is that of male heads of subsistence farm household meeting the Arensberg and Niehoff characterization of peasant populations.

The specific procedures used in drawing the BVE sample have been described in detail in the Oriente Region Combined Report, 1973-1976; and, rather than repeat, we have enclosed a copy of the section describing sampling procedure with this letter. The same general procedures were used in the Occidente portion of the BVE design as well.

In response to the question of weighting, the family(and village) literacy measure which will be utilized in these analyses is a proportion of the family(or village) that is literate. In our preliminary analyses these proportions were standardized (i.e., converted to distributions of which the mean was 50 and the standard deviation was 10). By using these standardized proportions we have in effect weighted the number of literates in the family or village by the size of the family or village. We realize, however, that such weighting may obscure differences between small families or villages which have a high proportion of literate members and large families or villages which, by our literacy measures, are equally literate. In order to control for this confounding factor, family and village size have been included among the background variables to be used as control variables in the ANOVA design. No further weighting has been planned.

2. Definitions of variables -

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a. The 13-item practice scale and its development was also described in considerable detail in our Oriente Region Combined Report, 1973-1976 and a copy of the relevant section is enclosed. The content validity of the practice index was established by the method of its construction. A panel of field agronomists were asked to select from among the many agricultural items included in the BVE instrument those which would best reflect the individual farmer's modernity of agricultural practice. Program personnel were also consulted to be sure that selected items were those receiving the most attention in terms of the BVE educational programming. The same panel of judges was then asked to rank possible responses to each item in order of its level of agricultural practice-ranging from the most traditional methods to application of modern technology.

A further validity check was accomplished by means of a comparison between respondents' composite "change" scores (i.e. difference between pre-test and final post-test practice scores) and their answers to the question "have you changed your method of planting in the last few years?" Mean absolute "change" (absolute value of respondent's "change" score) was compared for the two groups (those who said they had changed and those who said they had not) using Student's t statistic. Farmers who said that they had made changes are found to have a higher mean absolute "change" score than those who did not report changes. Further evidence of predictive validity was also obtained by relating the practice index to actual yield and production. Significant positive relationships were consistently found between the practice index and yield and production of major crops.

Since individual farmer's scores on the practice index are expected to increase at varying rates due to the effects of the BVE treatments and various background characteristics, "test-retest" reliability checks were not made on the index itself. However, the reliability of the entire survey instrument was estimated. Pearson product-moment correlation coefficients (r) were computed between measures of several background characteristics expected to remain fairly consistent year to year: age ($r = .98$), number of years of schooling ($r = .76$), and number of children ($r = .88$). In each case the two measures were strongly correlated and the correlation coefficients were much higher than would have been expected by chance.

The use of the practice index was certainly not meant to imply that modernity is seen as unidimensional. However, since agricultural behavior is of great importance to peasant farmers, modernity of agricultural practice is likely to be evidence of a general willingness to modernize. The BVE data-set also provides data concerning non-agricultural behaviors and of general attitudes. The relationships between these variables and literacy will also be explored.

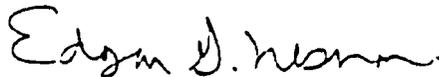
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3. a. Analysis - as you have suggested, individual, family and village literacy are correlated. Literate farmers tend to have a greater number of literate children; and their own literacy, of course, contributes to the level of literacy in their village. A regression approach to the ANOVA design is used, however, in order to correct for this correlation. In this type of analysis the effects of each factor (individual, family and village literacy) is assessed for its additional contribution to explained variance, thereby providing separate and orthogonal variance components for each factor and allowing for isolation of the independent effects of each type of literacy on agricultural modernity.

b. Time series analysis - no formal time series analysis is planned since the length of time covered by the BVE Project is not sufficient to warrant fitting harmonic equations. However, a simple comparison of rates of change (i.e., change during the first or second programming years) for literates and illiterates and those from highly literate and less literate families and villages can be made using the data from the BVE Project.

This is a general summary of the response to your questions, and results from this consultation with our research associate, Mrs. Sally Rivers and our research design consultant, Dr. R. J. Anderson from the University of Florida. We appreciate the thoroughness with which you reviewed our proposal, and hope that this letter will clarify some of the areas of concern. Please let us know if other questions arise.

Sincerely,



Edgar G. Nesman
Project Co-Director



Thomas A. Rich
Project Director

/js

Encl.

cc: Dr. Clifford Block
Dr. Howard Lusk

CHAPTER XVII

MEASURING CHANGES BY SELECTED PRACTICES

One of the persistent problems in conducting evaluation research is the development of meaningful standards against which the effectiveness of programs can be evaluated. In this report a composite measure of practice level, called the "total practice index," has been introduced in response to this problem. The most important aspect of this index was that it could be used to measure change, by looking at differences in total practice scores, both within and between treatment conditions over the life of the project.

A. Development of the Practice Index

The concept of a total practice score originated early in 1974. Initially, a large number of practices were ranked and coded in terms of level of practice, from low level to high level practice. This ranking procedure was accomplished on the basis of a consensual agreement regarding the scaling of these practices between the Tampa Evaluation Staff and Field Staff in Guatemala. In 1975, 18 items were selected as components of the total practice score based on their representativeness of practices receiving major emphasis in the treatment areas. Each practice represented a separate programming package with specific content that was introduced to farmers in each of the different treatment areas. Each practice was then scaled on a continuum ranging from 1 to 5, in an approximation to an interval level of measurement, with five representing the highest level of practice.

In the 1976 Interim Report, the 18 individual practices and the total practice index were utilized as a means of comparing change by specific practice (message); and as a means of aggregating all practices into a total index of change. In the present report a similar approach was utilized, however; the practice index has been further refined based on continuing feedback from the field component, and from analysis of the practice index in Tampa. As in 1976, the rationale for using this procedure is based on the desirability of having a composite measure of change; coupled with the conceptual impracticality of having to deal with 18 or more individual items as indicators of change.

Building upon past experience, a new practice scale has been developed for this report and will be presented in this chapter along with an individual analysis of each item in the scale. The new scale includes more practices and eliminates major scoring inequities found in the previous scale.

More specifically, upon reviewing the 1976 scoring procedure for use in this final report on the Oriente, several methodological and

conceptual difficulties were noted which precluded the continued use of the "18 practice scale." First, it became clear that some farmers were being unjustly penalized (in terms of overall practice scores) if they did not plant all of the crops measured in the survey (i.e. corn, beans, and sorghum). This problem manifested itself primarily in the loss of points to practice questions involving the type of crop seed used, the storage of crops, and the amount of fertilizer used.

As an example, if a farmer did not plant sorghum (which was not uncommon), he would lose at least 10 points from his composite practice score (5 for the type of sorghum seed used, and 5 for the storage of sorghum), even though these practices did not really apply to him. It was therefore reasoned that if a farmer scored 5 on both corn and bean seed, and a 0 (i.e. did not plant) on sorghum seed, he should receive a 5 for his seeding practice. This new method, therefore, only considers what the farmer actually did in relation to the highest level of practice; and does not penalize him for not engaging in a particular practice because he may live in an area where such practices are inappropriate. This same procedure was also followed for the storage of crop practices.

Other practice combinations also became necessary in order to avoid undue weighting of differential planting methods with respect to practices involving the amount of fertilizer used on crops. With the old scoring method it was possible for farmers who planted their crops in many different ways (i.e. some corn alone, some corn with beans, some corn with sorghum, etc.) to obtain significantly higher total practice scores than farmers who planted their crops with relatively fewer variations. As a result, it was felt that a fairer scoring procedure would be to compute an average fertilizer score for each farmer based on the total amount of fertilizer used divided by the number of ways in which it was used. Since farmers could fertilize their crops at either seeding time or flowering time, or both this meant computing two different amounts of fertilization composites.

The present status of the total practice score is outlined below. This new aggregated index of practice now consists of 29 practices, as opposed to the 18 included in the 1976 index, some of which are used in combination to form a single item. In order to avoid language difficulties we will henceforth refer to the total practice score as consisting of 13 practice items, not 13 practices, since some of these items refer to more than one practice. For the reasons enumerated above, this new practice index is considered to be a more reliable and valid index of what the farmer is actually doing in the field. Because of the larger number of practices, it also represents an opportunity to evaluate a larger number of programmed messages which the farmer has had an opportunity to respond to in the different treatment areas. Table 16 presents the items utilized in the revised practice scale, and a complete listing of the practices in each item may be found in Appendix F.

Table 16. Items in the total practice score.

<u>Item#</u>	<u>Variable#(s)</u>	<u>Practice</u>
1	15	How do you prepare your land for crops?
2	26,29,32	What type of (corn/bean/sorghum)seed did you use this year? (Sum and average non-zero values)
3	94	What crops do you plant in association?
4	99	Which insecticides did you use to control insects? How many?
5	102	If you fertilized your first crop at seeding, what <u>type</u> of fertilizer did you use?
6	114-120	<u>Amount</u> of chemical fertilizer used at seeding? (sum and average non-zero values)
7	103	If you fertilizer your first crop at flowering, what <u>type</u> of fertilizer did you use?
8	122-128	<u>Amount</u> of chemical fertilizer used at flowering? (sum and average non-zero values)
9	134	Did you use herbicide to control weeds?
10	139	Did you use fungicides to control disease on your crops?
11	142	Do you destroy crop residues after the last crop of the year?
12	151,152,153	Where do you store (corn/bean/sorghum) until it is used by you and your family? (Sum and average non-zero values)
13	169	Did you borrow money for your crops? Where?

4. Modification of the design

In 1974 the control group was shifted from Yupiltepeque to Ipala. There were three reasons for the shift; radio coverage, requests of the people, and a desire to expand the experimental areas. The programs from Radio Quezada were being received by some of the people in the control area of Yupiltepeque even at the lowest power output possible. The people of Yupiltepeque requested that the full program be made available to them. At the same time it was felt desirable to expand the experimental areas so that the effects could be studied in different geographical areas. In order to do this, Ipala was chosen as a new control area because, while it met the general characteristics of Quezada and Yupi, a natural mountain barrier prevented the radio signals from entering. In addition to the radio-free control area, a similar experimental area was established which was served by a monitor only.

5. Overall evaluation design

The overall design for the measurement of change as a result of the experimental BVE program can best be observed in Figure 6. It includes provisions to measure change comparatively over time: 1) by experimental treatments; 2) by geographical areas; 3) by month for immediate feedback; 4) across-cultures; 5) by levels of knowledge, attitude and practice; 6) by practice; and 7) by socio-economic characteristics of the people and villages.

C. Choosing the Areas and the People for Interviewing

The basic design called for measuring the results of the BVE experimental program by interviewing the people who had been exposed to the educational programming to see what changes had taken place in their agricultural practices and other aspects of life. At the same time, a group of people who had not participated in the program were interviewed to see what natural changes might have taken place so that comparison could be made. The selection of the farmers for interviewing was one of the major tasks in the early stages of the project. This is generally referred to as "sample selection" and was done in the manner outlined below.

Not all subsistence farmers of Guatemala could be interviewed. Even if they could be interviewed, it would be impossible to have the same kind of training for enough interviewers in the same framework of time so that the results would be comparable. Using the scientific information available on sampling, it is possible to select a representative group that can offer results almost as accurate as those obtained by interviewing all of the subsistence farmers of the nation. To be able to generalize the findings to subsistence farmers of Guatemala that are found in many different geographical and climatic areas, the basic design and the sampling that accompanied it included representation of different geographical areas. This report concerns the measurement of the results in Oriente but at the same time

preparation has been made for measurement of the results in Occidente which differs both geographically and culturally. The same sampling procedures described here were also used in that aspect of the project, although that is not a subject of this report.

The sampling technique that was appropriate for the BVE experimental program was a multi-stage sampling system. The first stage of the sampling procedure was to select those farming areas that were representative of subsistence farmers. Subsistence farmers were considered as decision makers on a small piece of land and not laborers on a large plantation of which there are also many in Guatemala. This stage of the sampling is best described as "judgmental" in that the selection was made through discussion with people who were well acquainted with the different farming areas of Guatemala and included reconnaissance surveys in the field by both program and evaluation staff. The Quezada and Yupiltepeque (Yupi) areas of the Oriente were selected as being representative of the subsistence economy, taking into consideration such factors as socio-economic characteristics, farm size, topography, rainfall, population distribution, and prevailing agricultural practices and production.

After the basic areas were selected, the next stage in sampling was to look at the data on Quezada and Yupi already available from the population census and decide which villages or which sub-areas would be most appropriate. The villages were selected and grouped by natural communication patterns.

In the next stage of sampling, the names of all the farmers from the census information (later verified by local individuals) were listed in order and a random sample was selected which would offer at least 100 individuals per treatment area for interviewing throughout the life of the project. To be specific, the names were taken from the census lists and relisted numerically, then randomly selected using a list of random numbers. The selection was stratified by village and weighted so that the smaller villages would have a large enough sample to be representative. In some cases it meant choosing all of the individuals in the village. There were 506 farmers in the original sample and 472 of these were still included in the sample at the end of the year. They were distributed as follows:

1. Quezada (Oriente) 15 villages - 370 farmers
2. Yupi (Oriente) 5 villages - 136 farmers

In addition to the above, the following areas and individuals were added at the time of the November survey the following year (1974) to complete the design as portrayed in Figure 6.

3. Yupi (Oriente) 8 villages - 237 farmers
4. Ipala (Oriente) 6 villages - 240 farmers

The criteria used by the evaluation staff and the field staff in the selection of areas was as follows:

Criteria for Selection of Villages

1. Small farms 0.5 to 12 manzanas
2. Similar agricultural practices
3. Illiterate 50% plus
4. Communicate more with each other than with people in another village
5. Possibility of some change and improvement
6. No extraordinary social or political conditions

Criteria for Selection of Sub-Areas

1. Villages form a general cluster that tends to fit together
2. All village clusters have the necessary characteristics listed above so that the variations (i.e. size, etc.) in individual village balance out when combined.

The selection process also included: obtaining census data on the areas; obtaining maps; determining the soil types, the climate and the cropping practices; and determining the political and social characteristics of the area. As final selection was approached, contact was made with all of the political leaders and those representing the agricultural and educational agencies so that full understanding of the project would be possible.

D. Preparation of the Questionnaires

1. Annual survey

The principal instrument used for evaluation data gathering was the annual survey questionnaire. This was used for baseline measurement before educational programming began in the treatment areas and again for follow-up measurement at the end of each agricultural year. It was also used in the control area where no educational programming was offered.

The original questionnaire that was used for the baseline survey conducted in the Quezada area in 1973 represented a number of months of effort by both evaluation and field staff. A number of factors were included in its preparation:

1. The goals of the BVE Project;
2. The experience in measuring the results of similar development projects;
3. The need for repeated contact with the farmer-respondents over a period of years;
4. The characteristics of the farmers (the level of literacy, their values and customs, etc.);
5. The level of experience of the interviewers; and
6. The information needs of those preparing the educational program.



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August 8, 1978

Dr. Clifford Block
320 D
AID
Department of State
Washington, D. C. 20523
SA-18

Dear Dr. Block:

This letter is in reference to our conversation in Tampa concerning the proposal "Individual, Family and Village Literacy in Development."

Four major areas seemed to emerge from the discussion and therefore comprise the content of this letter: 1) the reliability and validity of the literacy measures proposed; 2) a list of possible control variables; 3) a further discussion of the hypotheses; and 4) a discussion of the possible applicability of findings to AID concerns, and of possible methods of disseminating such findings.

1. Literacy measure

a. Validity and reliability of the individual literacy measure.

The authors realize the potential problems of the self-report individual literacy measure, and would include a literacy test in any original data collection designed specifically to measure the effects of literacy on agricultural behavior. The currently proposed analysis is based on a previously collected data-set which does not include such a literacy measure. We are, however, able to provide some evidence of the validity of the self-report measure by comparing the reported literacy of the respondent to his reported years of school attendance. Such comparison (for the entire sample) yields a correlation coefficient of .68. Further, when literacy is compared to completion of at least one year of school, only 15% of the respondents who report themselves literate report not having completed at least one year of formal schooling. Such findings afford rather good evidence of the validity of the literacy measure especially in view of the fact that those reporting themselves to be "only a little bit" literate have been included in the "literate" category; and the fact that some non-formal literacy programs have been available to the respondents in the sample.

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Furthermore, estimates of the "test-retest" reliability of both the individual literacy measure and the question pertaining to number of years of formal schooling produce relatively high positive correlations (.76 and .71 respectively) and, therefore, allow a reasonable degree of confidence in both measures.

One further point should also be made. Any error in the self-report measures are likely to be in the direction of over-reporting literacy (i.e., illiterates reporting themselves literate) and would, therefore, have the effect of under-estimating the effects of individual (and group) literacy on development. If effects are found, we can, therefore, be reasonably confident of their validity.

In conclusion, while results of a literacy test would be a preferable measure of individual literacy, the self-report measure available for this secondary analysis seems defensible based on the above evidence of its validity and reliability.

b. Family (and village) literacy measure.

The BVE data-set does not provide information on the school attendance of the respondents' family members. It seems reasonable, however, that if the respondent provides accurate information concerning his own literacy, he will also provide accurate information concerning his family's literacy. One further validity check on the family literacy measure will be made, however, by comparing the respondents reported use of magazines and newspapers as an information source to the presence or absence of at least one literate member in his household.

One of the major problems with the family literacy measure is in separating the effect of the family's literacy from the effect of its size on the dependent variables. For this reason, we have used the proportion of the family reported to be literate as our primary measure. We realize, however, that by so doing we are attributing equal literacy to an eight-person household with four literate members as to a two-person household with one literate member. We will, therefore, control for the effects of family size by introducing family size as a covariate in the analysis.

It has also been suggested (by Dr. Steven Klees, BVE Cost/Benefit Analyst) that perhaps there is a "diminishing return" to the effects of family literacy (i.e., that increasing the number of literates in the family [or the proportion of the family that is literate] increases the effect on agricultural behavior up to a point, but that beyond that point no additional benefit is derived). A separate analysis will, therefore, be performed using the log of the family (and village) literacy measures as the independent variable. Results of this analysis can then be compared to the main analyses to see whether such diminishing effects are evident.

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While the main analysis will be carried out using the family literacy proportion described previously, several supplementary family literacy measures will also be used (and have been used in preliminary analyses) for comparative purposes.

- 1) Presence or absence of at least one literate family member in the respondent's household.
- 2) Absolute number of literate members (controlling for family or village size).
- 3) Log of the absolute number (and proportion) of literate members in the household (or village).

In conclusion, while we are reasonably confident in the validity of the farmer's response in reporting the number of literate members in his household (based on evidence of the accuracy and consistency with which he reports his own literacy), there is not enough evidence from previous research to indicate exactly the nature of the relationship between family literacy and agricultural behavior (i.e., whether it is the proportion of the family that is literate or the mere presence of one literate member which is important). Several measures of group literacy will, therefore, be utilized for the proposed analyses.

2. Control variables

The BVE instrument provides information on a number of background characteristics which can be used as control variables in the proposed analysis. Of primary concern are variables related to the wealth of the individual farmer since individual and family literacy may be mainly a function of the farmer's general economic well being. Fortunately, a number of economic indicator variables are available including:

- 1) land size;
- 2) land tenure arrangement;
- 3) animal ownership;
- 4) production of various crops (i.e., corn, beans, sorghum, horse-beans, wheat, etc.);
- 5) amount of crop sold;
- 6) total revenue from major crops;
- 7) house type (i.e., type of roof, walls, and floor);
- 8) lighting and water source, and availability of toilet facilities;
- 9) radio ownership; and
- 10) variety of diet.

These variables are able to give a fairly accurate picture of economic well-being in a subsistence farm culture; and will be useful in enabling us to control for the effects of wealth on the literacy/agricultural practice relationship.

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In addition to these economic variables, the BVE instrument provides for measurement of other background variables usually associated with agricultural modernity.

- 1) risk perception (farmers are asked whether or not there is risk in a number of modern agricultural practices);
- 2) monetary attitude (farmers are questioned concerning the importance of money, its importance in comparison to friends, and its value as a motive for education);
- 3) educational aspirations;
- 4) radio listenership;
- 5) age;
- 6) family size;
- 7) mobility (i.e., frequency of visits to municipality, department capitol and/or Guatemala City); and
- 8) group membership.

The decision concerning which of these variables will be used as control variables in the analysis will be made on the basis of several discriminant analyses from which variables which discriminate between individual literates and illiterates, those with more and less literate families, and more and less literate villages will be chosen.

In addition to these individual background variables some composite measures at the village level are available, from the BVE data-set and other related sources, which will enable us to control for such factors as aggregate village wealth and amount of intra-village communication on the village literacy/agricultural practice relationship.

In summary, the BVE data-set provides an unusual amount of background information on the individual respondents. The use of relevant variables from this list as control variables in the proposed analyses will greatly increase our confidence that the findings are not merely spurious.

3. Hypothesis No. 6.

The confusion over Hypothesis No. 6 in the original proposal is quite understandable, and is due to an oversight on our part.

The hypothesis should read as follows:

Hypothesis 6: Group literacy has an effect upon the use of modern practices which is independent of the availability of non-written information on new practices;

or more specifically, group literacy has an effect independent of that of the BVE mass media combination on the use of modern agricultural practices.

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The hypothesis is simply a statement that we will control for the BVE treatment effects in assessing the relationship between group literacy and agricultural behavior; and that we hypothesize the effects to be independent of one another.

4. Plans for dissemination

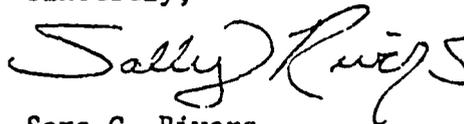
In order to make the results of this study most useful, two separate types of output would probably be needed.

- 1) Publication in sources utilized by developers (for example, findings could be published in the form of short articles in newsletters currently being distributed to planners. A brief pamphlet could be prepared and distributed to relevant organizations. Results could also be reported in the form of an informal seminar - perhaps as part of the BVE seminars currently proposed).
- 2) A more extensive technical report in the form of a monograph would be prepared for AID, and a condensed version would probably be submitted for publication in a professional journal.

We hope that this letter has adequately addressed the issues raised in our conversation in Tampa, and will provide you with the information you need. If further questions arise, please let us know.

We look forward to seeing you in Guatemala in September.

Sincerely,



Sara G. Rivers
Research Assistant

SGR/js

cc: Dr. Richard Martin
✓ Dr. Howard Lusk

Memorandum to Mr. O'Quinn (cont.)

DS/PO/RES, Mr. Floyd O'Quinn

July 10, 1978

of which this research, which has not been extensively documented to date.

LAC/DR/HR, Howard D. Lusk

**Proposal for Small Research Grant from University of South Florida
titled "Individual, Family, and Village Literacy in Development"**

Attached you will find copies of a proposal submitted by the University of South Florida on June 23, titled "Individual, Family, and Village Literacy in Development". The proposed study deals with an issue which has theoretical importance, is relevant to A.I.D. project concerns, and which has methodological implications for other development-oriented field research activities. LAC/DR endorses the proposed study and suggests DS/RES funding as a small research grant.

The proposal requests A.I.D. support of \$30,025 for a study which will compare three different units of analysis -- the individual, the family, and the village -- for the study of the impact of literacy on modernization. The proposed study will include a literature review and detailed secondary analysis of survey data gathered by the Basic Village Education project (LAC/DR funded, terminating) in Guatemala.

Literacy is commonly regarded as a fundamental skill which is basic to many other modernization processes. Field research, however, has produced some surprisingly ambiguous findings concerning the role and importance of literacy. Empirical relationships between individual literacy and other indices of modernity (educational and occupational aspirations, mass media exposure, empathy, innovativeness, etc.) range from very high to near zero in different studies. Some recent writers have suggested that one source of this ambiguity may be the fact that literacy is almost always measured as a characteristic of individuals, while mass media materials are often consumed by social groupings. Printed media such as newspapers and magazines, for example, are typically purchased one-to-a-family and passed around. This phenomenon may be of considerable importance in traditional societies, since young people who have learned to read in school may read to their illiterate parents, or otherwise summarize the content of printed materials that find their way into the home. In such a situation, illiterate members of the social group are not automatically excluded from the use of printed messages, as has often been assumed, and use of the social group as the unit of analysis is likely to provide a more accurate representation of the impact of printed information.

Memo to Mr. O'Quinn (cont.)

July 10, 1978

If this phenomenon, which has not been extensively documented to date, is widespread, there are important implications for development programs with informational components. If families or villages are, in fact, "literate", in spite of containing some illiterate individuals, then printed communications concerning development projects and themes can be expected to have a greater "spread effect" than has widely been assumed.

The Basic Village Education project has produced excellent quality survey data which is well-suited to the proposed analysis. The study outlined by the University of South Florida has a different focus than the original BVE project, which was concerned primarily with the diffusion of new agricultural practices to farmers via radio. The literacy study proposes to use the BVE data to analyze a new problem area which has both practical and theoretical implications that transcend the more specific issues addressed by BVE. The proposed study seems to deal adequately with the research problem which is identified, with a new state-of-the-art literature review, new analysis of survey data, and specific conclusions. For these reasons, it seems reasonable to treat the study as a discrete, self-contained Small Research project.

LAC/DR/HR has confidence in the quality of the data that will be used and in the competence of the researchers. The problem identified is an important and current issue in the development literature, and one which has potentially important implications for A.I.D. projects. The research design appears to be adequate and can be accomplished within the requested budget. LAC/DR/HR, therefore, suggests funding of the study at the proposed level.

Attachment

LAC/DR/HR:RRMartin:dcw:7/10/78

UNITED STATES GOVERNMENT

Memorandum

TO : DS/PO/RES, Miloslav Rechcigl

DATE: September 6, 1978

FROM : DS/PO/RES, Floyd O'Quinn ^{feo}

SUBJECT: Small Research Proposal From the University of South Florida, "Individual, Family and Village Literacy in Development"

The subject proposal is innovative in that it proposes to study the effects of family and village literacy as well as individual literacy on the use of modern methods and concepts. The study will utilize an existing data base involving observations on 506 farmers from 20 villages which was later supplemented by 477 farmers from 14 villages.

A step-wise regression analysis approach is proposed for the main analysis. The dependent variable will be an index of modernity derived from survey data. Independent variables will include the three different types of literacy and culture (Ladimo vs Indian). Separate analyses will be done for agricultural practices, diet, and housing.

Some additional analysis will be done. Profiles of the literate farmer and the literate family will be made through the use of discriminant analysis. The primary use of this analysis will be as input into the main analysis but should itself provide useful information. Further analysis may also be suggested by the findings of the main analyses.

The risk of obtaining inconclusive results from the analysis is probably higher than we would like. Also, while a relationship between the use of modern practices and literacy might be shown, it will be difficult to attribute modernity to literacy, that is, to show cause and effect. Nevertheless, the project probably should be supported. It is an inexpensive opportunity to do work in this area because the data base is already available. It is not likely that the Office of Education will get many unsolicited proposals on family literacy as good as this one. If successful, the research would contribute nicely to the study of this particular subject but definitive answers to questions about literacy are not likely to be produced.



The methodology appears to be sound. We raised several methodological issues and the contractor responded to them in a knowledgeable manner. The contractor has involved several analysts and a consultant who appear to have good experience in this field.

In general, the project appears to be a research opportunity which AID should support.