

July 27, 1993

University of Pennsylvania

University Development Linkages Project

Year II Third Quarterly Activity Report (April-June, 1993)

Cooperative Agreement No. DAN-5063-A-00-1106-00

A. Statement of Accomplishments

Objective 1: Establishment of Regional Literacy Centers (RLC's)

- Regional Meeting 2 took place during the International Literacy and Education Program (ILEP) Workshop, as scheduled. The meeting was attended by: Daniel Wagner (Director, LTDPA-Penn); Laurie Puchner (Coordinator, LTDPA-Penn); Samora Gaborone (Coordinator, LTDPA-Botswana); Mohamed Maamouri (Coordinator, LTDPA-Tunis); and Joseph Okedara (Coordinator, LTDPA-Ibadan). During this meeting several issues were addressed, as follows: Development of an LTDPA brochure, LTDPA Newsletter, the 1994 Tunis Forum, cross-national and national research and development projects, and sustainability.

- The second annual International Literacy and Education Program (ILEP) Workshop took place at the University of Pennsylvania, June 23-July 2. The 10-day Workshop was attended by a delegation from each of the LTDPA countries, as well as participants from several other countries. Total participation was 51. Please see the Final Report (attached), for more information.

- The first LTDPA Newsletter was published by LTDPA-Ibadan in April, 1993 (see attached copy). The Newsletter includes articles on the LTDPA, LTDPA activities, and Nigerian adult literacy information. Future issues will be produced by LTDPA-Ibadan and will contain contributions from other LTDPA countries.

- During Regional Meeting 2 it was agreed that promotion of the LTDPA centers as literacy service centers, providing services such as training, curriculum development, and materials' development to literacy providers in each country, would be a priority for the next quarter. In addition, each of the centers has made other accomplishments, as follows:

Tunisia

- LTDPA-Tunis continues to expand its partners and collaborators within Tunisia. The delegation of seven individuals which participated in the ILEP Workshop came from a variety of sectors, including the Ministry of Social Affairs, the Ministry of Agriculture, the University of Tunis, and an NGO.
- LTDPA-Tunis continues to play a significant role as consultant to the new Literacy Directorate at the Ministry of Social Affairs.

Nigeria

- As stated above, the LTDPA-Ibadan office published the first LTDPA Newsletter. Plans to get an e-mail connection for the LTDPA-Ibadan office are moving forward.
- LTDPA-Ibadan has organized a group known as "LTDPA Fellows," comprising those individuals who have participated in LTDPA events since the inception of the program in 1991. The group meets regularly, and increased in number by five with LTDPA-Ibadan participation in the ILEP Workshop.

Botswana

LTDPA-Botswana continues to expand its partners and collaborators within Botswana. The delegation of four included participation from the Ministry of Education, the Kalahari Conservation Society, the Ministry of Health, and the University of Botswana.

Objective Two: Intersectoral Approaches

- The ILEP Workshop included the following intersectoral topics:
 - Gender and family issues in literacy
 - Literacy and technology
- LTDPA-Ibadan is conducting a study on the relationship between literacy and uses of new technologies in agriculture. It is also collaborating with the math and computer science departments of the University of Ibadan, which were represented at the ILEP Workshop.
 - LTDPA-Botswana has formalized its plans for a project involving literacy and AIDS. It has also begun collaboration with the Kalahari Conservation Society, which was represented as part of the Botswana delegation to the ILEP Workshop.
 - LTDPA-Tunis is continuing its work with the Tunisian Foundation for Community Development (FTDC), and with the Ministry of Health. The emphasis is on gender issues.

Objective Three: Research and Evaluation

During the ILEP Workshop the theme of R & D methodologies was a major topic. Also, during Regional Meeting 2 the LTDPA coordinators made further refinements to the Research Plan developed earlier in the year. R & D projects for each group follow:

Botswana

• AIDS education and literacy project

This project involves combining health and literacy education to provide more effective AIDS prevention in Botswana. Initially the project will work with

the San, or Bushmen, in efforts to improve delivery of AIDS education through literacy. The San have been identified by the Government of Botswana as one of its most disadvantaged and underserved ethnic groups, and LTDPA has been urged to focus initial efforts in AIDS education on this group. Components of the project include: needs assessment, development of materials, and literacy training for San health educators. A key development question is the degree to which literacy and basic education are factors that can facilitate AIDS education. Prior government work has been said to be severely hampered by the inability of many people to understand and learn from the messages of prior AIDS education actions.

- Survey of literacy and language learning attitudes across ethnic groups in Botswana.

This survey is intended to examine ways in which attitudes towards literacy learning and participation in literacy programs varies across different ethnic and linguistic groups in Botswana. The survey is expected to lead to a better understanding of motivation and of literacy needs across ethnic groups, thus enabling literacy providers to identify and reach underserved target populations in a more equitable manner. Similar surveys are being prepared in Tunisia and Nigeria, which will allow cross-national comparisons.

- Project on literacy and environmental education

The need to educate the population of Botswana concerning environmental issues is becoming increasingly important as desertification and other environmental hazards are having increasingly dangerous effects on the agricultural production and water provision of the nation. This project will explore the effectiveness of incorporating environmental information into literacy materials, and is expected to be undertaken in collaboration with the Kalahari Conservation Society.

Nigeria

- Survey of literacy and language learning attitudes across ethnic groups in Nigeria.

This survey is intended to examine ways in which attitudes towards literacy learning and participation in literacy programs varies across different ethnic and linguistic groups in Nigeria. The survey is expected to lead to a better understanding of motivation and of literacy needs across ethnic groups, thus enabling literacy providers to identify and reach underserved target populations in a more equitable manner. Similar surveys are being prepared in Tunisia and Botswana, which will allow cross-national comparisons.

- Project on literacy and agricultural development in Southern Nigeria.

The purpose of this project is to evaluate the impact of literacy skills on the utilization of new farming technology. A survey will be carried out to find information pertaining to farmers' education, literacy levels, farming practices, and other variables. The project will be carried out on 500 farmers from 20 villages in two different ecological zones of Nigeria, the rain forest and the savanna. The survey will gather information on farming practices, vocational knowledge and

skills, land tenure systems, labor systems practiced by indigenous and migrant workers, and demographic characteristics of farmers (including literacy and numeracy). Analyses of the initial survey will lead to the development of a curriculum program for the improvement of literacy among farmers who wish to make use of increased knowledge and skills.

- Directory of Adult Literacy Providers in Nigeria and in other regions of Africa.

This project involves carrying out a survey to identify adult literacy providers, and then compiling this information and creating a directory listing adult literacy providers by name, program type, and region. The study will be carried out first for Nigeria, and then regionally for West, North, East, Central, and Southern Africa. The purpose of the study is to facilitate contact with literacy providers across the region and continent to aid in service delivery, especially training. A national data-base will be developed on standard microcomputer formats for easy updating and dissemination in the future.

Tunisia

- Collaborative literacy project with the Tunisian Foundation for Community Development.

In this project, LTDPA-Tunis is working with the Tunisian Foundation for Community Development (FTDC) in order to assess and improve its effectiveness in adult education, especially through the development of appropriate curriculum and training materials and a teacher training program. This project, undertaken in collaboration with the Government of Tunisia, will be multisectoral, including vocational training in masonry, agriculture, and health maintenance delivery for men and women, as well as weaving and rug-making aimed at rural girls and women. Components of the project include: needs assessment, development of multi-sectoral literacy materials, and teacher training.

- Survey of literacy and language learning attitudes across ethnic groups in Tunisia.

This survey is intended to examine ways in which attitudes towards literacy learning and participation in literacy programs varies across different ethnic and linguistic groups in Tunisia. The survey is expected to lead to a better understanding of motivation and of literacy needs across ethnic groups, thus enabling literacy providers to identify and reach underserved target populations in a more equitable manner. Similar surveys are being prepared in Nigeria and Botswana, which will allow cross-national comparisons.

- Project on the assessment of literacy in the Arabic-speaking world.

This project comprises the following two parts: 1) Cross national review of assessment tools for Arabic reading skills. This work will identify, compile, and analyze information on how Arabic reading skills are assessed throughout the Arabic-speaking world. The review will emphasize lessons to be learned concerning effectiveness of different assessment methods. 2) development and dissemination of improved Arabic assessment tools across the Arabic-speaking world. It is

anticipated that the LTDPA-Tunis Forum, scheduled for February 1994, will be useful for gaining cross-national interest in this work.

Objective Four: Technology and Program Management

- An entire day was devoted to the topic of technology during the ILEP Workshop (see attached Final Report). The LTDPA-Ibadan delegation included an individual from the computer science department at the University of Ibadan, and plans for getting Dr. Okedara (Coordinator, LTDPA-Ibadan) and Dr. Gaborone (LTDPA-Botswana) e-mail connections are progressing well. Dr. Maamouri (LTDPA-Tunis) already has an e-mail connection, but is currently looking into possibilities for full internet access.

The topic of program management was also treated at the ILEP Workshop (see attached Final Report).

Objective Five: Curriculum and Pedagogy

Curriculum and pedagogical development are prominent features in several LTDPA projects, as follows:

- LTDPA-Tunis is carrying out a project in collaboration with the Fondation Tunisienne pour le Developpement Communautaire which involves development of curricular materials based on needs assessment results.
- The LTDPA-Botswana projects combining AIDS and literacy and environmental education and literacy will involve curriculum and pedagogical development in the formulation of effective teaching methods in these domains.

B. Assessment of Accomplishments

Objective One:

According to the LTDPA Workplan for Year 2, items to be accomplished during the third quarter were Regional Meeting 2 and the ILEP Workshop. Both of these activities occurred as scheduled, and were highly successful. Scheduled as ongoing during this quarter was the establishment of the regional literacy centers which we feel progressed very well during this period. Communications are still difficult between Penn and Ibadan and Botswana, but once the offices are hooked to e-mail we feel the situation will be resolved.

The first issue of the LTDPA Newsletter, which has been behind schedule, came out during this quarter.

Objective Two:

The intersectoral dimension of the LTDPA is progressing very well. Participation at LTDPA training and other activities has included individuals from diverse sectors in each country, including formal and non-formal education, universities, ministries, and NGO's, and from health, agriculture, environment and other domains. Research and development projects in each country involve multiple sectors, including health, environment, agriculture and others.

Objective Three:

Research has been moving forward as planned, as research plans for the next year have been finalized and several crucial research methodology topics were covered in the ILEP Workshop. Initial results from the studies on attitudes towards literacy across different ethnic groups, which are being conducted individually by each LTDPA country, are expected in February 1994.

Objective Four:

Program development was scheduled in the Workplan to be an ongoing activity in this quarter. This objective was accomplished as each of the LTDPA offices made considerable progress in the development of training, research, and dissemination activities during that time.

The area of emphasis in technology has shifted from software development to development of electronic networking capabilities. This area has moved forward as several important topics in technology were addressed during the ILEP Workshop, and development of e-mail access for LTDPA-Botswana and LTDPA-Ibadan has progressed.

Objective Five:

As planned, the ILEP Workshop discussed issues of curriculum and pedagogy, especially in terms of literacy teacher training, women's literacy, and second language literacy. Database development has been postponed to allow for a concentration on other R & D projects.

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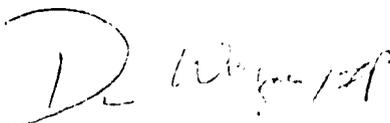
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Dear Grant Officer:

Attached please find two copies of the Quarterly Report for the third
quarter of Year 2. The Workplan and Workplan Budget will arrive shortly. We
apologize for the delay.

Thank you for your attention.

Cordially,



Daniel A. Wagner
Director & Professor