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**Textbooks and Learning Materials Program (TLMP) at
The University of Texas at San Antonio (UTSA)
College of Education and Human Development
Misty Sailors, Program Director
USAID Reference: RLA-A-00-05-00079-00
Annual Report
October 1 – September 30, 2006**

Executive Summary

As per the Cooperative Agreement between the United States Agency for International Development (USAID) and the UTSA (RLA-A-00-05-00079-00), the UTSA hereby submits this report as a required deliverable of the Textbooks and Learning Materials Program at the UTSA. This report covers the time period October 1, 2005 through September 30, 2006 with additional comments on events that took place during the first quarter of year 2 (October 1, 2006- December 31, 2006).

Recognizing that the education of African children is vital to Africa's future economic growth and lasting democracy, the Africa Education Initiative (AEI) improves educational opportunities for Africa's children so that they may lead happier, healthier lives and become more productive members of society. The Textbooks and Learning Materials Program (TLMP) component of AEI will provide 600,000 textbooks and/or learning materials for South Africa by September 2008 through a partnership with the University of Texas at San Antonio (UTSA), the Department of Education in South Africa (DOE), and several collaborating partners in South Africa, including the READ Educational Trust, the Molteno Project, the University of Pretoria, the Pan South African Language Board (PanSALB), and the Department of Arts and Culture (DAC). During its first year in the project, the UTSA has worked collaboratively with the USAID to develop collaboratively, print, and make available for distribution high quality, cost effective learning materials while developing sustainable partnerships.

During the first year, the UTSA had a series of false-starts and set-backs that had detrimental effects on its attempts to launch the project and begin to produce titles for the project. Although the implementation aspects of the program failed to transpire in a timely manner during the first year, the UTSA team capitalized on its presence in-country and trained the trainers who would eventually implement the project. Workshops #1, *Gathering and Telling Our Stories* (drafting) and Workshop #2, *Revising Our Stories* (revising) were piloted and 14 trainers at two Non-Governmental Organizations (NGO) staff members were trained. Additionally, the UTSA managed to begin to develop a healthy relationship with the DOE and other implementing collaborators, including the University of Pretoria, READ Educational Trust, and the Molteno Project.

While the UTSA did achieve several of its goals for the first year, there were many goals the UTSA was not able to achieve due to circumstances beyond its control. The UTSA will continue to work

closely with the USAID/Washington and USAID/South Africa office to continue to work through and around the barriers that cause continuous set-backs for the UTSA project.

During year 1, we did not encounter any financial problems or issues with our budget. There were several items in our program that changed during year 1 (from what we had originally proposed) so that we could best meet the needs of our South African partners. These changes were due to decisions made by the Program Advisory Committee (PAC). As per our descriptions in our quarterly reports (January 2006, April 2006, and July 2006), the meetings of the Program Advisory Committee resulted in significant changes to our proposed budget. The changes centered on the inclusion of learning materials for learners in grades 4-6; the inclusion of learning materials to be authored in all eleven languages; and the inclusion of additional Non-Governmental Organizations in addition to the NGO we originally proposed. As a result of these changes, we requested programmatic and budgetary changes of the USAID/Washington and were granted these changes on December 1, 2006.

During year 1, the UTSA encountered several learned lessons through its participation in the TLMP. These lessons centered on the importance of relationships and understanding of the processes that take place when working with foreign governments. Additionally, the UTSA learned of the importance of this project to its own goals and to the ways in which the program can inform language and language learning for children in the United States.

Finally, based on the events that have taken place during year 1 and the first quarter of year 2, there is minimal indication that the project is going to move forward at any rate that will lead to publication of materials in a timely manner. Therefore, the UTSA is proposing to operate the program as described in a parallel fashion. That is, we propose to continue to implement as per the DOE's suggestion (once the program is placed in the hands of the provincial departments) and move forward with the selection of schools and teachers and at the same time, use the 14 titles that have been partially developed and put those titles on a "Fast Track" path.

I. Overview of Project

The TLMP at the UTSA is committed to providing the highest quality learning materials for learners in South Africa through acting as a service provider to the Republic of South Africa (RSA) Department of Education (DOE). In accordance with all applicable USAID requirements, processes and policies, the UTSA began the collaboration with the DOE to design and develop a minimum of 600,000 copies of high-quality, cost-effective textbooks and learning materials by the year 2008 as called for in the TLMP. Through negotiations and responsiveness to the needs of the key stakeholders in the TLMP, the Program Advisory Committee, the TLMP at UTSA has begun the development of supplementary texts that support the literacy acquisition of intermediate phase learners (grades 4, 5, and 6) in underserved language groups in South Africa. The TLMP at UTSA is currently facilitating the authoring of supplementary learning materials within all eleven official languages, targeting more heavily however, those languages that have been historically marginalized (SiSwati, Ndebele, Tshivenda and Xitsonga). The authors of the textbooks are classroom teachers in our identified areas. Our work has been focused in Gauteng but will expand to include teachers in Limpopo and Mpumalanga. The classroom materials will be accompanied by teachers' guides, which will guide the implementation of the supplementary reading materials and related content area lessons, in the areas of life orientation, natural sciences, and maths. A targeted total of 120 titles will be developed throughout the life of the TLMP at UTSA. The development of these materials capitalizes on the theoretical model of writing known as Writer's Workshop. This instructional model is based on strengthening the writing skills of classroom teachers as a way of building the capacity of the creation

of learning materials. It is also based on improving the writing instruction offered to learners through teaching their teachers how to teach writing.

Key Collaborators

The TLMP at the UTSA is supported through collaboration with several organizations in the US and South Africa, including:

Role	Individual/Organization	Location	Responsible for...
Core UTSA Development and Editing Team: Responsible for overseeing the design and development of all learning materials	Dr. Misty Sailors University of Texas at San Antonio	San Antonio, TX USA	Oversees development of training modules
	Dr. Miriam Martinez University of Texas at San Antonio	San Antonio, TX USA	Oversees development of life orientation titles
	Dr. James V. Hoffman University of Texas at Austin	Austin, TX USA	Oversees development of maths titles
	Dr. Mark Condon University of Louisville and RealeStudios	Louisville, KY USA	Oversees the development of science titles and provides technological support
Content Experts (USA-based): Responsible for approval of content of materials and design of teachers' guides	Dr. Susan Empson University of Texas at Austin	Austin, TX USA	Maths-related materials
	Dr. P. David Pearson University of California at Berkeley	Berkeley, CA USA	Natural science related materials
	Dr. Gina Cervetti University of California at Berkeley	Berkeley, CA USA	Natural science related materials
	Virginia Mika, MPH University of Texas Health Science Center at San Antonio	San Antonio, TX USA	Life orientation related materials
	Sarah Hoffman, RN, BSN Johns Hopkins University Baltimore, MD	Baltimore, MD USA	Life orientation related materials
Non-governmental Organizations	READ Educational Trust Johannesburg, South Africa	South Africa	Implementation of workshops in Gauteng and Mpumalanga
	Molteno Project Johannesburg, South Africa	South Africa	Implementation of workshops in Limpopo

Governmental Departments	Republic of South Africa Department of Education	South Africa	Full Implementing Partner
	Pan South African Language Board	South Africa	Oversee appropriateness of language used in books
	Department of Arts and Culture	South Africa	Final approval of language used in books
Higher Education	University of Pretoria Pretoria, South Africa	South Africa	Content advising, advising on appropriateness of teachers' guides, illustration of books, and continuing education credit hours for participating teachers
Private Business	Various artists/ Illustrators To Be Announced South Africa (to fulfill Black Economic Empowerment policy)	South Africa	Illustrators for books
	Printers To Be Announced South Africa (BEE policy)	South Africa	Printing and packaging

Challenges

The TLMP at the UTSA has faced many challenges in its first year; those challenges stem largely from the issues remaining from the previous textbook project (Hampton) in South Africa and the closure that our implementing African partners needed from that project before they could give attention to ours and move it forward. As a result, the TLMP at the UTSA has suffered many setbacks and false starts. For example, we were not able to conduct our in-country assessment until March 2006, even though we made initial contact with our African partners in October 2005 (we requested a visit during the week of November 21, 2005). The UTSA requested a visit during the third week of January 2006 after the failed attempt to visit in November; this request was denied until DOE could have conversations with the Education Officer at USAID/South Africa, as the lingering questions that the DOE had about the former project did not concern the UTSA and the DOE requested that no attempts at contact (by the UTSA) should be made until those questions were answered. The UTSA complied with this request. It was in the first quarterly report that the UTSA posed the movement of the TLMP at the UTSA to another African country: Malawi, Namibia, or Uganda, as the team was anxious to get the project started.

During the second quarter, we were allowed to conduct our in-country assessment visit and consequently identified the needs of our partners and made substantial programmatic changes to our program as a result. While this in itself was not a problem or a challenge to the project (as accommodations were later made in the budget to address these concerns), there continued to be lingering issues with the project during this quarter. We drafted our implementing work plan with our partners at the DOE; according to this work plan the project was to be "rolled out to the provinces" by the end of April 2006 and implementation of *Workshop #1* at all six sites was to be completed by July

28, 2006 (giving us approximately 240 working titles by then) and *Workshop #2* (revision of 120 titles) by September 1, 2006. This would have (by the end of our first year) given us all the titles that we needed to continue the project in a timely manner. However, the timeline was not met as the DOE had problems getting the project to the appropriate provincial levels.

During the third quarter, the project was plagued with these same issues. As per conversations with the DOE during the May site visit, the UTSA team and the participating NGO's were not to have contact with the provincial level personnel until further notification by the DOE. Discussions at the PAC meeting during that visit took place around the ramifications for the timeline if the project continued to be postponed. The DOE felt that there needed to be closure to the former project (for the provinces) before the UTSA could get full participation from the provinces. For example, it was reported that there was confusion between the former project and ours and that the provinces wanted clarification as to the state of affairs with the former project and when the books would be delivered. A submission package was to be drafted by the DOE and sent to the Deputy Director General (DDG) so that there would be internal clarification around the UTSA project. Internally, there seemed to also be issues around the correct path the Memorandum of Understanding (MOU) was to take, too, and not all stakeholders within the DOE seemed to know of the UTSA project. The UTSA compiled a power point presentation for the DOE that would introduce the project at the next Heads-of-Department meeting (HOD), in which the TLMP would be rolled out. It was agreed at the PAC meeting in May 2006 that implementation of *Workshop #1* would begin upon the next visit by the UTSA in July 2006.

During the fourth quarter, the project continued to be challenged by similar issues. The implementation of *Workshop #1* and visits to the provinces to meet the HOD by the Program Director was canceled while the Program Director was en-route to South Africa (July 2006 trip). The UTSA was informed that the residential workshops were not to take place that weekend, as the DDG wanted to have conversations with USAID/South Africa prior to the implementation of the development workshops. Our partner at the DOE was instructed to submit a letter of explanation to the DDG; this was done just after our May site visit (letter written by UTSA and included in third quarterly report). The DDG responded with a request for an update on the Hampton (phase I) project; the DDG requested a meeting with Cynthia Chassy at USAID/SA. The DDG refused the implementation of *Workshop #1* in Gauteng until after her questions as to the status of the Hampton project were answered by USAID/SA. The meeting took place (USAID/South Africa and the DDG) after the UTSA visit. Further, the DDG stated that the MOU/Work Plan/Transfer of Copyrights documents were not to be passed from the UTSA to the DOE; rather they were to be passed from USAID/SA to the DOE as this project is a bilateral one. The UTSA agreed and resubmitted the documents (with a more viable timeline due to the implementation constraints) during the July visit.

Further, the DDG set out a path of presentations that would take place BEFORE implementation would begin: (a) meeting with USAID/SA and DDG; (b) Presentation to Senior Management by DDG; (c) Presentation to Heads-of-Departments by DDG; (d) Presentation to Provincial CMC's by HOD's; (e) Selection of districts/schools/teachers; and (f) implementation of *Workshop #1* (drafting). It was determined during this site visit that the earliest the DDG presentation to the HOD's would be at the 20 August 2006 meeting. The presentation to the provincial CMCs and the decisions on schools COULD possibly occur before the middle of September, making the first workshop implementable by the end of September. It was decided that the UTSA would make a trip to South Africa to support the implementation workshop in October (since much time had passed between the training of the trainers and implementation).

While this report only covers the time period October 1, 2005-September 30, 2006, there is one other site visit that was conducted that will be reported in this year 1 report as it represents the ongoing, chronic issues that the TLMP at the UTSA has faced. During the period between 24 – 27 October 2006, Misty Sailors, Mandla Maseko, and representatives from the two NGOs who will deliver the *Ithuba Writing Project*, including Angie Mdluli (Molteno), Catherine Ngwane and Bertua Matthe (READ) traveled to each of the participating provinces, including Limpopo Province (Polokwane) on 24 October; Mpumalanga Province (Nelspruit) on 25 October; and Gauteng (Johannesburg) on 27 October. The purpose of the visits was to: (a) Conduct strategy planning meetings with the Heads of Curriculum at Provincial Department of Education who will oversee the implementation of the project in these two provinces; (b) Give a name to the project; (c) Finalize the timeline (stages) for the project; (d) Address lingering issues that may hinder the implementation of the project as well as the creation of the books; (e) Clarification on the bridging between phase I (Hampton) and phase II (UTSA); and (f) Sustainability Strategy for the project (scale up). During this visit, all objectives were met and the implementing partners agreed to have the schools and teachers selected before November 20, 2006 (with an implementation schedule for year 2 to the UTSA by that date).

With the selection of schools and teachers, implementation could begin in January 2007 with the first set of workshops completed by February 12, 2007 and the second set of workshops to be completed by May 14, 2007. The pilot testing *Workshop #3: Field Testing Our Stories* would be completed in March 2007 with implementation to be completed by August 13, 2007. This would put the TLMP back on a timely track and completion might occur as scheduled. However, the November deadline from the DOE (selection of schools and teachers) had not been fulfilled as of December 15, 2006 when the DOE closed for the holidays.

These failed attempts have been reported in face-to-face meetings with USAID/Washington, USAID/South Africa, and in quarterly reports. Because the UTSA project is a process-oriented project, these false-starts and set-backs have had detrimental effects on the first year timelines and success of the project. As of the end of year 1, we still have not finalized the geographical locations of our workshops, nor have we selected our participating schools and, more importantly, our teacher-authors. It is unclear as to whether our implementing partners understand the importance of the process involved in this TLMP and the time needed to develop truly high quality learning materials for learners in South Africa by teachers in South Africa.

Although the implementation aspects of the program have failed to transpire, the UTSA team capitalized on its presence in-country and piloted and trained the trainers who would eventually implement the project. *Workshops #1* and *Workshops #2* were piloted and 14 trainers and two NGO staff members were trained.

II. Activities and Accomplishments

The materials are being developed through a trainer-of-trainers model, a widely implemented professional development model in developing countries. The core UTSA team, consisting of Dr. Misty Sailors (UTSA) and two high-qualified US-based consultants, Drs. James V. Hoffman and Mark Condon, designed and piloted the training modules (consisting of power point presentations, trainer's notes, and delegate's notes) with our collaborating and implementing collaborators, the READ Educational Trust and the Molteno Project, two South African non-governmental organizations. These high-qualified trainers then implement the modules in the field with the authoring teachers. Through our efforts, this program is creating a core set of teacher-authors (and trainers) who are able to design and develop learning materials for learners in South Africa.

During year 1, we worked with 14 trainers and staff from the 2 NGO's; we also worked with 20 teachers from the greater Gauteng area. Each participating trainer-author and teacher-author developed 2 working drafts at *Workshop #1: Gathering and Telling Our Stories*; each participant submitted two titles, of which one was selected to continue the development process. During this workshop, participants learned about the writing process, inhibitions to writing, and writing for learners. Additionally, participants learned about the collegiality of writing and how to interact with other authors to improve their materials. These trainers (and teachers) also discussed the implementation of a Writer's Workshop in classrooms in South Africa. From these 68 manuscripts developed, we selected 34 (one from each author) to continue on the path to publication.

During *Workshop #2: Revising Our Stories* (which has only been piloted with the READ and Molteno trainers and not implemented with any teachers), 14 of these titles were revisited by the authors, in this case the trainer-authors from the NGO's. During this workshop, the trainers learned how to align their story with at least one standard from the RSA national curriculum. They learned how to revise their story to make it more interesting to learners. Finally, they learned how to craft the story in ways that would make it as high-quality (literary) as possible, including such elements as descriptions, leads, and the inclusion of multiple genres.

After *Workshop #2*, these 14 texts were sent to the Development and Editing Team (DET), the team that oversees the development of the texts created in this project. This team consists of Misty Sailors, Jim Hoffman, Mark Condon, and Miriam Martinez. The 14 stories were further revised during this process to include the development of the concept included in the story, stronger ties to the national curriculum standards selected by the trainer-authors, and support for the concept through the inclusion of construct vocabulary. The 14 stories are currently undergoing content approval by our implementing US-based content experts (Susan Empson, Virginia Mika, and Sarah Hoffman) and further review will be conducted by content experts at the University of Pretoria.

The stories will continue to be developed during year 2, including field-testing with learners during *Workshop #3*.

The following illustrates the accomplishments made during year 1 as they relate to the Sub-Intermediate Results of the PMP.

Sub-Intermediate Results		Findings/Results	
	Quantitative	Qualitative	Comments
UTSA Sub Intermediate Result 1.1: Provided a minimum of 600,000 thousand copies of high quality, cost effective textbooks and other learning materials			
(Required) TLM standards of quality developed jointly with MOE and PAC (at a minimum standards should include age appropriateness, durability, and contextual relevance)		During year 1, the TLMP at UTSA developed standards for high quality learning materials jointly with our DOE partners. We were responsive to the needs of our partners, for example, our PAC requested that we design and create books for learners in	Check list of appropriateness to be designed at the PAC meeting to be held in January 2007. This check list will begin the official approval process of the PAC, who will have final approval of all documents.

		grades 4, 5, and 6 (rather than 1, 2, and 3 as we originally proposed). Our Program Advisory Committee has requested that we work in all eleven official languages rather than just the two we originally proposed. Additionally, the PAC has requested that we focus on the creation of 120 titles spread equally across the content areas, grade levels, and languages, rather than the 150 we proposed.	
(Required) TLM prototype(s) has been vetted, revised, and approved by PAC, MOE, UTSA, and educators		The vetting process for the first 14 titles has been completed as far as the selection of the titles for the first set of books to go through publication.	First 14 titles are not at prototype stage yet. Will be ready for prototype by March 2007.
(Required) The TLM is aligned with the national curriculum	14 titles have been aligned with curriculum; 5 titles are aligned with the natural science, 5 with life orientation, and 4 with the maths curriculum.		
(UTSA) TLM exhibits appropriate use of local language(s)	These books currently represent 3 titles in English; 3 in Zulu; 2 in Sepedi; 1 in Swati; 4 in Tswana; 1 in Venda; and 1 in Xhosa.		
(UTSA) TLM includes the cross-cutting theme of the acceptance of differentiation.	Several of these titles support the cross-cutting theme of empowerment of girls and HIV/AIDS awareness/prevention.		
(UTSA) TLM are field tested			First 14 titles will be ready for field testing during March 2007.

UTSA Sub Intermediate Result 1.2: Successfully produced and distributed learning materials to intended recipients			
(Required) The Roadmap to Publication includes a clear production and distribution strategy as developed with the MOE and PAC		We have designed a road map that describes the process of the learning materials (classroom based) through the various content experts, PAC approval, and DET. The PAC has approved this plan.	Our distribution strategy will be in place by the end of our January 2007 visit.
(Required) Number of TLM produced			We will have 350,000 learning materials printed by July 2007.
(Required) Number of TLM distributed per school			Distribution to be determined in January 2007.
(Required) Number of pupils with access to TLM			Number of students to be determined January 2007.
(UTSA) Number of teachers with access to TLM		Currently, we have implemented the drafting <i>Workshop # 1</i> with 20 classroom teachers in the Gauteng area. These teachers will have access to the books created in their workshop by the end of the project.	Other numbers to be determined as the project becomes implemented fully.
(UTSA) Additional books with software		DOE has requested that all books be uploaded to their website/database so that teachers in other six provinces will have access to them.	DOE is looking into how this activity will eventually look.
UTSA Sub Intermediate Result 1.3: Designed cost-effective learning materials			
(Required) Expenditure and budget tracking system has been developed and disaggregated by each type of TLM			Because we were not able to print any materials for distribution in year 1, we are not able to determine this amount.
(Required) TLM is designed to be affordable for MOE's to reproduce or adapt in the future		However, we do anticipate that the software that each participant will receive (20 have already	

		<p>received it in Gauteng) will continue to be used to develop learning materials outside of the TLMP. For example, in our workshop in October (Gauteng) many teachers demonstrated to us how they began to use the writing process with their learners; several brought examples of books to share with us. We believe as implementation begins in earnest, there will be more examples of this to share. Electronic nature of final versions of books will allow the DOE to reproduce and/or adapt the books to meet the needs of other language groups. Further, uploading the final versions to the DOE website will allow for this.</p>	
<p>(Required) Best-value publisher was identified through a competitive process</p>			<p>We have made plans to select the printer we will use for printing in year 2 (during January 2007 visit). We have plans to meet with several black, South African printers in January 2007 to begin negotiations of costs. The printer(s) selected will be in keeping with the Black Economic Empowerment policy of South Africa.</p>

UTSA Sub Intermediate Result 1.4: Incorporated the intended utilization of learning materials into project design			
<p>(Required) A vision statement that describes pupil and teacher use of the TLM is developed jointly by PAC, MOE, and UTSA</p>		<p>During the first annual meeting of the Alliance for the International Study of Literacy and Texts, members of the Alliance developed a set of criteria to be considered by the PAC at the next meeting (January 2007). This criteria included, Links to other learning areas; Focus/Attention to language objectives; Format Structure; Differentiation (Assistance and Expansion); Assessment of Learning; Attention to Content Vocabulary; Hands-on/Simulation (Doing); Attention To Writing-Length; Targeting Learning Objectives connected to NCS; Extensions to home>home<-school; Comprehension; Front and Back/Inside the Book; Re-visiting the book; Print Environment (Extensions); Accessibility for teachers; Time Frame; Cultural Issues; and Considerations of resources.</p>	
<p>(UTSA) Number of educators trained to use TLM</p>	<p>14 trainers have been trained on how to develop materials and 20 classroom teachers have been trained.</p>		<p>We have currently trained 14 trainers from two NGO's in South Africa and 20 teachers. We were scheduled to train 100 more teachers during year 1, but implementation did not take place.</p>

<p>(UTSA) Training modules for development of books.</p>	<p>We have fully developed the first set of training modules that are to be used once implementation begins. These training modules include a power point presentation, trainer's notes and delegate's notes that have been pilot tested in South Africa. We have the second set in draft form and they, too, have been pilot tested with trainers at the participating NGO's.</p>		
<p>UTSA Sub Intermediate Result 2.1: Established functional operative partnerships</p>			
<p>(Required) Identified appropriate members of the PAC and put a communication strategy and knowledge sharing system in place</p>		<p>PAC was identified early in year 1 and includes one representative from all key collaborating groups, including DOE (five members), READ, and UTSA. We added Molteno as a member when they were officially brought on board. We are in the process of inviting a member from the Department of Arts and Culture as our language keepers. The PAC has met three times during year 1 and regular phone calls and email keep the PAC informed.</p>	
<p>(Required) Effective division of roles and responsibilities are evident in the MOU</p>		<p>Division of roles and responsibilities spelled out clearly in MOU and Implementing Work Plan.</p>	
<p>(UTSA) Members of PAC demonstrate that they are adequately informed about project's progress</p>		<p>The roles and responsibilities of the PAC are clearly spelled out in the</p>	

		MOU. We had several official meetings of the PAC during the first year of the project and the chair of the PAC is informed as to the progress of the project on a regular basis.	
(UTSA) Alignment of other literacy initiatives DOE/USAID		Our implementing partners have ensured that we are aligned closely with other DOE initiatives, especially those that concern the importance of our project, including the 100 book drive and the home language initiative, as spoken about in the speeches of the minister.	
(UTSA) Academy contributed to instructional design framework to TLMP process.		The Alliance was instrumental in the design of the books and the teachers guides and a framework was created as a result of our work in October 2006. We will offer this framework to the PAC upon our visit in October 2006.	
(UTSA) Sustainable partnerships between USAID, UTSA and DOE		The DOE believes that our inclusion of the Department of Arts and Culture and the Pan South African Language Board will strengthen the working relationship between themselves and these other two branches of the government. We are pleased to accommodate.	
(UTSA) Collaborative relationships between/amongst/within NGOs established.		Finally, we have established a formal (and public) working	

		<p>relationship between our collaborating NGO's, the Molteno Project and READ Educational Trust. These two organizations have engaged in projects before, but both agree that the TLMP project will offer them opportunities to truly partner on a project so that they can learn from each other. The DOE is pleased that we were sensitive to their requests and included the second NGO on this project.</p>	
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Reflection

The TLMP at UTSA was successful in achieving some of the goals of the project while unsuccessful at others. While the project has always been process oriented (as a way of building capacity to develop and design learning materials in South Africa), there were products that were expected to be delivered during this first year. Many of the goals that were met (as per the table above) were because of the persistence of the project workers (director and consultants) as well as the representatives at the DOE that the UTSA has been working closely with over the first year. The first year (as explained elsewhere in this document) was spent establishing relationships between the UTSA and its African partners. While the UTSA felt like this was a successful goal, there were obstacles that stood in the way of many of the products above being delivered. One of those obstacles that continued to hinder the success of the UTSA (and still is) is the former project that was in South Africa. The DOE wanted closure brought to that project; the South Africans simply wanted their learning materials to be delivered (including the books first, and then the teachers guides). For without these materials, many in the DOE (national and provincial) could make sense of starting a new project with the old project left unfinished.

This obstacle caused the UTSA implementing and annual timeline to be reconfigured several times during the first year. This issue continues to plague the project through the time of the writing of this annual report. Although the UTSA capitalized on the site visits that it was able to make during the first year (training trainers and building capacity, for example), the UTSA would have possibly been able to do more if it would have entered into a country with a clean history with an American university/project.

III. Financial Report/Analysis

RLA-A00050007900 TLMP at UTSA				
1. AWARD TEC AMOUNT: \$2,529,548.00				
2. OBLIGATION TO DATE: \$1,000,000.00				
3. OBLIGATIONS				
EXPENDED TO DATE:	\$195,112	Plus \$144,316 in outstanding commitments as of (August 31, 2006)		
4. Proposed budget versus actual to date:				
	Original Budget	Expended as of 8/31/2006	Outstanding Commitments	BALANCE
Total Personnel	413,388.00	56,491.74	4,757.00	352,139.26
Travel & Transportation	175,000.00	50,200.66	2,489.22	122,310.12
Subcontracts	1,689,718.00	-	136,137.00	1,553,581.00
Consultants	119,200.00	29,894.77	-	89,305.23
Supplies	130,000.00	58,524.66	542.59	70,932.75
Indirect Costs	2,242.00	-	390.00	1,852.00
Total Costs	\$2,529,548	\$195,112	\$144,316	\$2,190,120.36
5. REMAINING UNEXPENDED OBLIGATION:				
	\$ 2,190,120			

Budget Narrative

During year 1, we did not encounter any financial problems or issues with our budget. There were several items in our program that changed during year 1 (from what we had originally proposed) so that we could best meet the needs of our African partners. These changes were due to decisions made by the Program Advisory Committee. As per our descriptions in our quarterly reports (January 2006, April 2006, and July 2006), the meetings of the Program Advisory Committee resulted in significant changes to our proposed budget. The changes centered on the inclusion of learning materials for learners in grades 4-6; the inclusion of learning materials to be authored in all eleven languages; and the inclusion of additional Non-Governmental Organizations (NGOs) in addition to the NGO we originally proposed. As a result of these changes, we requested programmatic and budgetary changes of the USAID/Washington and were granted these changes on December 1, 2006. In some cases, we

moved funds from one account to another; in other cases, we requested an increase in funds to bring the TLMP at UTSA up to the ceiling award. A presented line explanation follows:

Personnel: We did not hire a project manager during year 1 as the project had a series of false-starts and was not in need of a project manager. However, now that the project will officially begin implementation during January 2007, we will need a project manager for the San Antonio office. This project manager will be hired at a rate not to exceed that as listed in the original budget. We will maintain two graduate assistants (50% each) who will assist in the storage, retrieval, and movement of draft learning materials; one administrative assistant (100%); and one project director (2 months summer support) throughout the life of the project. The adjusted and proposed amount of **\$399,994.30** is inclusive of the fringe benefits associated with each of the mentioned positions.

Travel: There was an increase in the amount of funds needed to support our travel associated with the design, implementation of writing workshops, and monitoring of the project. Our proposed changes are due to our experience and anticipated unexpected required trips associated with the design and monitoring of the project. Our original proposal did not account for the funds needed to travel to Ghana in January 2006 for the launching ceremony (two UTSA representatives attended). We also did not account for the trips we are required to take to oversee implementation and to monitor the progress of the project because of the false-starts we have encountered. Additionally, we did not account for a yearly project meeting in Washington, DC (we only accounted for the initial post-award conference). Finally, because we have been required to include additional key collaborators into this project (additional NGO's), we must account for their travel to the annual meetings of the Alliance for the International Study of Texts and Literacy, which is the organization that guides the instructional design of the learning materials. The adjusted and proposed amount of **\$236,512.00** is inclusive of these changes.

Subawards: The proposed changes in our budget for subcontracts were due to the inclusion of several new NGO's, including the Molteno Project as well as an institute of higher education, namely The University of Pretoria. We are proposing the movement of funds due to the following changes:

- (A) Inclusion of additional NGO's: We are proposing that the Molteno Project oversee and implement the project in Limpopo as our PAC decided that Molteno is expert in the languages found in this province and have a strong presence there. Additionally, the inclusion of Molteno will balance the inclusion of the presence of in-country NGOs in our project. Additional NGO's will need to be included to support the development of home languages in our learning materials. These NGO's will be selected by our PAC. Our proposed key collaborating NGO, the READ Educational Trust, will remain a subawardee on this project and will oversee the implementation of the project in Gauteng and Mpumalanga.

Additionally, the PAC decided to be inclusive of all eleven languages in the development of the learning materials (we proposed only three). For these reasons, it will be necessary to include an NGO who will oversee and advise us on the correct use of the conventions of the home languages in which we will work. This was an unanticipated expense.

- (B) Inclusion of institutes of higher education: We are proposing to include The University of Pretoria as a means of support for our project by helping us seek continuing education credit for our participating teacher-authors in the development of the learning materials, the review of the lesson plans, and the travel associated for one person to the Alliance meetings in San Antonio. Additionally, we hope to include several preservice teachers in the development of our learning materials. We will extend the invitation to send two to three preservice teachers to participate in these writing sessions to all universities in the greater Johannesburg/Pretoria

metropolitan area at the request of our Program Advisory Committee. It is our hope that this project will develop capacity among and between our participating collaborators as well as long-lasting relationships between institutions. This was an unanticipated expense.

(C) Movement of costs associated with printing to the UTSA budget: We have also decided to directly contract with an in-country printer (to be determined) rather than ask our key collaborators to do this for us.

The adjusted and proposed amount of \$1,609,741.70 is inclusive of these changes.

Consultants: There was an increase in the amount of funding required to support the development of learning materials due to decisions of our Program Advisory Committee, including the inclusion of learning materials for learners in grades 4-6 (rather than our proposed materials for learners in grades 1-3). Because of these changes, we have found it necessary to include more, and to a greater extent, content experts to support the construct development and advising of content in the learning materials. This was an unanticipated expense. The adjusted and proposed amount of \$189,790.00 is inclusive of these changes.

Supplies: There was a reduction in the amount needed for supplies in this project as we found that the workshops could be run with a minimal number of laptops (10 for each province) as we have reduced the amount of author-teachers involved in each workshop to 20 (down from 25). We discovered at our pilot workshops that we could operate from a quality perspective (fewer number = higher quality development of learning materials) rather than a quantity perspective. The adjusted and proposed amount of \$91,269.00 is inclusive of these changes.

UTSA Indirect: There were no changes in our costs associated with this category.

Cost sharing: The UTSA fulfilled its cost sharing obligation in the following ways:

Misty Sailors, Ph.D., Cost shared time and effort (20%) plus fringe at 30%	\$19,949.28
UTSA, Non-recovery of F&A on grant account at 26%	36,497.89
Consultants (non-UTSA), Jim Hoffman, Ph.D.	25,400.00
Mark Condon, Ph.D.	25,400.00
Total Cost Sharing Year 1	<u>\$107,247.17</u>

Overall, the TLMP at the UTSA conformed to USAID and UTSA policy in spending and did not have any issues setting up systems or staying in budget.

III. Lessons Learned

During year 1 of the TLMP at the UTSA, there were several lessons that were learned. All concerned the development of relationships and understanding of the processes that take place when working with foreign governments. Both will be addressed in this section.

One of the largest lessons learned during the first year of this project centered on the importance of the building of relationships in a program such as the TLMP. Prior to the TLMP, two UTSA team members, Misty Sailors and Jim Hoffman had done previous and extensive work in South Africa classrooms with one of the collaborating NGO's but had no previous relationship with the South African DOE. Coming into the project with no previous relationship with our implementing partners

was difficult. Especially given the fact that our partners had previously worked with another American university and that project had not been completed or finalized prior to the installation of the UTSA cooperative agreement. That, coupled with the fact that our implementing partners (DOE and the USAID/South African Education office) had no input into the decision to award the UTSA with the cooperative agreement, led to a difficult start for the UTSA project. While we were warmly received by our South African hosts (DOE and USAID/South Africa) upon our first site visit, it was clear from the beginning that the successful implementation of the project would be a result of the development of a relationship with our African partners. This relationship would have to be based on mutual trust. Because the books from the previous project had not yet been delivered, our African partners were wary of entering into a relationship with the UTSA, as would be expected.

The relationship that does exist is based on the time that the DOE and the UTSA representatives have spent together both in South Africa and in San Antonio, TX, USA, as well as ongoing negotiations around the content and delivery of the project. In many cases, the UTSA has heeded the requests of the PAC and the DOE in making the project more conducive to supporting the initiatives of the government, including the inclusion of all languages into the project, working with intermediate grades, and including other NGO's in the project. As a result of the UTSA's willingness to be full service providers to the DOE, the DOE was able to see the UTSA project as an extension of the previous project (programmatically) as well as a different university with a set of values all its own.

Additionally, we have been successful in bridging the ties between our two key collaborating NGOs, the READ Educational Trust and the Molteno Project through this project. It is the intent of the government of South Africa to encourage NGOs to work together for the good of education in South Africa and for all practical purposes these two NGOs will work together as partners to ensure the success of the TLMP in South Africa.

Further, the DOE sees the UTSA project as a way to bridge government-to-government relations, including those between the national education offices and the provincial education offices, as reported by the DOE. Additionally, the DOE was excited that the UTSA agreed to include the Pan South African Language Board and the Department of Arts and Culture as two additional partners in the project, as the DOE believes that their presence in the project will strengthen the communication and ties between these three departments.

An additional lesson learned in this project centers on the opportunity that this project has offered to the UTSA (and ultimately, the state of Texas and the USA) in terms of learning from another country how to capitalize on the various languages that exist within a society. Many people ask the question, "What is the connection between San Antonio and South Africa" when they first hear about our project. The answer is simple: San Antonio serves a community of second language learners, many of whom are learning English as a second language. Because of its multilingual society, South Africa offers the UTSA and the larger US context the opportunity to see how one country embraces and capitalizes on the rich cultural and linguistic diversity that exists there. The fact that the USA is becoming increasingly more and more diverse and that the current educational system is not able to accommodate the needs of that diverseness is testament to the fact that educators in the USA must pay attention to and seek out opportunities such as the one the current project offers us. South Africa's language in education policy is uniquely and extremely innovative and stands to teach American educators much. Further, this innovative policy is supported intentionally through the national curriculum standards. The USA with talk about equity and equality stands to learn much from South Africa about the pragmatics involved in seeing change take place. The TLMP at the UTSA can offer this information to the broader educational context and has begun to do that with the national and international presentations at literacy conferences it completed during year 1.

Finally, the UTSA has grown to realize and understand the way in which this project can “put the UTSA on the map” of premiere research universities in the USA. With his quest to help the UTSA become a tier one research institute, President Romo, who traveled to Ghana for the launching ceremony during this reporting period, often speaks of the importance of this project to the UTSA and to the learners of South Africa.

IV. Challenges and Proposed Resolutions

Based on the events that have taken place during the first quarter of year 2 (as described in the challenges section above), there is minimal indication that the project is going to move forward at any rate that will lead to publication of materials in a timely manner. Therefore, the UTSA is proposing to operate the program as described in a parallel fashion. That is, we propose to continue to implement as per the DOE’s suggestion (once the program is placed in the hands of the provincial departments) and move forward with the selection of schools and teachers and at the same time, use the 14 titles that have been partially developed and put those titles on a “Fast Track” path. These 14 titles represent 7 of the 11 official language groups in South Africa, with two of the most marginalized languages (SiSwati and Tshivenda) represented in these titles. These titles have been through the first two workshops and are currently under consideration by the US-based content experts. Potentially, these titles could be tracked through the remainder of their path and be published and ready for distribution by July 2007. To “fast-track” these titles would ensure that the DOE has tangible materials in their hands so that they can visibly see what these products will look like. The UTSA has been advised that because of the innovative nature of the learning materials proposed in this project, it would be helpful to our partners to actually see what these materials will look like.

Additionally, to have several sets of these titles published would bring the materials to the attention of the Minister of Education in South Africa and would allow her to see the ways in which this program is directly fulfilling her vision for more materials in South African classrooms, specifically, more materials in the home languages of the learners in South Africa that support literacy learning. The UTSA is proposing to publish a minimum of 250,000 materials (approximately 17,800 copies of each title). Secondly, the fast-tracking of these materials provides the UTSA with the ability to move the project forward while the selection of schools and teachers at the provincial level (second site in Gauteng and both sets of two sites in Limpopo and Mpumalanga) continue. The UTSA will time their site visits over the course of year 2 to meet the implementing needs of the NGO’s (Molteno has requested support of implementation of *Workshop #1* and *Workshop #2* and READ has requested support during their first implementation of workshop #2). Additionally, *Workshop #3* (field testing of the materials) will correspond with the piloting of that same workshop and will result in the field testing of the first set of 14 titles. The titles can then be moved through publication shortly thereafter. As a result of this “fast-track” path, the following is a plan of action for the 14 titles-

- Identify and submit 14 titles to the PAC to be approved at the January 25, 2007 meeting.
- Distribution plan for first 14 titles set at January 25, 2007 PAC meeting.
- Printers identified during January 2007 site visit.
- Assignment of titles to DET managers and finalize revisions based on content expert advise by February 14, 2007.
- Prototypes of books printed and ready for field testing to be held on March 3 and 10, 2007.
- Teachers Guides to accompany first 14 titles field tested during second meeting of the Alliance for the International Study of Literacy and Texts during May 2007 site visit.

- Feedback from Pan South African Language Board (on language used in books) by April 2, 2007.
- Final PAC approval of books and teachers guides by April 13, 2007.
- Final editing and desktopping by READ by May 14, 2007.
- Books printed by July 1, 2007.

In order for this to happen in the timeline described above, all key stakeholders must be onboard and in agreement to the timelines. Additionally, all stakeholders must agree to adhere to the timelines. The success of the TLMP at the UTSA is contingent upon the publication of these books by July 2007 as publication will offer the DOE something tangible to demonstrate the way in which this project is fulfilling the goals of the minister as well as the needs of the learners in South Africa.

Misty Sailors
University of Texas at San Antonio
May 1, 2006

**PMP Narrative for TLMP (Text and Learning Materials Program)
University of Texas at San Antonio and South Africa (Department of Education)**

a. statement of problem/challenge

Literacy levels in Sub-Sahara Africa are extremely low. This fact has tragic consequences at both the individual and societal levels. Individual opportunity, economic prosperity, community health, and the promotion of democratic institutions are ultimately dependent on growth in literacy levels. The causes for low literacy are complex and cannot be reduced to a single source or factor. Similarly, there is no single action or simple solution to apply to the problem. Efforts on many fronts are needed and these efforts must be contextualized in terms of the various countries that are part of Sub-Sahara Africa. We believe that schools and educators have great potential and great responsibility in addressing the literacy needs of learners. Quality texts and quality teaching can make a difference. Currently, the vast majority of schools in Sub-Sahara Africa are under-resourced in terms of texts materials – in particular schools serving the most rural and most economically impoverished communities. It is not unusual in these settings to find classrooms with more than 60 with ratios of one textbook to ten learners in a classroom. The issues surrounding the textbooks are not just limited to number, but to quality as well. Most of the texts in schools are shoddy in construction, barren of relevant content, and designed around arcane pedagogical models (e.g., the recitation models implanted by European colonizers) even though this kind of instruction has proven to be ineffective. Resourcing classrooms with quality texts will help, but the teachers using these materials must be prepared to change instructional practices. Without proper training teachers prepared in classrooms that followed recitation methods, will simply replicate the poor instruction they have been exposed to and practiced for years. Currently, teachers are under-prepared and under-supported in their efforts to promote literacy levels.

In a speech to the Education For All Southern Africa Conference, Mr Enver Surty, Deputy Minister of Education for South Africa, articulated the following goals:

A comprehensive early childhood and development programme in place, and ECD programme that will be available to all communities, particularly vulnerable and disadvantaged children;

- That all children have free and compulsory quality primary education;
- That learning needs of all young people and adults are met;
- That there is an improved adult literacy rate
- That no gender disparities in the participation of learners at primary and secondary levels are evident
- That the quality of education is improved especially numeracy, literacy and life skills.

(February 7, 2005)

The educational priorities for literacy, numeracy, life skills, and gender equity are clear in this message -- as is the call for education efforts that focus on the most needy communities. Our project reflects attention to these goals and is consistent with the goals of President Bush's African Education Initiative.

b. partners

The Department of Education (DOE) South Africa. The South African Department of Education (DOE) collaborates in all aspects of this project ranging from needs assessment, design, distribution, and evaluation. The DOE leadership team has expertise in literacy, teacher education, languages, differentiated instruction, and content/curriculum specialists in the areas of mathematics, science and life orientation.

The University of Texas at San Antonio. The UTSA is a Hispanic Serving Institute, located just 150 miles from the United States/ Mexico border in San Antonio, Texas. San Antonio and the UTSA offer unique contexts in assisting in carrying out the goals of the African Education Initiative, supported by programs at USAID. San Antonio is the second largest city in the state of Texas and is comprised of a large Hispanic population. San Antonio's population is 59 percent Hispanic according to the 2000 US Census. For more than 12 percent of the Spanish-speaking children in San Antonio (ages five through 17), English is spoken "not well" or "not at all." Additionally, there are 32,847 Hispanic children between the ages of six and 14 in San Antonio who lived in households in which the income was below the poverty level. The UTSA serves the greater San Antonio metropolitan area and the broader region of South Texas through programs and services offered from its three campuses. With more than 26,000 students, UTSA is the second largest component in the University of Texas System and has been one of the state's fastest-growing public universities for much of the last decade. UTSA offers 55 bachelor's, 41 master's and 13 doctoral programs and with eight new doctoral programs in the planning stages, is rapidly moving toward classification as a doctoral research intensive institution. There are nine colleges and schools housed at the university.

The Academy for the Study of Texts, Health, and Literacy. The Academy for the Study of Texts, Health, and Literacy at the University of Texas at San Antonio (UTSA) will be staffed by a Program Director (Misty Sailors), a Project Director (To Be Announced), and an Administrative Assistant. This staff at the UTSA will provide support for the success of the TLMP as the lead agency. The two unnamed staff (Project Director and Administrative Assistant) will be hired based on their expertise in both the operations of projects of this magnitude, their ability to work under time constraints, their experiences in previous projects of this scope, and their experiences working in international settings. The position of the Project Director is described below. In addition, the Academy will be supported by individuals located within and outside the UTSA as a way of meeting the goals and objectives of the TLMP. For example, the collective expertise that exists across the Activity Identification and Design team and the Assessments team is such because of the makeup of the members of these teams. These teams are composed of nationally and internationally known experts such as Robert Bayley (Professor of Bicultural and Bilingual Studies at the University of Texas at San Antonio); Virginia Seguin Mika (Faculty Assistant at the University of Texas Health Science Center at San Antonio); P. David Pearson (Dean of the Graduate School of Education at the University of California at Berkeley); James V. Hoffman (Professor of Language and Literacy Education at the University of Texas at Austin); Susan Empson (Associate Professor of Math Education at the University of Texas at Austin); Mark Condon (Professor of Literacy Education at the University of Louisville); and Sarah Hoffman (Johns Hopkins Hospital).

READ Educational Trust. The READ Educational Trust (Read, Educate, and Develop) is an independent, Non-governmental South African Organization (NGO) supported by private contributions and contracts, both small and large. The mission of READ is to help people throughout Africa develop their reading, learning, information and communication skills so that they may become independent, life-long learners. READ's philosophy is rooted in the outcome-based teaching movement. READ has adopted a whole school methodologies are identified in the South African 2005 Revised National Curriculum. This approach to change is inclusive of principals, teachers, and community leaders. The professional development is systematic, intensive, responsive, and sustainable. READ's office in Johannesburg is home to the directors, administrative staff (e.g. grants, contracts, financial services), and materials developers. The provincial coordinators, managers, and trainers are based in regional offices located around the country.

RealeStudios. The RealeStudios group has developed and donated the software that will be used in this project. Dr. Mark Condon, one of the developers of this product, will serve as consultant and trainer in the use of the software program.

c. texts and learning materials (TLM) to be produced

The TLMs to be developed in this project will be of two types. First there will be leveled little books. These little books will be written by South African teachers, learners, and community members in the context of several writing workshops. The workshops are targeted for three Provinces: Gautang, Limpopo & Mpumalanga.

The little books will be designed to support content area instruction in mathematics, science and life sciences. These little books will have a secondary goal of providing practice opportunities for the development of reading fluency and comprehension strategies. We are targeting the development of 120 different titles. The books will be produced in text sets of 8 books (matched). The books will be developed in all eleven official languages with parallel copies in English. The books will be targeted toward grade levels 4, 5 and 6.

TLM little books	
a. Subject area	Mathematics, Science, Life Orientation
b. Type of book	Leveled Readers (small format size: text; photos/images)
c. Grade levels of users	4, 5, 6
d. Intended beneficiaries	800 targeted (demonstration/implementation schools) Identified by the DOE and across all SA provinces.
e. Languages	Developed in all eleven official languages; All books produced in English and at least one other official languages.
f. Number of Copies	Target: 120 titles; text sets of eight books Final number of titles and numbers of each title to be determined by the DOE. (approx. 564,000)
g. Percent estimate of total budget to book production	To be determined

The second type of learning materials will be “teacher guides” with lesson plans to support the teaching of concepts in these little books. The lessons will correspond to specific learning objectives identified in the South African RNC (Revised National Curriculum, 2005).

TLM Teacher Guides/Lessons	
a. Subject area	Mathematics, Science, Life Orientation
b. Type of book	Collections of individual lesson plans to correspond to content objectives for each title, organized by grade level and Content Area.
c. Grade levels of users	4, 5, 6
d. Intended beneficiaries	Grade 4, 5, & 6 Teachers in target schools. (demonstration/implementation schools) Identified by the DOE and across all SA provinces.
e. Languages	Developed in English.
f. Number of Copies	Target: 120 lessons; organized by grade level and content area in to separate TLMs. Target will be 9 different guide books (3 grade levels X 3 content areas).
g. Percent estimate of total budget to book production	To be determined. Approximate (based on assumption of 800 schools and 5 teachers at each grade level) = 36,000

The total number of learning materials produced will be 600,000. The exact distribution of the little books (by title, languages, and content areas) and teacher guides (one per grade level) is still under negotiation with the DOE. This is a decision that the DOE feels would be better made a later point along the development timeline.

d. cross-cutting themes

The TLMs for South Africa reflect several cross-cutting themes: community involvement and representation (through the book development process); language promotion (multi-language TLMs developed in first/home languages); critical content areas within the South African national curriculum (mathematics, science, life-sciences – including HIV-AIDS and girls education)

e. approach for the production and distribution of the TLM's

The little books will be developed through a series of two workshops offered at six different sites (two in each of the target provinces: Gautang, Limpopo & Mpumalanga). The participants in these workshops will be teachers, community leaders and learners (selected from grades 7 and 8). We will insure that each of the home language groups is represented within the participants in the workshops. Workshop 1 is focused on the “capturing of the stories”. Workshop 2 is focused on the revising of the stories. The teacher guides will be developed by the members of the Academy and content experts from the DOE. Lesson plans will be written with the context of South African schools in mind. Field testing of the little books and the lesson plans (within the teacher guides will be conducted). Revisions will be made based on the findings from this field-testing. Printing will be conducted in South Africa with bids and contracts to South African printers. Distribution will be organized by the DOE and READ.

f. strategy for orienting educators

A third workshop will be developed that will focus on training teachers and schools on the effective use of these TLMs with learners. We will assess the effectiveness of the materials and the plan for implementation through a pilot study.

g. approach to sustainability, innovation, and capacity building

Our approach to these goals relates to both The University of Texas at San Antonio and to the South African Educational system.

For UTSA, we will work to establish the Academy as a research and development unit within the University structure. Our goal will be work to develop the capacity (e.g., the knowledge base, the tools, the visibility) of the Academy to devise additional projects within South Africa, Southern Africa, and other parts of the developing world.

For South Africa, we envision this TLMP as a first step toward a broader investment in the development of multi-lingual texts to support learners and teachers in the learning of the curriculum. This initial phase of the project (supported through this grant) has targeted the development of only 120 titles. This will cover only a small, but significant, portion of the curriculum. We envision this approach can be replicated using the workshop frameworks and the technology to expand the project to additional curriculum objectives and areas.

h. strategy for assessing utilization

We have designed a pilot evaluation study and a follow-up study that will assess the effectiveness of this approach to develop learning materials that meet the needs of South African educators and learners.

i. other project elements

We have a broader goal within this project that goes beyond the development of 600,000 TLM's. We strive in this project to begin to build a "culture of writing" among South African educators. We hope, through participation in this project, that the teachers and community members will take the ideas of writing and the technology of supporting writers into the classroom and into instruction. If all participating educators internalize the process we have used in this project and turns this back on their learners (and their colleagues), the 600,000 target will pale in comparison to the quantity and the quality developed in the near future (local stories created and connected to learning through the curriculum).

Summary of Financial Expenditures

UTSA has expended a total of \$202,775 of USAID funds on the TLMP during the first year of program operation. During the first year of the TLMP, UTSA has successfully established the infrastructure for implementing the new USAID-funded program. This program is the first USAID-funded program for UTSA which is implemented outside of North America.

Personnel Salaries, Fringe Benefits and Part Time Wages totaled \$63,426 for the first year of the program. UTSA hired a full time administrator, a part time graduate assistant, an interim project coordinator and paid two months of the program director's salary. UTSA anticipates hiring a full time project manager and an additional graduate assistant.

Travel expenses processed to date for the first year of the program total \$50,200. During the first year of the program, the following occurred:

USAID required travel to Washington, D.C. to orient three UTSA representatives to the program; UTSA sent two representatives to meet in Accra, Ghana to launch the TLMP; UTSA sent three representatives to Johannesburg in March to establish relations with the South Africa Department of Education; UTSA sent four representatives to Johannesburg in May to engage in negotiations with new NGOs and prepare for future workshops; UTSA sent three representatives to Johannesburg in July/August to begin training workshops and continue establishing relations with the South Africa Department of Education, the University of Pretoria and other South Africa NGOs.

Equipment purchased during the first year of the program remains in South Africa for use by teachers during writing workshops. The total expense for the USAID-approved purchase was 323,255.32 South African rand for 30 Dell laptops and 9,826.80 South African rand for four Hewlett Packard (HP) Deskjet color printers and six HP Flatbed Scanners. Total cost in American dollars was \$49,274. All equipment will remain in South Africa under the stewardship of READ, a non-governmental organization (NGO) partner of UTSA, through September 30, 2008.

Supplies purchased for the UTSA home office includes one laptop and one desktop copier/printer/scanner. UTSA allocates daily office supplies and communications costs to this budget line.

Consultants hired during the first year of the program were James Hoffman and Mark Condon. Total cost to UTSA was \$29,895 and each consultant provided in-kind contributions to the program.

In-Kind Contributions

A total of \$119,540.36 has been documented by UTSA as in-kind contributions. UTSA's program director is working *pro bono* during the school year. The time she allocates to the program is 20% from September through May. A total of \$14,961.96 in salary and fringe benefits for the program director was covered by UTSA during the

university's FY06. During September 2006, cost-sharing attributed to the director's time and fringe was \$1,715.38.

The consultants working on the program contribute \$635 for every hour they bill to the program.

And finally, a total of \$24,642.93 in Indirect Costs have not been charged to the program and have been allocated as part of UTSA's in-kind contribution.

UTSA does not anticipate any problem in meeting its required amount of cost-sharing for the program.

Problems Encountered

The cooperative agreement entered between UTSA and the South African NGO READ was not ratified until September 2006. The delay occurred as a result of a combination of several factors including special requests of the South Africa Department of Education (DOE). These requests led to changes from the original program proposal. UTSA agreed to extend program work to more than one South Africa NGO, which led to the re-negotiation of the contract between UTSA and READ. UTSA continues to negotiate with Molteno and the University of Pretoria in order to comply with the interests of the South Africa DOE.

Remaining Within Budget

During the first year of the program, UTSA remained with its projected costs for every budget line. Certain budget lines are especially impressive.

UTSA representatives have done an excellent job of saving on communication costs by purchasing in-country discounted phone services. Also, the travel costs per person for trips to Johannesburg have been minimal, keeping well below per diem. Special efforts were made to purchase the lowest ticket prices possible. The program has been fortunate that it has not cancelled travel and paid penalties for last-minute changes.

Finally, UTSA purchased good quality computer equipment in South Africa, with maintenance agreements provided, and remained within budget.

Anticipated Changes in the Budget

Because of program changes previously described, UTSA does anticipate submitting a request for re-alignment of the budget.