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AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT PAPER FACESHEET

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9. ESTIMATED DATE OF OBLIGATION: A. INITIAL FY 79; B. QUARTER 4 (Enter 1, 2, 3, or 4); C. FINAL FY 80

10. ESTIMATED COSTS ($000 OR EQUIVALENT $1 -)

A. FUNDING SOURCE	FIRST FY B. FX	FIRST FY C. L/C	FIRST FY D. TOTAL	LIFE OF PROJECT E. FX	LIFE OF PROJECT F. L/C	LIFE OF PROJECT G. TOTAL
AID APPROPRIATED TOTAL						
(GRANT)	(160.7)	( )	(160.7)	(160.7)	( )	(160.7)
(LOAN)	( )	( )	( )	( )	( )	( )
OTHER U.S. 1.						
OTHER U.S. 2.						
HOST COUNTRY						
OTHER DONOR(S)						
TOTALS			160.7			160.7

11. PROPOSED BUDGET APPROPRIATED FUNDS ($000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE C. GRANT	PRIMARY TECH. CODE D. LOAN	E. 1ST FY 79 F. GRANT	E. 1ST FY 79 G. LOAN	H. 2ND FY 80 I. GRANT	H. 2ND FY 80 J. LOAN	K. 3RD FY L. GRANT	K. 3RD FY M. LOAN
1) EH	612	610		160.7					
2)									
3)									
4)									
TOTALS				160.7					

A. APPROPRIATION	N. 4TH FY O. GRANT	N. 4TH FY P. LOAN	Q. 5TH FY R. GRANT	Q. 5TH FY S. LOAN	LIFE OF PROJECT T. GRANT	LIFE OF PROJECT U. LOAN
1)					160.7	
2)						
3)						
4)						
TOTALS					160.7	

12. IN-DEPTH EVALUATION SCHEDULE: MM YY

13. DATA CHANGE INDICATOR. WERE CHANGES MADE IN THE PID FACESHEET DATA, BLOCKS 12, 13, 14, OR 15 OR IN PRP FACESHEET DATA, BLOCK 12? IF YES, ATTACH CHANGED PID FACESHEET.

1 (1 = NO, 2 = YES)

14. ORIGINATING OFFICE CLEARANCE

SIGNATURE: [signature] 4/25/79

TITLE: R. W. Schmeding, Director, DS/ED

DATE SIGNED: MM DD YY

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AID 1330-4 (3-79)

BEST AVAILABLE

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I. SUMMARY AND RECOMMENDATIONS

A. Facesheet (see attached)

C. Description of Project

The project will provide a contract of $160,700 to an education or research institution to develop within 2 years empirically-based information, guidelines and methods for improving literacy-training programs.

The project will lead to the design of literacy training programs aimed at groups of adults and out-of-school youth who have been participating in development programs wherein they have been learning practical skills. The contention is that these adults will be sufficiently motivated by employment opportunities to learn and retain literacy skills.

The contractor will first review all empirical evidence of incentives and other motivational factors that have affected the outcome of literacy training programs. Based on the evidence gathered from the literature, the contractor will draw conclusions about the value of practical skills training and other economic incentives for literacy-skills acquisition. A model project design will then be developed for use subsequent to this project by LDC institutions. The design will entail procedures sufficiently rigorous to produce valid results, and will incorporate factors that reflect the constraints of field operations.

This design will be described in layman's terms, and accompanied by guidelines for adapting it to particular situations. This information will be delivered to all LDC institutions working in literacy training and to all USAID missions in a practical usable format.

II. PROJECT BACKGROUND AND DESCRIPTION

A. Background

There is almost universal consensus that literacy is linked with socio-economic development. Although it is generally accepted that development in its initial stages need not be stopped or retarded, either on a national or individual level, by a lack of literacy skills, it is also true that people as individuals and nations sooner or later reach a point where further development is seriously impeded by lack of such skills.

Yet the number of adult illiterates in the developing world continues to climb by several hundred thousand each year. Many literacy programs have had discouraging results. The most notable large-scale effort to date to reduce illiteracy is the UNESCO Experimental World Literacy Program. The intentions of the UNESCO program were to demonstrate the economic and social returns of literacy and to develop instructional materials and techniques, evaluation tools and administrative management models. But the outcomes of this experimental program, which were published in 1976, did not meet the intentions. It provided no breakthroughs in methods and materials that would make literacy training easier. Subsequently, many foreign donors hesitate to invest large sums in literacy training, due largely to uncertainty of how to proceed among the complexity of means and conditions needed to raise literacy rates.

Nonetheless A.I.D. has a mandate to contribute to the campaign against illiteracy (Bill S. 2420, Ch. II, Sec. 204). The project is proposed as one means toward that end.

Subsequent to UNESCO's publication in 1976 of the results of the Experimental World Literacy Program, DS/ED has sponsored some small scale research studies that, as part of broader purposes of each study, try to determine when and how investment in literacy-training programs is prudent.

In 1977 Burke and Chiappetta, of Indiana University, concluded a study of the characteristics of literate and non-literate adults. Their findings suggest (1) that prior literacy skills need not be a precondition for further training, and (2) that very little has been written about how to reach non-literate adults with useful information without making literacy a first step (p. 1).

World Education, Inc. is now winding up a project begun in 1977 in which they attempted to provide, without the use of literacy, education that responds to the felt needs of adults who do not see literacy as a high priority. Their findings are leading to the conclusion, among others, that the participation of pre-literate adults in a program in which they define their own learning needs motivates them to seek training in literacy skills.

Hornik, Searle, Foote and Moulton, at Stanford University in 1978, studied broadly the ways in which radio and television have been used to meet goals of formal and nonformal education programs. As part of that study, literacy-training programs that employed radio as a means of instruction were analyzed. The authors tentatively conclude that "nothing in the structure of the course, including the character of the reception group, can take the place of a priori motivation"(p. 99).

Thus projects have supported the thesis that whereas literacy is not always a precondition for further skills training, in certain circumstances literacy skills are demanded, and that in these circumstances, literacy training programs are effective. Therefore, this project is intended to assist LDC policymakers and program designers provide literacy-skills training to adults and out-of-school youth who will profit from these skills. By helping LDCs invest in literacy training in circumstances where it will be effective, and not wasting resources where it will not, they will be able to raise nationwide literacy rates more efficiently.

B. Description

In response to the current needs, the goal of this project is to provide LDC policymakers and program designers with means of raising rates of literacy among adults and out-of-school youth.

The comprehensive study on literacy training research drafted in 1978 by the International Development Research Center (Toronto) analyzes the factors in achieving literacy into the following categories: (1) planning and organization, (2) personnel, (3) participants, (4) curriculum, content and methods, (5) environment, and (6) costs.

Of these general categories, the third, participants, contains one factor that has been relatively overlooked in research, and that appears more and more to development specialists as the most critical of all, namely, the demand for literacy, or incentives that motivate people to become literate. Incentives can be political, cultural/social, economic or, as is often the case, a combination of these. Political incentives appear in countries like Cuba and Somalia, where literacy is directed by fiat from the national leader. Cultural/social incentives are those deeply rooted in cultures like the Chinese and the Scandinavian, where literacy is valued in and of

itself. Economic incentives, as defined here, are those that hold the promise of a better quality of life due to access to more resources. A "better quality of life" may result from a better job, from an ability to participate in modernizing sector activities that demand reading newspapers, instructions, bills, etc., or just from the capacity to survive in the marketplace among those who are literate and who use their skills to their own advantage.

This project will focus on the domain of economic incentives, some of which can be used as points of leverage for introducing literacy-training programs. In learning any new skill, an individual considers (systematically or not) the benefits of having that skill in relation to the costs in time, effort and other resources required to achieve it. Correspondingly, development and educational policymakers must be able to estimate the strength of incentives in terms of costs and benefits to individuals to whom they will offer skills training.

Two of the studies done recently for the DS/ED office of A.I.D. indicate that a person's motivation to read and write follows, rather than precedes, his or her acquisition of practical skills and information offered in a development-oriented context. Hornik, et al., (pages 96-99) conclude

their partial review of literature on literacy instruction (particularly using radio broadcasts) with the suspicion that some prior education is related positively to successful completion of a [literacy] course.

Burke and Chiappetta conclude that illiterates can be motivated to read and write as a result of learning practical concepts and skills. In summarizing their research on characteristics of illiterates they set forth, among others, the following assumptions:

> 1. Reaching illiterate people with useful, well-packaged information on health, nutrition, agriculture, and family planning could very well be the first step in a literacy, or basic adult education program. It is simply reversing the traditional approach by introducing useful concepts before the learner has acquired the requisite literacy skills.
>
> 2. It is our contention that if you provide illiterate people with useful facts and concepts at the outset of a development program, they may see the need for literacy as a means of opening up additional channels of information. (pp. 2-4)

The purpose of this project, therefore, is to develop methods of improving the success of literacy training programs by taking into account the relative strength of various incentives to become literate.

The UNESCO Experimental World Literacy Program was predicated on the assumption that literacy skills training could coincide with practical skills training, because entrance into a practical skills training

program would serve as a sufficient incentive to motivate learners to become literate. The general conclusion is that it does not. An alternative assumption must be considered. We propose that the more imminent likelihood of economic improvement requiring literacy skills will be a much stronger incentive for learning these skills. Economic improvement could result from self-employment opportunities, wage-earning jobs, or even just the ability to take advantage of available resources or to profit in the market place.

The sub-purpose of the project is to demonstrate that by introducing literacy training into development-oriented practical skills training programs, the likelihood of economic improvement will serve as strong incentives for adults and out-of-school youth in the training program to become literate. The purpose of Phase One of the project is to develop a project design for use in testing assumptions about the incentive value of employment for literacy skills acquisition. The purpose of Phase Two (FY 1981) will be to test the project design in field operations in several regions.

Outputs:

1. A model project design presented in a format that policymakers and program designers can use to integrate literacy training into development-oriented practical skills training programs in the particular circumstances of their own country and/or region.

2. A review of evidence from existing case studies and experiments that shed light on incentives and other motivational factors affecting the learning and retention of literacy skills among out-of-school youth and adults.

3. Detailed examples of how specific LDC institutions can implement the model project.

4. A list of institutions which give literacy training to out-of-school youth and adults in all A.I.D.-supported countries, and to which the project design has been delivered.

Inputs:

1. A $160,700 contract for two years with an educational or research organization to produce outputs.

2. Monitoring assistance from AID/W DS/ED.

Assumptions:

1. That whereas development in its initial stages need not be retarded, either on a national or individual level, by a lack of literacy skills, people as individuals and nations sooner or later reach a point where further development is seriously impeded by lack of such skills.

2. That the acquisition of literacy skills is one link within the chain of individual behavioral and socio-economic structural changes comprising development, that it can follow rather than precede the acquisition of practical (i.e., life improvement, self-supporting and/or economically marketable) skills, and that the latter can serve as an economic incentive for becoming literate.

3. That the practical-skills being taught are in demand, so that the incentive of imminent employment reinforces that of continued skills training.

Strategy: The project will be an attempt to demonstrate the widely held thesis that the success of a literacy training program is directly related to the incentives present for learners to acquire literacy skills. This thesis has been difficult to operationalize, because it is not easy to form into groups just those individuals who are motivated by one incentive or another to become literate. These incentives could be for either self-employment or wage-earning jobs, and the better quality of life that they provide. One means of locating groups of motivated learners appears to be the identification of practical-skills training programs in which participants expect to improve their economic situation as a result of new skills.

In order to capitalize on these already formed groups and on the incentives that motivate them to increase their marketable skills and the quality of their lives, the project will result in a training program design wherein literacy skills are offered to participants in practical skills training programs. A critical characteristic of this design will be the timing of literacy training so that it is close to actual income-improvement opportunities.

Although many studies of factors in achieving literacy conclude that incentives and motivation are of primary importance, facts and figures have yet to be analyzed as a basis of program design. The contractor will first review all empirical evidence of incentives and other motivational factors that

have affected the outcome of literacy training programs. In compiling these data, theoretical and hypothetical studies unaccompanied by valid evidence of their verity will be disregarded.

Throughout the project every effort will be made to incorporate ideas, information and needs of LDC literacy-training organizations. The contractor may find it necessary to visit selected institutions working in literacy training in LDCs to search for relevant information and to share the project idea and plan for feedback. Possible U.S. centers are World Education, Inc. and UNICEF in New York, and the Nonformal Education Information Center at Michigan State University. In Europe,

UNESCO in Paris and the National Institute of Adult Education in Leicester, England are candidates. Institutions in other ountries to be considered would include the International Institute for Adult Literacy Methods in Tehran, and the Institute for Adult Education in Dar es Salaam.

The data collection will include but not necessarily be limited to the following types of sources:

1. Case studies, experimental research studies and anthropological micro-studies that focus on conclusions based on empirical evidence;

2. Recent comprehensive/literacy studies such as UNESCO's Experimental World Literacy Program: A Critical Assessment (1976), the International Development Research Centre's draft report, "The World of Literacy" (1978), and relevant reports on articles published by the International Institute of Adult Literacy Methods and in other international journals on literacy training.

3. Studies of development that include literacy as an important variable; these include Inkeles' Becoming Modern and E. E. Rogers' Modernizing Peasant Societies.

It is anticipated that a careful search through these materials will reveal numerous accounts of how literacy training programs have been associated with various incentives, and of how trainers have consciously linked literacy training programs to certain incentives. In each case, the incentive will be described. The collection of these will then be

analyzed so that generalizations can be made about the kinds of incentives that have proven sufficiently strong, and about how trainers have capitalized on incentives. Those related to practical skills training will be paid special attention, because it is likely that these are the easiest to program.

Insofar as possible, the contractor will also draw conclusions about evidence of the following:

1) How to measure the relative strength of an economic incentive (see Section II.A. Background for a discussion of economic incentives);

2) How these economic incentives may be related to other factors in achieving literacy (see the Technical Analysis);

3) Characteristics of beneficiary groups likely to be motivated by economic incentives;

4) Implications for development and educational planners of capitalizing on incentives to offer literacy training to these groups, particularly in conjunction with practical skills training.

The data analysis and conclusions will be shared, by mail, with staff members of literacy training institutions -- both those that were visited initially and others that work in LDC programs. These individuals will be asked to comment on the conclusions in light of their own knowledge and experience, in order to verify, augment or question them, and to suggest how they can be presented in a manner most useful to policymakers and program designers.

Based on the revised conclusions, the contractor will draft a project design. This design for a literacy training program will take into account the power of practical skills training and other economic incentives (as discussed above) to motivate certain groups of adults and out-of-school youth to learn literacy skills. It will incorporate all the relevant information presented in the data analysis and conclusions, including program organization, training methods, materials, grouping, scheduling, and so forth.

It will be described in clear layman's language and accompanied by guidelines for adapting it to particular situations in LDCs. This information will be made available in a practicable format to all LDC institutions concerned with literacy training and to all USAID missions. Illustrations of how the project model could be implemented in at least two actual field situations will be included.

The draft design and accompaniments will be reviewed by selected staff members of LDC institutions and by AID/W prior to their general distribution.

The work to be accomplished in this project constitutes the necessary first phase of putting into operation studies and programs in specific LDC institutions. Assuming that the outputs of this project will be

produced as described here, funds will be allocated by DS/ED in FY 1981 to implement pilot projects in countries where so requested by the government and approved by USAID missions. If in some cases these funds are allocated by missions and /or regions, DS/ED will take part in the diffusion of results among missions and regions.

III. PROJECT ANALYSES

A. Technical Analysis

The factors required to design successful literacy training programs are complex, and not much is known about their relative effects on program outcomes or on each other. But they cannot be ignored in this project. The contractor will have to describe:

1. What is known about the following (and related) factors, especially as they serve as or interact with incentives; and

2. How to account for them in the project design.

The factors to be studied will include:

a) Environment:

- stage and rate of economic/social development in the locality
- political climate in regard to human resource development
- percentage of local population that is literate
- nature and amount of available reading materials
- nature of organization providing literacy training
- infrastructure available to the organization.

b) Learners:

- characteristics, including age, sex, occupation, SES, previous education
- nature and extent of learner participation in planning and management of the literacy-training program.

c) Language:

- complexity of the written language
- whether language is the mother tongue or a *lingua franca*.

d) Pedagogy:

- training methods
- class size, schedule, duration and membership criteria
- amount and kind of training provided to instructors

B. Financial Plan

U.S. Personnel	Amount	Cost
Principal Investigator	12 p/m	$ 50,000
Admin. Assistant	18 p/m	25,000
Services		
Secretarial/Clericak	12 p/m	12,000
Production/Publication	4 p/m	10,000
Overhead		42,000
Travel and Per Diem		
U.S.:		
Round trips, WDC-base	2 @ $600	1,200
Round trips, WEI, MSU, U/Mass.	1 @ $1,000	1,000
Overseas:		
Round trip, UNESCO, Leicester	1 @ $1,500	1,500
Round trip, Nairobi, Dar, Tehran	1 @ $3,000	3,000
Materials and Supplies		
Documents		2,000
Contingency		13,000
	TOTAL -	$160,700

C. Social Analysis

This project is the first phase of a two-phase endeavor to improve literacy-skills training programs. Independent of the second phase, this project will provide valuable information and tools to LDC policy-makers and program designers concerned with training out-of-school youth and adults. Since this project is primarily aimed toward developing methods, its beneficiary group is limited to policymakers and program designers.

Since the longer range, larger scale results of this project will effect a broader group of beneficiaries, the latter merit brief discussion here. The ultimate beneficiaries will be those adults and out-of-school youth for whom the acquisition of literacy skills will directly affect their economic opportunities and therefore the quality of their own and their dependents' lives.

More specific characteristics of beneficiary groups will be described in this first phase project. One major activity of the project is an inductive analysis of groups of people who have become literate as a result of clearly identifiable incentives to do so. For example, trainers working in the Integrated Family Life Education project in Ethiopia noticed that numbers of young men were attending literacy classes offered to rural women. These youth had as a group a relatively high rate of success, explained by their motivation to learn basic reading, writing and counting so that they could become itinerant merchants in the rural marketplace.

Similar instances will be identified so that general characteristics of groups motivated to become literate can be listed. In some cases they will be rural people, sometimes urban; some will be women, some men. Some may be youth whose opportunities for schooling have not been enough to give them the literacy skills they recognize they need. Others will be adults who, due to changing circumstances and new opportunities, see a need to learn new skills. In all cases, the critical characteristic of the beneficiary group will be the direct relation between their chance for economic improvement and their acquisition of literacy skills.

In selecting countries in which to implement the project (phase two) subsequent to this one, DS/ED will consider countries where economic incentives cannot be confused with political incentives. In a case where a newly arrived national leadership has given high priority to universal literacy, the resources and encouragement made available by political will would be difficult to distinguish from economic incentives among smaller pockets of people. This distinction is an important one to maintain. The few nations that have been relatively successful in approaching universal literacy rates have done so as a result of high level decree. Skeptics sometimes claim that this is the only way dramatic results in literacy training can be achieved. In order to present evidence that economic incentives can be as powerful as political ones, this project must operate where the two cannot be easily confounded.

D. Economic Analysis

This project tests a supposition about the economics of literacy training, namely that costs of such training are lowest when training is timed so as to coincide with trainees' motivation to become literate. The following table is taken from UNESCO's The Experimental World Literacy Program: A Critical Assessment (1976), which is the most comprehensive recent assessment of literacy training endeavors. The table indicates the difference in cost per capita between enrolled participants and final participants. It reveals, in other words, the enormous differential required for successful literacy training, due to high drop-out rates:

	Total est. cost per enrolled participant	Total est. cost per final participant
	US$	US$
Sudan	7.00	272.00
Madagascar	112.00	126.00
Ecuador	70.00	123.00
Iran	49.00	100.00
Algeria	71.00	99.00
Ethiopia	54.00	92.00
Mali	14.00	35.00
Tanzania	7.00	10.00

The contention of this project is that students who are motivated to read and write will not drop out of literacy training programs, and that therefore, the differential costs between enrollees and course completers will be dramatically reduced.

Therefore, if the project demonstrates its thesis, we can say that wherever literacy training is economically worthwhile, the training design produced by this project represents a relatively low cost means of providing that training.

IV. IMPLEMENTATION ARRANGEMENTS

A. Analysis of Recipients' and A.I.D.'s Administrative Arrangements

The project will be implemented entirely by the contractor and monitored by the project manager in DS/ED.

1. The contractor will be either an LDC institution or a U.S. institution selected on the basis of these criteria:

- practical experience on designing and implementing literacy training programs
- knowledge of and contact with other literacy-training organizations
- sufficient research capability to design a model project that can be adapted to various environments while still allowing for comparable results
- qualified professional and support personnel available to do the project
- relevant resource materials on hand
- logistical support required for travel, correspondence and production of outputs.

It is expected that the contacts established by mail with literacy-training organizations in LDCs during the course of the project will nurture the interest of those organizations in the purpose and activities of the project and will lead some to a decision to implement the project in their countries. It is further expected that some of those countries

will request DS/ED support in implementing the project, and that these requests will be used as opportunities to develop at least one project, to be funded by DS/ED in FY 1981, in which the project design developed here is actually implemented in at least two countries.

2. The A.I.D. project monitor will be a member of the DS/ED staff. The project manager will regularly report to Regional Bureau staff members interested in the project about the contractor's plans and progress to make sure that they respond to Regional Bureau and mission needs, and facilitate correspondence between the contractor and literacy-training organizations in LDCs.

USAID missions will be kept informed of all correspondence between the contractor and literacy-training organizations in the countries of those missions. Whenever requested such correspondence will be through USAID missions.

B. Implementation Plan

Month #	Activity	Responsibility
0	Contract signed	DS; Contractor
1	Work plan approved	DS
12	Data collected	Contractor
13	Annual evaluation held	DS; Contractor
14	Data analysis drafted	Contractor
16	Data analysis reviewed -	
	by literacy specialists in LDCs	Contractor
	by AID/W Project Committee	DS
17	Data analysis revised	Contractor
19	Project design drafted	Contractor
21	Project design reviewed -	
	by literacy specialists in LDCs	Contractor
	by AID/W Project Committee	DS
23	Project design revised	Contractor
24	Project design delivered -	
	to AID/W and missions	DS
	to LDC literacy institutes	Contractor
25	Project evaluation completed	DS

C. Evaluation Arrangements

The contractor will be responsible for formative evaluation arrangements. The project monitor in A.I.D. (DS/ED) will be responsible for summative evaluation arrangements, and will participate in formative evaluation.

1. A plan for formative evaluation activities will constitute part of the proposal submitted by the contractor to A.I.D. The evaluation plan will describe anticipated means of collecting feedback on (a) the preliminary data analysis and conclusions, and (b) the initial draft of the model project design.

At the end of each year the contractor will provide A.I.D. with the following information. The A.I.D. project manager will use this information at the end of the first year to participate in a formative evaluation meeting and at the end of the second year to write an evaluation report:

- contacts made with literacy-training organizations
- visits made to literacy-training organizations
- major sources of information being used for conclusions and model project
- major sources of feedback on conclusions and model project
- progress toward achieving purpose
- other anecdotal reports that shed light on progress, problems and anticipated outcomes.

2. Summative evaluation activities will be managed by the A.I.D. project manager in DS/ED. These will include annual evaluation meetings with the contractor and the preparation of an interim and a final evaluation report. The preparation of the interim report will be coordinated with the contractor's formative evaluation activities.

ANNEX 1

SELECTED ORGANIZATIONS INVOLVED IN LITERACY WORK

Arab Literacy and Adult Education Organization (ARLO)
1, Shihab Street
Dokki, Cairo EGYPT

Centro Multi-Nacional de Formacion y Asesoria en
Innovaciones de la Educacion (CMLT/FESIED)
c/o Jesus Ballen-Ardila
Apartado Postal 2253
San Jose, Costa Rica

International Institute for Adult Literacy Methods
P. O. Box 1555
Tehran, Iran

Janasiksha Prochar Kendra
57B, College Street
Calcutta-700073 INDIA

Movimento de Educacao de Base (MEB)
Rua Sao Clemente 385
Rio de Janeiro 20.000
BRAZIL

National Institute of Adult Education
19B De Montfort Street
Leicester LE1 7GH, ENGLAND

Southest Asian Ministers of Education
Secretariat
Darakarn Building
920 Sukhumwit Road
Bangkok 11, THAILAND

UNESCO
Regional Centre for Functional Literacy in Rural
Areas for the Arab States (ASFEC)
Sirs-el-Layyan, Menoufia, A.R.E.
EGYPT

UNICEF
866 UN Plaza
New York, NY 10017

AID 1020-28 (1-72)

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:
From FY 79 to FY 82
Total U.S. Funding $ 160,700
Date Prepared: 4/17/79

Project Title & Number: LITERACY-ORIENTED FUNCTIONAL EDUCATION (931-1242)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Program or Sector Goal: The broader objective to which this project contributes: To provide LDC policymakers and program designers with means of raising rates of literacy among out-of-school youth and adults.	**Measures of Goal Achievement:** Rising literacy rates among populations participating in the project.	Census reports Subsequent project records	**Assumptions for achieving goal targets:** That whereas development in its initial stages need not be retarded, either on a national or individual level, by a lack of literacy skills, people as individuals and nations sooner or later reach a point where further development is seriously impeded by lack of such skills.
Project Purpose: To develop methods of improving the success of literacy-training programs by taking into account the relative strength of various incentives to become literate.	**Conditions that will indicate purpose has been achieved: End of project status.** Existence in LDCs of literacy programs coordinated with practical skills training programs, and of their success rates that are high relative to other literacy training programs in the country.	Census reports Subsequent project records	**Assumptions for achieving purpose:** That the acquisition of literacy skills is one link within the chain of individual behavioral and socio-economic structural changes comprising development, that it can follow rather than precede the acquisition of practical (i.e. life improvement, self-supporting and/or economically marketable) skills, and that the latter can serve as an economic incentive for becoming literate. That the practical-skills being taught are in demand, so that the incentive of imminent employment reinforces that of continued skills training.
OUTPUTS: 1. A model project design presented in a format that policymakers and program designers can use to integrate literacy training into development-oriented practical skills training programs in the particular circumstances of their own country and/or region. 2. A review of evidence for existing case studies and experiments that shed light on incentives and other motivational factors affecting the learning and retention of literacy skills among out-of-school youth and adults. 3. Detailed examples of how specific LDC institutions can implement the model project.	**Magnitude of Outputs:** A list of sources of data. A report on data analysis and conclusions. A project design. Accompanying guidelines. Accompanying illustrations. A list of LDC institutions to which design, guidelines and illustrations have been distributed.	N/A	ASSUMPTIONS FOR ACHIEVING OUTPUTS: 1. That sufficient data is available for contractor's review. 2. That literacy-training organizations respond to contractor requests for feedback.
Inputs: 1. A $160,700 contract for two years with an educational or research organization to produce outputs. 2. Monitoring assistance from AID/W DS/ED.	**Implementation Target (Type and Quantity)** 8/79: Contract personnel hired 9/80: Data collected 2/81: Data analyzed 8/81: Project design completed 9/81: Materials delivered to LDCs 10/81: Project evaluated	Project records	**Assumptions for providing inputs:** 1. That AID will supply funds and assistance. 2. That qualified contractor is available.

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Attachment #1

STATEMENT OF WORK

LITERACY ORIENTED FUNCTIONAL EDUCATION PROJECT (931-1242)

The contractor will produce four reports, two of which are substantive products and two of which are accounts of the process of arriving at these products. The reports will be:

1. A review and analysis of evidence from existing case studies and experiments that shed light on incentives and other motivational factors affecting the learning and retention of literacy skills among out-of-school youth and adults.

2. A model design for literacy-training programs that are integrated into development-oriented practical skills training programs.

3. A descriptive account of LDC organizations* doing literacy training and/or research, including the nature of their activities, the extent to which they have been involved in this project, and their potential for implementing a pilot program that results from the project.

4. A formative evaluation plan and descriptions of how it has been implemented.

The tasks to be done in producing these reports and the details of their contents are described below:

1. Review and analysis of evidence from cases and studies. The contractor will collect and analyse available documents that shed light on incentives and other motivational factors affecting the learning and retention of literacy skills among out-of-school youth and adults.

*Recognizing that there are organizations in the U.S. and other more developed countries that have literacy programs relevant to those in LDCs, the contractor will involve these in the project however it is appropriate. But since the focus of the project is on LDC literacy training, reference to non-LDC organizations will not be required except as noted in this Scope of Work.

A. The documents collected will include (but not be limited to):

(1) Case studies, experimental research studies and anthropological micro-studies that focus on conclusions based on empirical evidence;

(2) Recent comprehensive reports on literacy studies such as Unesco's Experimental World Literacy Program: A Critical Assessment (1976), the International Development Research Centre's draft report, "The World of Literacy" (1978), and relevant articles published by the International Institute of Adult Literacy Methods and in other journals on literacy training;

(3) Studies of development that include literacy as an important variable; these include Inkeles' Becoming Modern (1974) and Rogers' Modernization Among Peasants (1972).

B. Many of the documents in the first category are out of print and not widely circulated. In order to thoroughly search for those that are relevant, the contractor will travel to

(1) U.S. and international organizations, including World Education, Inc. and Unicef in New York, the Nonformal Education Information Center at MSU in East Lansing, Michigan, the International Institute of Adult Literacy Methods in Tehran, Unesco in Paris and the Agricultural Extension and Rural Development Center at the University of Reading, and any others determined by the contractor and AID to be important.

(2) Literacy organizations in LDCs, including the Institute of Adult Education in Dar es Salaam, the Literacy House in Lucknow, India, and any others determined by the contractor and AID to be important.

C. In analyzing the data, it is assumed that a careful search will reveal accounts of how literacy training programs have been associated with various economic incentives*. The contractor will describe the incentive in each case and then analyze the collection of these in order to make generalizations about the kinds of incentives that have proven sufficiently strong and about methods trainers have used to capitalize on economic incentives.

D. Based on the data, the contractor will draw conclusions about the following:

(1) How to measure the relative strength of economic incentives:

(2) How economic incentives may be related to other factors in achieving literacy, including:

(a) environment:

- stage and rate of economic/social development in the locality
- political climate in regard to human resource development
- percentage of local population that is literate
- nature and amount of available reading materials
- nature of organizations providing literacy training
- infrastructure available to the organization;

(b) learners:

- characteristics, including age, sex, occupation, SES,

*Economic incentives are defined here as those that hold the promise of a better quality of life due to access to more resources. A "better quality of life" may may result from a better job, from an ability to participate in modernizing-sector activities that demand reading newspapers, instructions, bills, etc., or just from the capacity to survive in the marketplace among those who are literate and who use their skills to their own advantage.

previous education

- nature and extent of learner participation in planning and management of the literacy-training program;

(c) language:

- complexity of the written language is the mother tongue or a lingua franca;

(d) pedagogy:

- training methods
- class size, schedule, duration and membership criteria
- amount and kind of training provided to instructors;

(3) What the characteristics are of beneficiary groups likely to be motivated by economic incentives;

(4) How policymakers and program designers can capitalize on incentives to offer literacy training to these groups in conjunction with practical skills training.

E. The contractor will obtain from at least eight (spread among at least three regions) LDC organizations doing literacy training, feedback on the data review and analysis in regard to:

(1) completeness of the information;

(2) accuracy of the analysis in relation to their own experience and findings;

(3) relevance of the analysis to their own needs and work.

The review and analysis will be revised as necessary in response to the feedback of these organizations.

F. The review and analysis will be produced as a written document, film, or any other medium that is appealing, comprehensible and useful to LDC policy makers and program designers. It will be produced in English and presented to DS/ED during the thirteenth month of the project.

2. A model project design for literacy-training programs that are integrated into development-oriented practical skills training programs. Based directly on the first report, the review and analysis of evidence, the contractor will design a model project that, subsequent to this project, will be implementable by LDC organizations. The design will include:

A. Specific project purposes derived from conclusions of the report.

B. Means of defining beneficiary groups, i.e., of specifying the characteristics of those who will participate in the literacy training programs.

C. Means of judging the adequacy of incentives for participants to become literate.

D. The range of alternative methods and considerations to make in selecting methods of implementing the project. These methods will relate to factors in achieving literacy-- environment, learners, language and pedagogy (See 1.D.(2) above).

E. Means of avoiding or overcoming logistical constraints and constraints imposed by scarce resources in LDCs like those where the project migth be implemented.

F. Formative and summative evaluation plans that will provide accurate information about how well the project purposes have been met and how the design can be improved for future projects.

G. All the information that would be necessary to write an AID Project Paper.

The contractor will obtain from at least eight (spread among at least three regions) LDC organizations doing literacy training, feedback on the model project design in regard to how they perceive its validity and its relevance to their own needs and work. The design will be revised as necessary in response to the feedback of these organizations. Accompanying the design, the contractor will provide two examples in different regions of situations in which the model project design can be implemented and detailed explanations of how it would be done. The value of this element of the report is, first, the assurance it gives that the design has been developed in conjunction with actual field situations, and, second, its immediate applicability to pilot project opportunities. This report will be due during the twenty-fourth month of the project.

3. A descriptive account of LDC organizations doing literacy training and/or research that have been involved in this project. The contractor will identify and describe organizations that during the course of the project have:

A. Expressed interest in and have the capacity for implementing the model design as a pilot project, (at least four organizations, not all of which are in the same region);

B. Provided feedback on drafts of the review and analysis and on drafts of the model project design, (at least eight spread among at least three regions);

C. Been visited by the contractor for the purpose of collecting data, (at least one in each of three regions);

D. Been periodically informed by the contractor about the project and the request for feedback, (at least 20): the nature of responses to solicitation for feedback will also be described.

The contractor will continually make efforts to involve in the project as many LDC organizations as possible and in as much depth as possible. The payoff for LDC organizations becoming involved in the project will be, first, the liklihood that they will have available a useful approach to literacy training, since they will have participated in formulating that approach, and second, an opportunity to have AID support for a pilot literacy training program following on the results of the project. This report will be due to DS/ED at the times the evaluation reports are submitted (thirteenth and twenty-fourth months).

4. A formative evaluation plan and description of how it was implemented. The contractor will write a formative evaluation plan as an integral part of the work plan presented to AID during the first month of the project. The evaluation plan will include methods planned for obtaining periodic feedback from LDC literacy organizations, from U.S. and international organizations predominant in adult literacy, and from AID on the three reports described above.

The contractor will provide AID with an interim evaluation report during the thirteenth month of the project and a final evaluation report during the twenty-fourth month. The evaluation reports will be narratives, describing in qualitative and quantitative terms progress, problems and results of the project. The final report will include recommendations to AID about implementing the model project design as pilot projects.