

PD-AAP-026  
Can: 33846

# creative associates

THIRD YEAR EVALUATION  
LITERACY-ORIENTED FUNCTIONAL EDUCATION PROJECT  
SEPTEMBER 1, 1982 - NOVEMBER 30, 1982

CONTRACT NO. DSPE-C-0045

NOVEMBER 30, 1982

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CREATIVE ASSOCIATES, INC.  
CONTRACT NO. DSPE-C-0045  
DAVID W. KAHLER, PROJECT DIRECTOR  
NOVEMBER 30, 1982

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## SUMMARY

This document presents the third year evaluation of the Literacy-Oriented Functional Education (LOFE) Project, DSPE-C-0045, undertaken by Creative Associates, Inc. with guidance from Science and Technology Bureau/Education (ST/ED), AID/Washington. This report covers the period September 1, 1981 through November 30, 1982.

This document:

- presents a brief overview of the objectives of the three-year LOFE Project;
- examines the manner in which the work plan for Year Three (September 1, 1982 - November 30, 1982) was implemented;
- reports on efforts to keep AID Missions and LDC institutions informed of project objectives and purposes;
- describes ways in which feedback was obtained from LDC literacy specialists and institutions so that the LOFE Project continued to reflect both their needs and interests;
- explains how Creative Associates and sub-contract resources were managed;
- highlights the ways in which project beneficiaries participated in the design, implementation and evaluation of activities; and
- presents a set of recommendations for future work to the funding agency, AID.

THIRD YEAR EVALUATION  
LITERACY-ORIENTED FUNCTIONAL EDUCATION PROJECT

I. INTRODUCTION

The Literacy-Oriented Functional Education (LOFE) Project proposed that motivation for literacy is fostered when learners perceive an opportunity to increase their economic productivity with the help of literacy and numeracy skills. The Project had its origins in the cumulative work of literacy practitioners and planners during the last two decades; work which was more characterized by its diffuse nature than its contribution to a better understanding of the literacy phenomenon and motivations for participation in literacy programs.

Major foci of the LOFE Project during the first two years of the contract were the consolidation of empirical research on the linkages between economic incentives and motivation for literacy and the design and implementation of a field test in Ecuador in which specific research hypotheses were tested. During the third year, the research hypotheses were tested in a field setting in Tunisia.

This report presents the third year evaluation of the LOFE Project (DSPE-C-0045) undertaken by Creative Associates, Inc. The period covered by this document includes September 1, 1982 to November 30, 1982. In this report:

- a brief overview of the three year LOFE Project is presented;
- general tasks to be accomplished during the three years are outlined;
- Year Three activities are discussed and the means used to achieve contract goals are listed;

- staffing patterns for Year Three are reviewed; and
- recommendations for future efforts which might link literacy to business-related skills are presented.

Charts in the text of this report include Time and Task Charts for Year Three, (1981-1982) of the contract. Appendices include a brief overview of the Mellassine Integrated Development Project (PIM), the second field test sub-contractor (Appendix A); and a copy of the work plan for the second field test (Appendix B). As final project deliverables are to be delivered to the Project Monitor under separate cover, copies have not been submitted with this report. These include:

- Second Field Test Report: Literacy-Oriented Functional Education Project (delivered in September, 1982);
- Literacy at Work: Linking Literacy to Business Management Skills, An Annotated Bibliography (delivered in November, 1982);
- Literacy at Work: Linking Literacy to Business Management Skills (complete English text, French and Spanish synopses delivered in November, 1982); and
- Literacy at Work: A Trainers Guide for Linking Literacy to Business Management Skills (forthcoming).

## II. THE LOFE PROJECT: AN OVERVIEW

In September, 1979, the Office of Education of the Development Support Bureau (now ST/ED) of AID/Washington undertook a three year study to examine how economic improvement serves as an incentive for adults and out-of-school youth to achieve new levels of literacy through participation in vocational skills and literacy training programs. Through the Literacy-Oriented Func-

tional Education (LOFE) Project, Creative Associates, Inc., the contractor, carried out four sequential tasks:

- Task 1: The preparation of a preliminary state-of-the-art review on economic incentives and other motivating factors affecting the outcome of literacy training. (The review culminated with suggested hypotheses for study in field test sites.);
- Task 2: The conduct of a field test (in Latin America) with a LDC subcontractor in which research hypotheses were studied;
- Task 3: The conduct of a second field test (in Africa) with a LDC subcontractor in which research hypotheses were studied; and
- Task 4\*: The refinement of the preliminary state-of-the-art review to incorporate field test findings from the two sites and the dissemination of the final project documentation to interested individuals in donor agencies and developing countries.

Of the foregoing, Task 1 was completed during Year One of the contract and delivered on May 30, 1980. Negotiations associated with Task 2 were begun in the eleventh month of the contract (July, 1980) and were finished in the thirteenth month (September, 1980).

Actual conduct of the first field test (Task 2) in Ecuador took place between the fifteenth and the twenty-second month (November, 1980 to June, 1981). The final report from the Ecuadorian subcontractor was received in the twenty-third month (July, 1981) with Creative Associates' Final Report on the first field site delivered to ST/ED in the twenty-fourth month, (August, 1981).

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\*(Task 4 was enlarged upon during Year Three with an amendment to the contract which extended the contract by two months (through October 31, 1982). A subsequent no-cost extension was granted through November 30, 1982).

Although Task 3 was slated for Year Three (1981-82) of the contract, considerable time was devoted to second site negotiations in Year Two. Negotiations were finalized for the second site in the twenty-eighth month (December, 1981) with field site activities beginning in the twenty-ninth month (January, 1982) and lasting into the thirty-sixth month (August, 1982). All of Task 4 took place in Year Three.

The processes involved in Tasks 3 and 4 are described in Section III which follows immediately.

### III. YEAR THREE ACTIVITIES AND STAFFING

The discussion in this section of the report centers on Year Three (September 1, 1981 - November 30, 1982) activities\*. These included:

- dissemination of information on the LOFE Project;
- final field site negotiations in Tunisia;
- conduct of second field test by the Mellassine Integrated Development Project's Small Business Loan and Advice Unit; and
- preparation of final reports and deliverables.

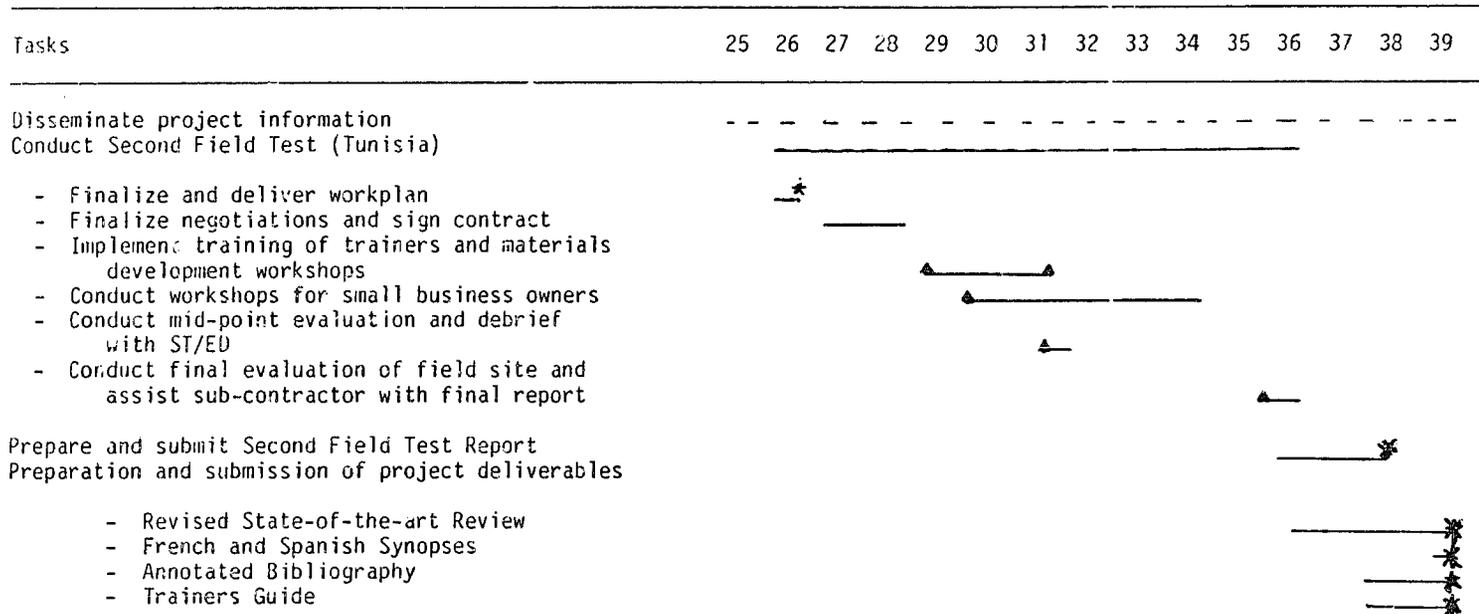
#### Dissemination of Information on the LOFE Project

Contract Obligations: The LOFE contract specified that the contractor was to continue, during Year Three of the contract, "to keep LDC institutions abreast of the project's objectives and progress of project activities." In addition, Creative Associates was to obtain feedback from those institutions

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\*A Time and Task Chart for Year Three is presented on the next page.

TIME AND TASK CHART  
YEAR THREE



TIME AND TASK CHART

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which would be useful in keeping the project in line with emerging LDC needs and interests.

Action on Contract Obligations: Creative Associates viewed the dissemination of information on literacy research as a primary focus of the LOFE Project. During the third year of the contract, a number of activities which began in the first and second years were continued and enlarged upon. In addition, new information dissemination procedures were begun. These activities included:

- Dissemination of the Preliminary State-of-the-Art Review: During Year Three 16 copies of the document, "Economic Incentives and Literacy Motivation" were distributed to adult education and literacy practitioners in the US and third world. The requests for the document came in response to informational notes which appeared on the project during the second year of the contract. Each copy of the document was accompanied by a letter requesting readers' reactions to the document. Responses to this request were used in revising the state-of-the-art review in Year Three.
- Project Briefings: Creative Associates, Inc. staff briefed adult educators from Tunisia, Tanzania, Kenya, Sri Lanka, Saudi Arabia, Egypt, Philippines, Liberia, Zimbabwe, Cameroon, Senegal, Mexico, Ecuador, India, Indonesia, Holland, Canada, and the United States on the project. In most instances these briefings took place in Washington. The LOFE Project was also discussed with AID staff attached to Regional Bureaus (Latin America) and specialized bureaus (Housing and Multi-Sectoral Development).
- Project Updates and Informational Notes: LOFE Project updates and informational notes appeared in a number of adult education and literacy-oriented journals and publications in Asia, Africa, Latin America and the United States.
- Dissemination of Literacy Bibliography: Creative Associates continued to respond to requests for the literacy bibliography completed during Year One of the contract. The bibliography, which contains some 500 entries, was updated throughout the second and third

years of the contract. With the collection of literacy-related documentation continued into the Year Three of the contract, Creative Associates believes that the cumulative bibliography represents a major contribution to the field of literacy research.

- Conference and Workshop Presentations: The LOFE Project Director participated in one major conference on literacy and presented a paper based on LOFE project documentation (Airlie House Conference on a New Understanding of Literacy, May, 1982). One journal article was submitted for publication (pending). A paper has been accepted for the 1983 Lifelong Education Research Conference (University of Maryland). The Project Director also attended a two-day panel at UMASS, Amherst on specific literacy needs of small businessowners.

During Year Three, LOFE Project Staff responded to numerous requests for information on literacy-related questions from practitioners and planners alike. For example, Creative Associates answered requests from Senegal on LOFE methodology and its applicability to small income-generating groups; from India on materials development issues; and from Cameroon on testing and measurement issues in adult literacy.

#### Negotiations for Field Research Site

Contract Obligations: Two field tests of research hypotheses were specified in the LOFE contract. Both sites were to be in LDCs with ongoing AID-funded practical skills training programs for adults and/or out-of-school youth. The first site was to be scheduled for Latin America, the second for Africa. Site selection was to be based on expression of interest from AID Field Missions and/or from Regional Bureaus. Final selection of field sites was to be made by the ST/ED Project Monitor and the LOFE Project Director.

The research hypotheses to be tested in the two field test sites were derived from the preliminary state-of-the-art review. On the basis of the results of the first field test, the hypotheses were refined before testing in the second site. The findings of both field tests were then used in revising the state-of-the-art review (Task 4).

With assistance from Creative Associates, the subcontracting institutions were to design an educational treatment which tested the research hypotheses. The educational treatment, which was introduced into an ongoing practical skills training project, was to be evaluated by the subcontractor after a six-month period. The evaluation undertaken by the subcontractor was to focus primarily on replicable program elements.

Action on Contract Obligations: During the period of September 1, 1981 and November 30, 1982, the following action was taken on field site negotiations and LOFE Project research:

- First field site negotiations, in Tunisia (September - December, 1982) with the Mellassine Integrated Development Project; and
- Conduct of Second Field Test, Tunisia (January, 1982 - August, 1982);

Each of these actions is discussed in depth in the following sections of this report.

During Year Two of the LOFE Project, Creative Associates and ST/ED identified the Mellassine Integrated Development Project (PIM) as a prospective subcontractor for the second field test. During two visits to Tunisia in 1981, Creative Associates staff discussed the LOFE Project in detail with authorities of the Municipality of Tunis (the sponsoring agency for the Mellassine Project). Visits were made to Project sites in a slum area in south Tunis to

discuss that project's current and past training activities. By September 1981, a formal invitation was extended by ST/ED and Creative Associates to the Municipality of Tunis to be the subcontractor.

The Mellassine Project was viewed as offering an excellent second site opportunity for the LOFE Project through the incorporation of LOFE Project activities into its newly formed Small Business Advice and Loan Unit. The advice and loan program was designed to provide services to between 400-500 small entrepreneurs in the slum redevelopment zone.

Negotiations with the Mellassine project on the tentative work plan and the terms of the contract were completed by the twenty-fourth month of the contract (August, 1981). The subcontract amount of \$15,000 was approved by the ST/ED Project Monitor in early September, 1981. A final work plan was drawn up in the twenty-sixth month (October, 1981). The official signing of the subcontract by the Mayor of Tunis and Creative Associates was delayed until the twenty-eighth month (December, 1981). (See Appendix A for an overview of Mellassine Project activities).

#### Conduct of Second Field Test (January 1982 - August 1982)

During visits to Tunisia in 1981, the LOFE Project Director discussed the central research hypothesis and the suggested research design with staff of the Mellassine Project. Once agreement was reached on the basic principles underlying the research, the research design was adapted to the training context. Research operations were reviewed and integrated into an overall training design to ensure that each operation contributed to the implemen-

tation of the skills training to be offered. Research instruments were discussed with the team, then elaborated in French for translation into Arabic.

An underlying theme throughout this adaptation process was that of the meaning given to the word "literacy" in the activity. As prospective participants in the Advice Program's training activities were individuals with low level literacy skills and not necessarily illiterates, project staff talked in terms of "technical literacy" or "business literacy." Mellasine Project staff stressed that "conventional literacy instruction" was neither possible during the limited time available for the field test nor feasible given the short-term nature of training programs, i.e., 22 hours in one week. Project staff felt that by concentrating on "the new levels of literacy or technical information" necessary for an individual's fuller participation in an existing economic activity, meaningful short-term training could be offered to the small businessowners who were their clients.

Workshops for Small Businessowners: Between February 1 and June 20, 1982, the Small Business Advice and Loan Unit conducted five training workshops for small businessowners from the Mellasine Project zone. Three workshops were offered on accounting and management techniques for small businesses and two were organized on inventory management for small industries. The choice of workshop themes was based on the expressed interests of prospective participants.

Each training module was presented in six sessions of three hours each with an additional four hours scheduled over two follow-up sessions. The six initial sessions were presented at the Mellasine Project's training facilities as was the second of the follow-up sessions. The first follow-up

session took the form of an on-site business consultancy in which trainers visited individual entrepreneurs at their places of business.

Forty-five (45) participants registered for the workshops. Of this number 42 were men and 3 were women. In two workshops, both on accounting, all participants attended the entire course. In the other workshops, there was a high rate of non-completion (on the average 50%) which was attributed to timing (preparations for the month of fasting, Ramadan) and the decreased motivation of participants who had applied for, but not yet received, loans from the Mellassine Project.

The most common profession represented among participants was carpentry, followed by small commercial occupations such as grocers, green-grocers, butchers, electricians and plumbers.

Responding to Learner Needs With Appropriate Materials and Methods: Data collected from baseline surveys implemented by the Mellassine Project provided a substantial basis for developing training materials responsive to the learning needs of small businessowners served by the Project. In addition, information gathered during interviews with entrepreneurs seeking specific technical assistance was used to further focus the materials development process. Finally, small businessowners participated directly in the materials development process as resource people.

Training materials were structured around participatory instructional strategies which encouraged greater reliance on program participants as technical resource people. The learners were, at the same time, both object and subject of training activities which focused on:

- the enhancement of the learner's self-concept;
- an analysis of immediate economic opportunities;
- the identification of the literacy levels required for participation in the immediate economic opportunities under study; and
- the increased initiative, participation and use of individual and collective resources.

Workshop sessions were planned to give each participant the opportunity to immediately apply the technical content presented, to develop action strategies and to exercise leadership roles and behaviors. The technical content of the training was integrated with specific literacy exercises. Once existing economic opportunities had been explored, learner motivation was not concentrated on production per se, but was directed toward the acquisition of the necessary "technical" literacy skills to implement the newly presented technical content. Formative evaluation measures were closely linked with all offerings so that the training was easily adapted to the realities of each workshop group.

Training Trainers to be Responsive to Learner Needs: Being responsive to the learning needs of small businessowners served by the Mellasine Project meant that trainers needed to:

- understand the economic and social context of the area;
- develop a realistic training design which would encourage participation;
- develop training materials with appropriate content and at an appropriate level for small businessowners in the area; and
- employ training and evaluation strategies which would allow for inevitable modification.

Thus, training of trainers became a central concern in the Tunis site. In the section which follows, the process used in developing training materials is described.

The Materials Development Process: Under Creative Associates' agreement with the Mellassine Project's Loan and Advice Team, technical assistance was provided for the collaborative development and testing of:

- literacy-oriented training materials on accounting for small businesses and inventory management for small industries;
- appropriate adult and nonformal education training methodologies for the delivery of practical skills training;
- formative evaluation methodologies to be incorporated in the Small Business Advice and Loan Unit's training practices; and
- a research design and appropriate research procedures which would measure the effectiveness of both training materials and training methods as well as gauge the motivation of individual participants to acquire new levels of literacy.

Training-of-Trainers Workshops: Two initial training activities conducted by Creative Associates and the Mellassine were designed as training-of-trainers workshops. The general objectives of the workshops were:

- to finalize organizational and logistical issues related to LOFE Project research to be undertaken by the Unit;
- to assist the Unit in the development of a training design responsive to the technical assistance needs of their clientele;
- to work with Unit members on the development of a learner profile which could then be used in making training decisions on content, sequencing and training schedule;

- to develop, with the active participation of Unit members, appropriate literacy-oriented training materials and methodologies for a training module on accounting for small enterprises;
- to develop a second module, on inventory management for small industries, using the participatory process developed during the elaboration of the first module; and
- to assist the Unit with the development of a series of formative evaluation measures designed to aid them in making immediate and responsive changes in training content, methods and design.

The training of trainers workshops were designed with the technical skills of the members of the Mellassine Integrated Development Project's Business Loan and Advice Program in mind. During visits to Tunis in August and September, 1981, the LOFE Project Director had extensive interviews with the team members and individual skills profiles were developed. The subcontractor's training staff had a range of professional and technical qualifications: accounting, economics and Tunisian business law; small enterprise management, law and international development; urban extension; and project management. Of the participants, two had previous teaching experience, although not with adults. All had first-hand exposure to working with individuals of the socio-economic and educational level of the small businessowners for whom training materials and methods were to be developed.

Training sessions for the trainers were predominantly in French with movement into Arabic for specific materials, development exercises and technical discussions. Interestingly enough, all participants quickly noted that their "technical" business management vocabulary was deficient in Arabic. Thus, an additional objective of all training sessions became that of keeping a running list of technical vocabulary in the two languages.

The training of trainers workshops were organized in two parts. The first part was devoted to organizational and logistical concerns surrounding the research to be undertaken; the refinement of research instruments; the reporting of results; and the organization of workshops for Mellassine entrepreneurs.

In the second part of the workshops, training materials to be used with small businessowners in the Mellassine area were developed and training workshops in which the materials were to be tested with small businessowners were designed. As a prelude to the actual materials design, workshop participants first undertook the consolidation of research data for decision-making and use in elaborating a learner profile. The learner profile became the basis for decisions on training content, training schedule, methods and materials. The workshops also allowed for the review of translations of training materials with literacy specialists and the pre-testing of training materials with prospective clients.

As noted earlier, the major objectives of the workshop included the training of trainers as well as the development and modification of literacy-oriented materials and training methodologies for use with small businessowners. Creative Associates training team opted for a training design which allowed the subcontractor's staff to experience and experiment with a wide range of training opportunities. Both group and individual training experiences were designed with all activities stressing the role of group decision-making and participation in the development of the training design and training materials. Particular attention was given to exercises which contributed to group cohesiveness and the role of group dynamics. As the group was small,

each trainer had ample opportunity to take responsibility for specific activities.

Training Materials: The words relevant and participatory would best characterize the training materials developed for use with small businessowners participating in training at the Tunis site. As existing materials were found to be too general in nature, project staff sought to develop situation-specific training activities for small businessowners in the zone.

Materials were geared to the active exploration of the requisite literacy skills needed by small businessowners in their immediate economic activities. The technical content areas for the two modules, accounting and inventory management, were identified through interviews with prospective program participants. Each activity was developed at a literacy level commensurate with the average self-reported literacy level of program participants. Efforts were made to develop alternative forms of each exercise to accommodate literacy levels lower than the identified average.

In addition, prototype materials which encouraged active participation of the businessowner-trainees were used in preference to more traditional, directive materials and methods. Through photoliterature, small businessowners were introduced to the key concepts of each module. Extensive use of group discussion allowed participants to develop sufficient oral skills to facilitate the progression from oral expression to comprehension of printed training materials and then, to response through written work. Case studies and written exercises were complemented by both cashbook worksheets and inventory forms, thus allowing for an immediate application of key business management concepts through practice.

As few of the Mellassine businessowners involved in the training programs had prior experience with either accounting or inventory practices, considerable emphasis was placed on the development of oral language skills related to the technical content. Only after participants exhibited an oral mastery of the accounting and inventory management concepts did trainers move on to the reading and writing exercises. Attention to this oracy-to-literacy sequence enabled trainers to introduce new vocabulary and concepts to small businessowners, thus fostering a relevant, and in this case often new, knowledge base needed for the comprehension of printed messages later in the training. In addition, the inclusion of an oracy-to-literacy sequence in the training of small businessowners provided trainers with the opportunity to capitalize on participants' "old" knowledge in order to teach the newly identified literacy skills for improving accounting and inventory management practices.

Combining Research and Evaluation: Research operations were integral parts of the training design used in the five workshops, thus reinforcing the action research orientation of site activities. The entry level questionnaire, administered during the first workshop session, provided data to focus subsequent content offerings in other sequences. Participants' abilities to respond, both orally and in writing, were used to gauge the validity of self-reported literacy levels as well as participants' general level of knowledge about the specific content to be presented in the workshop.

The literacy pre-test results, also gathered in the first workshop session, were invaluable to trainers in their attempts to modify and adapt the level of their presentations. The pre-tests also helped trainers gauge par-

participants' "technical literacy" or "business literacy" levels and modify the content of training presentations accordingly.

Both the exit level questionnaire and the literacy post-test were used to evaluate the effectiveness of training and participant achievement. In addition, both research operations provided formative evaluation data for the ongoing revision of training materials and methods.

Thus, the research operations used to collect data needed by Creative Associates on participant motivation, as well as on appropriate materials and methods, provided the vehicle for introducing and internalizing the concept of formative evaluation in the sub-contractor's permanent training design. Rather than having the research viewed as an additional set of tasks with no immediate benefits for the sub-contractor, the activity was "institutionalized," an action which proved to be an interesting by-product of LOFE field research activities.

Mid-Point Evaluation: Creative Associates' Project Director was in Tunisia in March, 1982 to conduct a mid-point evaluation of training activities with small businessowners. That trip corresponded with the second workshop on accounting. The objectives of the evaluation were to assist the subcontractor with the resolution of any pressing problems regarding either the educational treatment or the contract research and to clarify research reporting procedures more clearly. Upon returning from Tunisia, Creative Associates staff briefed the ST/ED Project Monitor on mid-point evaluation findings and measures taken to remedy specific situations.

Preparation of Sub-Contractor's Final Report of Second Field Test: In initial discussions about LOFE research with the Mellassine Project staff,

Creative Associates staff provided written suggestions for a reporting process wherein each workshop report would employ a format identical to that of the subcontractor's final report. By doing so, data from the five workshops could be collapsed into a final report without substantive reworking.

The information reporting process was clarified at the time of the mid-point evaluation when Creative Associates reviewed the sub-contractor's first workshop report. At that time, necessary adjustments were made in the reporting process.

The LOFE Project Director was in Tunis in early August, 1982, to assist the Mellassine Project staff with a final review of their report on the five workshops. The review process was linked to two forward planning exercises which were designed to assure follow-up services to participants in the five workshops and assist project staff with the planning of subsequent workshops.

#### Preparation of Reports and Deliverables (Task 3)

- Second Field Test Work Plan: In the twenty-sixth month (October, 1981) 10 copies of the second field test work plan were delivered to the ST/ED Project Monitor. The workplan described the purpose, inputs, outputs, strategy implementation and evaluation procedures for the specific tasks to be performed by the Tunisian subcontractor during the period of the sub-contract (December, 1981 - August, 1982). The work plan, which became an integral part of the sub-contract, is appended to this document as Appendix B.
- Second Field Test Report: The Second Field Test Report prepared by Creative Associates was delivered to ST/ED in the thirty-eighth month of the contract. The document was originally scheduled for delivery at the end of month 36. Due to a total of three months extension in time to the contract, the report was delivered two and one half months later. The report, which is presented in the form of a case study,

describes the activities involved in the design and implementation of field research activities in Tunisia. The document first presents an overview of the LOFE project, then discusses the antecedents of the Tunisian research and examines research activities in the context of the Loan and Advice Unit' program for small businessowners. The document draws special attention to implementation issues and the socio-economic context in which the training took place. After an examination of training materials, research findings from the five training workshops are presented. The document ends with a discussion of conclusions and recommendations.

The draft of the report was delivered to the ST/ED Project Monitor in late October, 1982. After review and discussion, the final draft was cleared for circulation in early November, 1982.

#### Preparation of Reports and Deliverables (Task 4)

Contract Obligations: The original contract specified that the contractor was to "prepare a final report that shall constitute a method and guidelines for further field testing and implementation of literacy training elements," as the fourth task. This document, which was designated as a revised state-of-the-art report was to incorporate responses from LDC institutions to the Preliminary Report (prepared as Task 1) and include new evidence resulting from the project.

An amendment to the contract in Year Three specified that Creative Associates was to prepare both French and Spanish synopses of the revised state-of-the-art. In addition, the amendment called for complementary documentation on project findings. Through an agreement with the ST/ED Project Monitor this was defined as a trainers guide and an extensive annotated bibliography.

Action on Contract Obligations: Year Three activities on project deliverables associated with Task 4 included:

- Revision of State-of-the-Art Review: Comments from reviewers of the preliminary document were synthesized and used in deciding which revisions would be undertaken. Chapters II, III, V and VI were retained but edited substantially to reflect particular learnings from the two field sites. Chapter I was rewritten completely to present a discussion of the two field sites and research findings. Chapter VII was rewritten as a discussion of conclusions and recommendations. Through this revision process, the original document was reduced to 159 pages in length. The original bibliography was edited to include only that documentation used during the course of the three-year project. The revision process began in the thirty-fourth month (June, 1982) and was completed in the thirty-eighth month (October, 1982). The document was delivered in 50 copies to the ST/ED Project Monitor in November, 1982.
  
- Preparation of Synopses of the Revised State-of-the-Art Review: Creative Associates prepared a 45 page synopsis (in English) of the final draft of the revised state-of-the-art review in the thirty-eighth month (October, 1982). That document then served as the basis for French and Spanish versions which were completed during the thirty-ninth month (November, 1982). Both the Spanish and French versions were delivered in 25 copies each to the ST/ED Project Monitor in November, 1982.
  
- Annotated Bibliography: An extensive annotated bibliography (176 entries) was prepared between the thirty-fifth and thirty-seventh months of the contract (July to September, 1982). The bibliography contains those documents which the LOFE Project staff had found most useful in their research on literacy motivation and economic incentives. The document was delivered in 50 copies to the ST/ED Project monitor in November, 1982.
  
- Trainers Guide: A trainers guide for integrating literacy and business management skills in training programs for small businessowners was submitted in draft to the ST/ED project monitor in mid-November, 1982, for discussion revisions are currently underway. The guide will be delivered in 50 copies upon final clearance by the project monitor.

### Dissemination of Project Documentation

In addition to the copies provided to ST/ED for its own distribution, Creative Associates has circulated copies of the revised state-of-the-art review and the annotated bibliography to readers in 26 countries, to six international funding agencies and eleven organizations engaged in literacy work in LDCs.

Review copies have been circulated to seven readers, four LDC literacy practitioners and/or planners and three literacy planners working for international donor agencies. Their comments will be forwarded to ST/ED for review and consideration.

Copies of the synopses in either French or Spanish have been sent to several adult education or literacy organizations in Francophone Africa and Latin America.

The trainers guide will be forwarded to a select list of literacy practitioners for their review and comment. Funding is not available under the terms of the contract for the translation of the guide in either Spanish or French. To date, interest has been expressed by an AID Technical Bureau in supporting a French translation of the guide. A decision is pending that bureau's review of the final draft.

### Staffing For Year Three

A total of 23 1/2 person months of professional staff time was devoted to the contract during Year Three, 5 1/4 of which were technical assistance delivered in Tunisia. Fifteen and one half person months of support staff time were devoted to the contract during the same period. Total professional staff

time includes 2 1/2 months provided by three consultants. Six weeks of that time was provided as technical assistance delivered in Tunisia.

APPENDIX A

INFORMATIONAL NOTE  
MELLASSINE INTEGRATED PROJECT

(Translated from original French version of Project documentation.)

Date: 10/80

Date: 10/80

## APPENDIX A

### INFORMATIONAL NOTE: MELLASSINE INTEGRATED DEVELOPMENT PROJECT

The Mellassine Integrated Development Project, which was begun in 1978 under a contract between USAID and the Municipality of Tunis, is composed of six programs. Each of the programs addresses one or more urgent problems existing in the Mellassine area of south Tunis. The programs include:

1. loan programs for small businesses;
2. advice program for small businesses;
3. vocational training program for young men;
4. vocational training program for young women;
5. a health education program;
6. a community-based social action program.

Organizations participating in the coordination of the programs include:

- ⊙ Municipality of Tunis
  - Public Works Division
  - Health and Hygiene Department
  - District of Sedjoumi
- ⊙ Ministry of Public Health
- ⊙ Ministry of Social Affairs
  - Office d'Emploi
  - Center for Social Development
- ⊙ Tunisian Women's Union
- ⊙ National Institute of Nutrition
- ⊙ Tunisian Banking Society

#### Small Business Loan Program

The Small Business Loan Program will foster employment and the growth of small enterprises (of less than 10 employees) through investment funding and advice to businessowners. A revolving fund of 82,000 DT has been created for

## Advice Program for Small Businesses

As with the loan program, the Advice Program will respond to pressing employment questions in the Mellassine area through improving the functioning of small businesses. The provision of information and technical training through an educational program is seen as an important aspect of the work of the BDU.

## Objectives of the Advice Program

The objectives of the program include:

- acquisition of base line data on the functioning of small businesses in the area, their needs and difficulties and areas of knowledge and information which they need;
- improvement of the technical skills of employers and employees; and
- better management of loans and individual financial resources.

## Personnel

The personnel for the Advice Program will be the same as that for the Loan Program.

## Activities of Advice Program Personnel

The BDU team will undertake three kinds of activities related to the Advice Program. All three activities are continuous in nature.

- Training - the team will organize a series of training activities related to entrepreneurial training
  - orientation sessions for loan recipients

- short workshops on
  - accounting
  - finance
  - inventory
  - mathematics
  - literacy
- workshops led by experts on problems peculiar to small businesses
- visits to small enterprises
- preparation of a variety of educational materials for small enterprises
- Liaison - The team will serve as liaison between Mellassine enterprises and stata and private organizations, as well as with experts.
- Research - The needs of small enterprises in the area can only be learned from extensive study. The team will be engaged in a series of mini-research activities on the development and functioning of small businesses. This research will constitute the basis for the Advice Program and will impact on the kind and quantity.

APPENDIX B

WORK PLAN

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APPENDIX B  
WORK PLAN  
ADVICE PROGRAM  
MELLASSINE INTEGRATED DEVELOPMENT PROJECT  
AND CREATIVE ASSOCIATES  
January - August, 1982

The Business Development Unit (Loan and Advice) of the MELLASSINE INTEGRATED DEVELOPMENT PROJECT and CREATIVE ASSOCIATES agree to develop a training program and related research component for prospective candidates of the PROJECT's Loan and Advice Program, which includes the following activities:

1. January, 1982: Training Workshop for the Business Development Unit Training Team

This Workshop, which will be three weeks long, will take place in the facilities of the MELLASSINE PROJECT in Sedjoumi, South Tunis. The exact dates for the workshop will be decided upon after the signing of an agreement, (which is to make loan funds available,) between USAID/Tunis and the Municipality of Tunis.

a. It is understood by the two collaborating organizations that the objectives of this workshop are:

- the training of the advice team in:
  - adult education methodologies;
  - adult training methodologies;
  - formative evaluation techniques;
  - development of literacy materials.
- the finalization of a research design and the elaboration of research instruments appropriate to the Tunisian setting; and

serving the more than 440 enterprises in the area. It is envisaged that the loan and advice programs will be closely integrated.

### Goals of the Program

The goals of the program are of two types:

1. improvement of the economic structures in the zone:
  - a) creation of jobs;
  - b) reduction of unemployment;
  - c) increase in revenues of small businesses; and
  - d) improvement of the quality of services offered to small businesses.
2. encouragement of the participation of financial and technical assistance organizations in programs assisting small businesses.

### Personnel

The Loan Program will, as noted earlier, be closely integrated into a Business Development Unit (BDU). The unit will be staffed by four individuals, two of whom have been recruited by the Mellassine Project and two by the Tunisian Banking Society.

The BDU team will be trained in

- economics
- accounting
- finance
- management and
- human relations.

Team members will receive specialized training in the methods used in studying small enterprises; evaluation and follow-up procedures, report preparation and administrative issues particular to the management of loan programs.

- the planning of both short and long-term workshops for Loan Program candidates and recipients.
  - b. For this initial training workshop, CREATIVE ASSOCIATES will assign temporary personnel (2 individuals) who will be responsible for training the PROJECT's Advice Team in:
    - participatory adult education and training methodologies;
    - materials development;
    - formative evaluation techniques; and
    - LOFE Project research techniques.
  - c. For this workshop, CREATIVE ASSOCIATES will furnish the necessary training materials for the specific training activities which the Advice Team will receive in relation to the research activities to be undertaken under the sub-contract.
  - d. CREATIVE ASSOCIATES will pay all travel, lodging and per diem expenses incurred by its personnel (2) assigned to this training activity.
  - e. It is understood by the two collaborating organizations that the MELLASSINE PROJECT will:
    - provide the training site;
    - allow the Advice Team release time (1/2) for the duration of the workshop;
    - provide secretarial services including photocopier, telephone, paper, etc.;
    - furnish a secretary to assist the team; and
    - provide necessary transportation for its Advice Team.
2. February, 1982: First Short-Term Training Workshop for Loan Program Candidates, Mellassine

As an integral part of its mandate, the Loan and Advice Team, with the participation of CREATIVE ASSOCIATES, will present a series of short-term workshops for Loan Program candidates. (The exact date of the first workshop, as well as subsequent short-term workshops, will be established during the October workshop for the Advice Program Team.) CREATIVE ASSOCIATES will attend only the first of these short-term workshops.

- a. It is understood by the collaborating organizations that the principal objectives of this first short-term workshop are the following:
  - to motivate Loan Program candidates to participate in long-term workshops in which specific technical assistance will be offered to Mellassine businessmen;
  - to test adult training methodologies;
  - to pre-test literacy materials; and
  - to determine the general literacy/instructional level of Loan Program candidates.
  
- b. For this first short-term training workshop CREATIVE ASSOCIATES will assign short-term personnel (2) to assist the Advice Team with the following tasks:
  - final planning for the workshop;
  - evaluation of methods and materials used;
  - evaluation of research activities undertaken; and
  - revision of methods, materials and research methodology where necessary.
  
- c. Personnel assigned to this activity by CREATIVE ASSOCIATES will NOT participate in the presentation of technical content during this workshop.
  
- d. All travel, lodging and per diem expenses for CREATIVE ASSOCIATE's personnel will be paid by the firm.
  
- e. It is understood by the collaborating organizations that all other expenses for the workshops will be paid by the MELLASSINE PROJECT.
  
- f. It is understood that the MELLASSINE PROJECT will provide:
  - the training site;
  - the training team;
  - all training materials;
  - all necessary secretarial services.

3. February to June, 1982: Long-Term Training Workshops for Recipients of the Mellassine Loan Program

During the period of February to June, 1982, the MELLASSINE PROJECT's loan and advice program agrees to provide training workshops which will offer possibilities for testing LOFE research hypotheses. The exact number of workshops is to be determined during pre-research activities in January, 1982.

a. During this period, the MELLASSINE PROJECT agrees to

- carry out the research design finalized during the month of January, 1982;
- use the especially developed training methods and literacy materials during the first short-term workshop and in all subsequent short-term and long-term workshops;
- designate one individual on the team as coordinator of the research activity;
- prepare two reports, one after three months (progress report on the application of the training model and its evaluation) and a final report on the research;
- provide all training facilities for training activities, the necessary secretarial services and other material resources which may be necessary for the research activity; and
- provide the necessary transportation for the Advice Team to carry out its work.

b. During this period, CREATIVE ASSOCIATES will provide technical staff (1-2 persons) at two distinct times. The exact tasks of this staff will be established prior to the first long-term training workshop at which CREATIVE ASSOCIATES will participate. It is understood by the MELLASSINE PROJECT and CREATIVE ASSOCIATES that the second presence of CREATIVE ASSOCIATES staff will be at the time of the preparation of the final report. In each instance when CREATIVE ASSOCIATES assigns personnel to sub-contract activities in Tunis, all travel, lodging and per diem costs will be paid by the firm.

- c. It is understood by both parties that all other expenses incurred during the period covered by the sub-contract, including February to June, 1982 in the conduct of the LOFE Project research must be paid by the MELLASSINE PROJECT. CREATIVE ASSOCIATES will make \$15,000 (U.S.) available to the Advice Team of the MELLASSINE PROJECT as reimbursement for costs incurred.
  
- d. Finally, it is understood by the Advice Team of the MELLASSINE PROJECT that the final report must be delivered to Creative Associates no later than August 1, 1982.

TRAINING DESIGN

ADVICE PROGRAM

MELLASSINE INTEGRATED DEVELOPMENT PROGRAM

Research Operations

- |   |  |
|---|--|
| 1. Establish general training objectives  | *Base-Line Survey<br>*Project Documentation                              |
| 2. Define socio-economic context in which training is to take place                       | *Base-Line Survey<br>*Project Documentation<br>Entry Level Questionnaire |
| 3. Determine clientele knowledge-base: technical content and literacy/instructional level | Entry Level Questionnaire<br>Literacy Pre-Test<br>Dialogue               |
| 4. Establish specific training objectives   |  |
| 5. Develop specific training objectives (content)   |  |
| 6. Conduct formative evaluation for each training activity                                | Dialogue<br>Group Dynamics Exercises                                     |
| 7. Determine level of new knowledge: technical content and literacy level                 | Post Test<br>Exit Questionnaire<br>Dialogue<br>Group Dynamics Exercises  |
| 8. Provide appropriate follow-up activities   | Follow-Up Questionnaire  |

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\*Indicates research activities already completed by Mellassine Project