

1'
PD-APH-114
86-02-1
52

University of Pennsylvania
University Development Linkages Project

Annual Activity Report for October 1, 1992 - September 30, 1993

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

A. Activities Accomplished

Objective 1: Establishment of Regional Literacy Centers

- Regional Meetings One and Two took place, the former during the Botswana Forum in February, 1993, and the latter during the second annual Literacy Workshop which took place at Penn in June-July, 1993. Both meetings were attended by: Daniel Wagner and Laurie Puchner of LTDPA-Penn, Samora Gaborone of LTDPA-Botswana, Joseph Okedara of LTDPA-Ibadan, and Mohamed Maamouri of LTDPA-Tunis. The meetings addressed research, administrative and budget issues, and other development issues. During the ILEP Workshop additional meetings were held between the LTDPA coordinators and the delegation of each country.
- Two training events were held, as scheduled. The Botswana Forum took place in Gaborone, Botswana, February 22-26, 1993. Individuals from thirteen nations participated in the Forum, which had a Southern Africa regional focus. The Second Annual International Literacy and Education Program Workshop took place at the University of Pennsylvania, June 23 - July 2, 1993. The ten-day workshop was attended by a delegation from each of the LTDPA countries, as well as participants from several other countries. Please see the Final Report (attached) for more information.
- The first LTDPA Newsletter was published by LTDPA-Ibadan in April, 1993 (see attached copy). The Newsletter includes articles on the LTDPA, LTDPA activities, and Nigerian adult literacy information. Future issues will be produced by LTDPA-Ibadan and will contain contributions from other LTDPA countries.
- An LTDPA brochure has been produced (see attached brochure).
- The LTDPA regional literacy centers have begun to work as literacy service centers, providing services such as training, curriculum development, and materials' development to literacy providers in each country. LTDPA-Tunis is providing such services both to the Tunisian Ministry of Social Affairs and to the Tunisian Foundation for Community Development; and LTDPA-Ibadan is acting in such as capacity as a subcontractor for the UNDP-funded Nigerian Mass Literacy

campaign.

In addition, each of the centers has made other accomplishments, as follows:

Tunisia:

- The LTDPA-Tunis office continues to develop its infrastructure and personnel.
- LTDPA-Tunis has played a significant role as consultant to the new Literacy Directorate of the Ministry of Social Affairs in its development of a Tunisian Literacy Program.
- As part of capacity-building activities, a Tunisian delegation composed of three individuals attended the Botswana Forum, and a delegation of four attend the ILEP Workshop.
- LTDPA-Tunis continues to build a network of LTDPA associates throughout the country in the Ministry, NGO's and at the University.
- LTDPA-Tunis has initiated a number of projects which are listed in the Section on Research and Evaluation, below.
- LTDPA-Tunis will be conducting the Tunis Literacy Forum, scheduled to take place February 14-19, 1994, in Tunis, Tunisia (see tentative agenda, attached).

Nigeria:

- The LTDPA-Ibadan office continues to build capacity and credibility at the University of Ibadan and in Nigeria more generally. They have purchased a computer and printer, and plans are still underway to obtain an e-mail connection for the LTDPA-Ibadan office.
- LTDPA-Ibadan has been given an official institutional role in the UNDP-funded Mass Literacy Programme which has recently been initiated in Nigeria. In this role, LTDPA-Ibadan is to be subcontracted for a number of evaluation, training, and materials' development tasks.
- During Year 2 LTDPA-Ibadan submitted a proposal to develop an LTDPA Program, with Masters and PhD degrees, at the University of Ibadan. Political strife within the country and the university have delayed progress on the proposal.
- LTDPA-Ibadan has organized a group known as LTDPA Fellows, comprising those individuals who have participated in LTDPA events since the inception of the program in 1991. The group meet regularly, and increased in number by seven this year.
- As part of capacity-building activities, Nigerian delegations attended both the Botswana Forum and ILEP Workshop. A delegation of three attended the Botswana event, while five attended the Penn event.
- LTDPA-Ibadan has initiated a number of projects which are listed in the section on Research and Evaluation, below.

Botswana:

- LTDPA-Botswana hosted the Botswana Forum, February 21-26, 1993. The event was organized by the University of Botswana, in collaboration with the Non-Formal Education Department of the Ministry of Education.
- A delegation of four LTDPA-Botswana representatives attended the ILEP Workshop.
- LTDPA-Botswana has initiated a number of projects which are listed in the

section on Research and Evaluation, below.

Objective 2: Intersectoral Approaches

- Both the Botswana Forum and the ILEP Workshop addressed intersectoral topics, including the following:
Literacy, Agriculture, and the Environment; Literacy and Health; Literacy and AIDS; Literacy and Technology.
- LTDPA-Ibadan is conducting a study on the relationship between literacy and uses of new technologies in agriculture. It is also collaborating with the math and computer science departments of the University of Ibadan, which were represented at the 1993 ILEP Workshop.
- LTDPA-Botswana has formalized its plans for a project involving literacy and AIDS. It has also begun collaboration with the Kalahari Conservation Society, which was represented as part of the Botswana delegation to the ILEP Workshop.
- LTDPA-Tunis is continuing its work with the Tunisian Foundation for Community Development (FTDC), and with the Ministry of Health. The two areas of emphasis are on development of materials in literacy for existing programs in health and agriculture for rural girls and women, and intergenerational approaches to literacy.

Objective 3: Research and Evaluation

The following research and development projects are underway or in the planning process in each of the LTDPA countries:

Botswana

• AIDS education and literacy project

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

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

This survey is intended to examine ways in which attitudes towards literacy learning and participation in literacy programs varies across different ethnic and linguistic groups in Botswana. The survey is expected to lead to a better understanding of motivation and of literacy needs across ethnic groups, thus enabling literacy providers to identify and reach underserved target populations in

a more equitable manner. The data has been collected on a pilot basis for this study, which is currently in the analysis stage. Similar surveys are being prepared in Tunisia and Nigeria, which will allow cross-national comparisons.

• Project on literacy and environmental education

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

Nigeria

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

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

• Project on literacy and agricultural development in Southern Nigeria.

The purpose of this project is to evaluate the impact of literacy skills on the utilization of new farming technology. A survey will be carried out to find information pertaining to farmers' education, literacy levels, farming practices, and other variables. The project will be carried out on 500 farmers from 20 villages in two different ecological zones of Nigeria, the rain forest and the savanna. The survey will gather information on farming practices, vocational knowledge and skills, land tenure systems, labor systems practiced by indigenous and migrant workers, and demographic characteristics of farmers (including literacy and numeracy). Analyses of the initial survey will lead to the development of a curriculum program for the improvement of literacy among farmers who wish to make use of increased knowledge and skills.

• Seminar on First and Second Language Literacies.

This seminar is scheduled to take place in February or March of 1994, and is supported by Unesco Institute for Education.

Tunisia

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

In this project, LTDPA-Tunis is working with the Tunisian Foundation for Community Development (FTDC) in order to assess and improve effectiveness in adult education, especially through the development of appropriate curriculum and training materials and a teacher training program. This project, undertaken in collaboration with the Government of Tunisia, will be multisectoral, including

vocational training in masonry, agriculture, and health maintenance delivery for men and women, as well as weaving and rug-making aimed at rural girls and women. Intergenerational literacy will also be included. Components of the project include: needs assessment, development of multi-sectoral literacy materials, curriculum development, and teacher training.

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

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

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

This project comprises the following two parts: 1) Cross national review of assessment tools for Arabic reading skills. This work will identify, compile, and analyze information on how Arabic reading skills are assessed throughout the Arabic-speaking world. The review will emphasize lessons to be learned concerning effectiveness of different assessment methods. 2) development and dissemination of improved Arabic assessment tools across the Arabic-speaking world. It is anticipated that the LTDPA-Tunis Forum, scheduled for February 1994, will be useful for gaining cross-national interest in this work.

Objective 4: Technology and Program Management

- During the ILEP Workshop an entire day was devoted to Technology and Literacy, comprising the following topics: Introducing Computers into Developing Countries; Use of Computers in Second Language Learning; Video and Literacy; and Electronic Networking.
- The ILEP Workshop also included a day-long session on Program Management.
- LTDPA-Ibadan has been equipped with a computer and printer. A student interested in Computer Science attended the ILEP Workshop as part of the LTDPA-Ibadan delegation.
- LTDPA-Penn has been communicating with LTDPA-Tunis very successfully via electronic mail for one year. Efforts to link LTDPA-Ibadan and LTDPA-Botswana to electronic mail continue. Discussions were held between LTDPA officials and a Nigerian professional who is attempting to develop an e-mail link in Nigeria.

Objective 5: Curriculum and Pedagogy

- A session on Literacy and Training was held at the 1993 ILEP Workshop.

- A primary component of the collaborative project between LTDPA-Tunis and the FTDC (described above) is the development of curricula and pedagogy appropriate for literacy training of a variety of populations in Tunisia.
- One goal of the cross-national survey on attitudes towards literacy across ethnic groups is to enable each country to develop more appropriate curriculum and pedagogy for different ethnic and linguistic groups in each country.

B. Assessment of Accomplishments

Objective 1: Establishment of Regional Literacy Centers

Comparison of Year 2 accomplishments with the Year 2 Workplan shows that activities under Objective 1 have progressed largely as scheduled. Both regional meetings and both Workshops took place, the first Newsletter came out, and the development of literacy service centers is progressing well. The newsletter did come out later than scheduled, partly due to political strife in Nigeria and at the University of Ibadan. Also, while the regional literacy centers based at the universities have begun to be used as service centers, the LTDPA centers have yet to establish other smaller centers in other parts of each country.

In general, the regional literacy centers have begun to flourish; training has been received by LTDPA associates and research projects are in progress.

Objective 2: Intersectoral Approaches

A focus on intersectoral approaches is evident in all LTDPA activities. Although case studies and program design, as specified in the Workplan, have not been accomplished as such, several of the current projects should lead to identified principles of best practice as well as intersectoral program designs. These projects include: the LTDPA-Tunis collaboration with the FTDC, which is working toward better design of materials, curriculum, and pedagogy for literacy training in rural health and agricultural education projects; the LTDPA-Ibadan study on agriculture and literacy which should provide insight into effects of literacy on agricultural innovation; and the LTDPA-Botswana project on literacy and AIDS, which is seeking to design literacy and AIDS education programs.

Intersectoral approaches were addressed in both training events, as scheduled. In general, good progress was made in this domain during Year 2.

Objective 3: Research and Evaluation

Because the research and evaluation projects have been developed according to current expressed needs of individual LTDPA countries, the projects do not exactly match those indicated in the Workplan. The several research projects which are in progress, however, cover a variety of extremely important topics in the field and should yield highly valuable information for the field and for the countries themselves.

Objective 4: Technology and Program Management

Program development has occurred as scheduled, and technology was addressed in training. Software development was replaced this year with an emphasis on developing electronic communications among the LTDPA network

institutions.

Objective 5: Curriculum and Pedagogy

Design of curriculum and pedagogy is occurring through several of the LTDPA research projects, including the following: LTDPA-Tunis collaborative project with the FTDC; cross-national survey on attitudes towards literacy across ethnic and linguistic groups; LTDPA-Ibadan study on literacy and agriculture; LTDPA-Botswana study on literacy and AIDS. Progress under this objective demonstrated itself this year in the development of several projects which will yield valuable information in this domain. It will be during Year 3 that the actual results will come out.

C. Problems Encountered in Year 2

• *Communication with LTDPA-Ibadan*

Recent political strife in Nigeria has greatly hampered communication between the University of Ibadan and Penn, and has also made LTDPA development difficult. Despite these difficulties, the LTDPA-Ibadan coordinator, Joseph Okedara, has accomplished a remarkable amount. However, at the moment we have no means of contacting Dr. Okedara as fax and phone connections are not working. He is able to contact us via regular mail, which is very slow.

D. Sustainability

- LTDPA received a matching grant from UNESCO (Unitwin Program) in order to help support LTDPA activities for a biennium beginning in 1992. The funding goes directly to each of the LTDPA countries, with Penn acting as a secretariat.
- A Donor's meeting was held on the last day of the Botswana Forum. Several bilateral, multilateral, and local donors attended the meeting.
- A Donor's meeting is scheduled as part of the agenda for the Tunis Forum.
- Each LTDPA coordinator in Africa has applied for funding through the UNESCO Participation Program and through an Amendment to the UN Draft Resolution. We expect that each will receive funding to supplement the USAID money and to ensure sustainability of the program.
- Efforts have been made to publicize the program to many donor agencies, including the UN and some private organizations.
- In their capacity as Literacy Service Centers, the LTDPA regional literacy centers are receiving money from in-country sources to carry out specific projects. For example, LTDPA-Ibadan will be a subcontractor for the UNDP-funded Nigerian Mass Literacy Campaign. LTDPA-Tunis has also managed to use funding from other sources, as members of the LTDPA delegation to the 1993 ILEP Workshop

participated primarily using money from their own organizations (the Ministry of Social Affairs, and the FTDC, for example); LTDPA-Tunis also receives money from the FTDC to carry out projects with them.

- The International Advisory Committee (IAC) of the Literacy Research Center (LRC) held its second annual meeting in March, 1993. The purpose of the IAC is to advise LRC on the direction of its international programs, including the LTDPA. Each of the LTDPA coordinators is a member of the IAC; the next meeting is expected to be held in March, 1994.
- The LTDPA-Penn method of distribution of funds directly to the developing country institutions increases the chances of sustainability of the project by enhancing the level of responsibility and experience of the LTDPA offices in each country.

E. Quantitative Outputs

A total of 60 participants attended the Botswana Forum, and 41 individuals participated in the 1993 ILEP Workshop.

A number of individuals in each African LTDPA country received training this year. Specifically, eight from LTDPA-Tunis, seven from LTDPA-Ibadan, and approximately 30 from LTDPA-Botswana.

E. Internationalization of the University of Pennsylvania

The LTDPA linkage program has had a positive impact on the internationalization of the University of Pennsylvania with respect to the following points:

- Participation of 12 Penn faculty members, students, and staff from diverse departments in the 1993 ILEP Workshop. The participation of the faculty and others has led to and strengthened linkages between the Penn community, the LTDPA, and individual LTDPA participants.
- The Penn Middle East Center, the Penn African Studies Program, and the Literacy Research Center co-hosted a reception at Penn for the participants of the 1993 ILEP Workshop. Penn faculty and students affiliated with each of the host organizations attended the reception, which has led to increased awareness of the LTDPA and its activities on the part of the Penn community. As a result of the reception, the Penn Language Center asked LRC to contribute a major article on its international activities to its newsletter.
- Enhancement of international educational experience of Penn graduate students who participated in the Workshop.
- Enhancement of the existing Penn-Ibadan student exchange program through the additional presence of LTDPA-Ibadan.

- Increased possibilities for educational research in developing countries on the part of Penn faculty and students through LTDPA connections and research activities in the participating developing countries.
- Added research dimensions to Penn's African Studies and Middle East Center Programs.

G. Impact on developing country institution capabilities

The LTDPA has strengthened the developing country linkage partner institutional capabilities to meet societal development needs by:

- Setting up a literacy R & D center in each of the participating universities, and providing funding for staffing and equipping these centers.
- Providing the framework for each center to formulate and conduct research projects on topics of need in each context.
- Exposing each university to information about what others in Africa and around the world are doing in literacy; creating forums for allowing Africans to visit other African universities.
- Creating collaborations and linkages between the universities and other sectors within the individual countries. Other sectors include ministries of education and health, and NGO's.
- Developing a demand for the services of each LTDPA regional literacy center.
- Providing on-going training of individuals (in the form of Workshops) to carry out research and development in literacy.
- Providing a networking channel for the exchange of information between the three LTDPA countries and the University of Pennsylvania
- Providing the means, both in terms of physical resources and expertise, for each participating institution to carry out research and development projects according to their needs and desires.

H. Statement on Use of A.I.D. Funds

The objectives and activities of the LTDPA are to improve the capacity of participating institutions in research and development in the domain of literacy. Funds were not utilized in any connection with the growth or production of an agricultural commodity for export which would compete with a similar commodity grown or produced in the United States.