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# Final Report

by

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## Preface

This executive summary reflects four objectives upon which my work was focused:

1. to conduct three strategic planning seminars;
2. to develop a controlled vocabulary list from the female adult literacy book, develop topics for six themes for the storybooks, create sample storybooks from the vocabulary list for reinforcement of the learned vocabulary, and develop assessment procedures;
3. to design and plan a research study (one) of the effectiveness of the training program for the adult female literacy home school instructional program;
4. to design and plan a research study (two) of the effectiveness of the home/family adult literacy curriculum materials.

Each objective is addressed in a separate section. In each section the development process is described for each objective. The supporting documents are included in the appendices.

All four objectives directly relate to the concern for gender equity. A summary of how gender equity is a major part of the work is included at the end of the report.

I would like to thank all of the Afghans with whom I worked: teachers, specialists, students, and staff. It is difficult to mention everyone that has helped me in many ways but I would like to say a special thank you to Mr. Shukoor and the ECA members, Professor Azimi, General Assil, Abdali, Trina and Sitara for their time and thoughts they shared with me. A special thank you to the excellent translators, my voice: Razia and Fitrat.

Doris A. Henry

## Section I

### Strategic Planning Seminars

Objective: To conduct three strategic planning seminars.

The following strategic planning seminars were conducted with the following groups:

- No. 1: 15 June 1993 in Peshawar  
Education Center for Afghanistan (ECA)  
9:00 a.m. - 12:30 p.m.
- No. 2: 16 June 1993 in Peshawar  
UNO/ESSP Staff (overview)  
11:00 a.m. - 12:00 p.m.
- No. 3: 20 - 21 May 1993 in Peshawar  
Women Master Teacher Trainers  
Women Literacy Teacher Trainers  
9:00 a.m. - 11:00 a.m. daily

All translations for Seminars One and Two were done by Fitrat. The third seminar for the women was translated by Razia. Both translators were invaluable and very thorough in their explanations.

#### Strategic Planning Seminars

Planning is paramount to the reconstruction of an educational system for Afghans. Even with the best of plans, the outcome is sometimes different than expected. This is especially true for educational systems that are complex. There must be an overall plan in order to move towards the same educational goals. If we all know the same best route, with the fewest obstacles, and one that is easily remembered, then we have a better prediction of when we will reach our educational goals. The strategic plan is a tool that assists in developing a focus and concentrating resources to accomplish its mission and its goals.

### The Process:

In the first seminar with the members of the Education Center for Afghanistan (ECA) and in the third seminar with the Women's Programs, the theoretical concepts on which strategic planning are based provided the framework. The purpose of both of these seminars was to review and gain a greater understanding of the strategic plan, not to write one. The objectives of the seminars were:

- 1) to present an overview of the principles of participative management and consensus building;
- 2) to compare strategic planning with two other types of planning -- long range planning and project planning;
- 3) to increase the understanding of the components of the strategic plan, using the work created during the Summer of 1991 (Henry and Means, 1991) by each of the groups; and
- 4) to increase the understanding of the ways in which the development of a strategic plan can help them in their work.

The first objective was to present an overview of strategic planning and the principles of participative management and consensus building. Seminar One and Seminar Three were based on Cook's (1990) model of strategic planning. The overview included a discussion of how the work of Deming and Ouchi impacted the way we think about planning.

Strategic planning is built upon the principles of participative management and consensus building. The participative management principles are:

- 1) Those closest to the job know the job the best.
- 2) Strategic information flows downward and operational information flows upward.
- 3) Decisions should be made at the lowest possible level.
- 4) Individual participation can be only within his/her level of authority, accountability, and information.
- 5) Accountability is commensurate with authority.

These five principles are interwoven in the development of the strategic plan.

Strategic planning is based also on consensus building. If the people in the organization do not agree to and support the plan, then it will be difficult to implement it. The emphasis in strategic planning is on cooperation, which is a learned skill. Examples of the benefits of consensus building were given.

The second objective was to compare strategic planning with long range planning and project planning. Long range planning and project planning are useful tools for single component planning within an organization such as curriculum, in-service training, or facilities planning. A comparison was drawn between strategic planning and long range and project planning after each was explained.

The third objective was to increase the understanding of the components of the strategic plan. Cook's (1990) model was used. Strategic planning has the following components: belief statements, mission statement, strategic parameters (internal and external analysis), goals, objectives, strategies, and action plans. All of these components were defined, illustrated, and discussed using the work completed by Henry and Means (1991).

The last objective was to relate the development of a strategic plan to the work. The highlights of the discussion were focused on the importance of having a plan developed and communicated to everyone in the organization. Resources are scarce and conducting an internal and external analysis would be helpful in making informed decisions. Both the ECA and the women articulated their belief in the development of a strategic plan for their work. The women who were in the 1991 seminar said they used it in their training of teachers. The concepts gave the teachers a better idea as to how to plan and implement programs.

The composition of the participants in Seminar One and in Seminar Three had some differences and similarities. The content of the seminars was the same but the context was different for the two groups. A description of the participants for Seminar One and Seminar Three follows.

There were eleven men in attendance from Education Center for Afghanistan (ECA) in Seminar One. (See Appendix A for list of participants.) The seminar lasted for three and one-half hours. All members from ECA who attended this seminar had also participated in the seminar during the Summer of 1991. The focus was on the development and rebuilding of the educational system for Afghanistan.

Thirty women from the Women's Program participated in the third seminar. Only four of the thirty women were in the seminar that I conducted during the Summer of 1991. The concepts were new to the other twenty-six participants. The focus was on learning how to develop a strategic plan & how to use it in the training of teachers.

Seminar Two was held for the Education Sector Support Project (ESSP) Staff. There were approximately 35 in attendance. The objectives of the seminar were to give an overview of the concept of strategic planning and to explain the components of a strategic plan. This was accomplished in a terse overview of strategic planning and its components.

Copies of the agendas and strategic planning definitions are in Appendix A.

Recommendations:

1. Strategic planning should be taught to all members of the educational team.

*Rationale:* Planning is essential in accomplishing the mission and goals of the organization. All members of the educational team need to realize the value in planning and building consensus to fully utilize the strengths of the people in the organization. This can be accomplished best when everyone is informed.

2. Two to four people (both men and women) within the organization should receive training in how to teach and use the strategic plan.

*Rationale:* If members of the organization are knowledgeable about strategic planning and can educate others as well as assist in the development of strategic plans for each division or department, then the probability of a plan being developed and implemented will be greater. Two people working together to educate others about strategic planning and assist the strategic planning team in writing the plan is more productive. This would not be a full time job, but a portion of a work assignment.

Cook, B. (1990). Strategic Planning. Pub: American Association of School Administrators.

Henry, D. A., and Means, H. J. (1991). Final Report for Strategic Planning for Literacy Education: Seminar One. (Technical Report).

Deming, E. (199 . Total Quality Management.

Ouchi, W. (1983). Theory Z.

## Section II

### Curriculum Development Project for Female Adult Literacy

Objective: To develop a controlled vocabulary list from the female adult literacy book, develop topics for the six themes for the storybooks, create sample storybooks from the vocabulary list for reinforcement of the learned vocabulary, and develop assessment procedures.

The focus of the curriculum development project was on the creation of the sample storybooks to supplement the female adult literacy book. The purpose of the storybooks was two-fold. First, the storybooks will reinforce the vocabulary words introduced in the female adult literacy book used in the home school program. Second, the storybooks will be thematic and provide additional information that will be useful for the females in their homes and, hopefully, improve the quality of life. There are four parts to this project and three products resulted.

The four parts of curriculum development project for the home schools are: 1) identification of the levels of difficulty of the vocabulary words introduced in the female adult literacy book, 2) development of topics for the storybooks, 3) development of the storybooks from the vocabulary introduced in the female adult literacy book, and 4) development of assessment tools for the female adult literacy home school instructional program. The development process for each of the four areas will be discussed in this section.

There are three products. One product was the categorization of the identified list of vocabulary words introduced in the female adult literacy book. The words were categorized according to the level of difficulty. This list will serve as a controlled vocabulary for adult literacy teachers to use with the students. The second product was the creation of a list of themes and possible topics for each theme upon which the one set of sample storybooks was based and additional storybooks will be written. The third product was a set of four sample storybooks written for the identified vocabulary list based on the theme of health.

## Identification of the Levels of Difficulty of the Vocabulary Words Process:

The vocabulary introduced in the female adult literacy book used in the home school program was translated into English. Upon receiving the translated vocabulary list, Abdali (coordinator of the adult literacy program), Trina (supervisor of female adult literacy teachers), and Sitara (female adult literacy trainer) and I met to discuss the best approach to this project. We decided that I would meet with Trina and Sitara to determine the levels of difficulty for the vocabulary list. Trina and Sitara are both knowledgeable about the vocabulary levels of the females and their language development. We met each morning to go through the vocabulary list. After we finished, I then met with Abdali to review the work.

An important part of the process was meeting with the Afghan educators because there is not a parallel translation between Dari and English. For example, grandfather is a higher level word in English because it is a compound word with many letters. Grandfather in Dari is only two letters and very easy to write.

In the discussions of the vocabulary words, we found only nouns that were in the original English translation. Abdali and I then went through the entire literacy book, checked the translations and made corrections to the original list. Through this process we translated verbs that had not been in the original translation and added them to the list.

### **Product:**

The literacy teachers have vocabulary words in list form for easy reference and review. This list will serve as the basis from which the storybooks will be written.

### **Recommendations:**

1. The vocabulary list also can be used to develop exercises for reinforcement of the vocabulary taught.

*Rationale:* The exercises contained within the literacy book are minimal. Additional exercises would assist the teachers in working with students who need more practice.

2. The vocabulary list should be a reference in the appendix when the adult literacy book is revised.

*Rationale:* The teachers and students could quickly review the words that are introduced in each chapter.

3. The vocabulary list should be indexed in the adult literacy book.

*Rationale:* The vocabulary words are used at different times throughout the adult literacy book. This could assist the teachers and students to readily find a word.

#### Development of Topics for the Storybooks:

Six possible themes for the functional literacy supplementary storybooks are included. The six themes are: 1) health/nutrition, 2) child care, 3) anti-narcotics, 4) vocational training, 5) gender equity, and 6) environmental concerns. When I met with the female adult literacy teachers, they recommended a seventh possible theme, human rights.

The themes provide general areas from which the storybooks can be developed. Generating a list of topics for each of the themes was the next task. Zamani, who is part-time member of the adult literacy staff and who has a health education background, and I brainstormed some possible topics for the themes. We discussed some of the practices of Afghans related to these topics so I could understand better some of the information that would be helpful to include in the storybooks. I also talked with Trina, Sitara, and Abdali about the topics. Several meetings were held to discuss the storybooks.

#### **Product:**

The list of specific topics that were developed are in Appendix B. Additional storybook series could be developed from these topics.

#### **Recommendations:**

1. A seventh theme, human rights, should be added and additional topics should be generated for each of the themes and pilot tested.

*Rationale:* The list of topics for all themes is incomplete.

2. Two or more sets of storybooks should be developed to address the individual needs of the urban dwellers in addition to some special storybooks for people who live in the villages.

*Rationale:* The needs are different for the urban dwellers and the villagers. One storybook will not provide adequate information.

3. Translate the storybooks to Pashtu and possibly other dialects.

*Rationale:* There are many Pashtu speakers and the possibility of the storybooks being used in Pashtu speaking communities is great, in addition to other local dialects such as the Uzbaki and Turkish languages.

### Development of the Storybooks:

The purposes of the storybooks are to reinforce the learned vocabulary of the female adult literacy students and to provide additional information that will improve the quality of their daily lives. The process of developing the storybooks involved discussing the ideas with the literacy teachers and other specialists in health and adult literacy.

First, Zamani and I reviewed the stories he had previously written to see if the stories could be modified for the female adult literacy students. The vocabulary level in the stories Zamani had developed was too difficult for the females in the home schools.

Next, I decided to write some sample storybooks which would be progressively more difficult in content and concepts based on four levels of difficulties. (See Appendix B for the sample stories.)

After the stories were written they were reviewed with Abdali, Trina and Sitara. Modifications were made in the stories. These modifications were based on the discussions between Sitara and Trina and myself. For example, bleach is not readily available in the villages or the cities and would not be recognizable to the students. As a result of the discussion, a name of another chemical was substituted for bleach. This chemical, however, is usually available in only the cities and not in the villages.

The female adult literacy teachers (Fatima, Salma, Gul Sooma, Wajiha, Sitara, and Shukria) reviewed the storybooks and made two suggestions for improvement. The purposes and background of the storybooks were communicated to them through the translator, Sitara. All of the vocabulary words used in the sample storybooks have been introduced in chapters one and four. The storybooks are to be used after the females have mastered the vocabulary in chapter four. The storybooks will be given to the female adult literacy students to keep after they have demonstrated that they can read them.

The format of the four stories was built on the concept that the stories would be simple and then use progressively more difficult words and complex concepts. The first story used some basic words, gave information about cleanliness, and was one paragraph long. The second story used some of the basic words from the first story and some of the words introduced in chapter one, and was two paragraphs long. The third story used some of the words from stories one and two along with some new words, and used numbers. The fourth story was the most difficult. The sentences were longer, the story more complex, more difficult words were used, and the story was longer. The teachers were asked the following questions:

1. Are the stories too long?

2. Is the vocabulary too difficult?
3. Is the vocabulary used in the stories used in the daily lives of the women students?
4. Do you think the stories will be interesting to the women?
5. Do you think these stories will be read by the women to other members of her family?
6. Additional comments and suggestions.

The female adult literacy teachers reviewed the four sample storybooks and the comments they made were: the stories used the basic words in the adult literacy book, provided good and vital information for the female students, showed respect for others, and gave good advice for preparing food.

The practice exercises developed were given to the adult literacy teachers for their review. They thought the practice exercises would help prepare the women for a successful first reading of the storybooks. The practice exercises are in Appendix B.

The suggestions the adult literacy teachers made were incorporated into the storybooks.

**Product:**

A set of four thematic storybooks have been developed based on the specific topic of cleanliness. See Appendix B.

**Recommendations:**

1. Continue to develop thematic storybooks for the female adult literacy program based on the levels of difficulty. The female adult literacy teachers would be an excellent resource.

*Rationale:* The thematic storybooks were well-received by the adult literacy teachers who work with the students. They best understand their students and the applicability of the stories to their daily lives.

2. Pilot the storybooks after the students have completed chapter four of the adult literacy book.

*Rationale:* Before thematic series of storybooks are developed, the female students should be asked their perceptions of the storybooks. The six questions asked of the adult literacy teachers should be asked of the students and modifications made.

3. Categorize the storybooks as generic to all Afghans, applicable to Afghans residing in the cities, and applicable to Afghans residing in the villages and countryside.

*Rationale:* Not all information is applicable to all Afghans. Some of the resources in the cities are not available in the villages. Also, the relatives in the villages will probably prefer to have a different set of stories than are used by their relatives in the cities.

4. Women adult literacy students generate topics that would be of interest to them, and possibly with the assistance of the teacher, to write some of the storybooks.

*Rationale:* The students know best what interests them. They also will be more likely to reread the story they wrote and remember the vocabulary words used in the story. This has been an effective practice with non-readers in the past.

5. The adult literacy teachers would encourage the female students to read and teach the younger children/others in the family the good health habits.

*Rationale:* The highest rate of retention of information is through teaching. If the students teach others, then they will be more likely to retain the information and the reading skills.

#### Development Process for the Assessment Procedures for Female Adult Literacy Home School Program:

The pilot home school instructional program is in six locations in Peshawar. Assessment of the progress the thirty-six students are making in the six month home school program is an important dimension of the program. Mr. Abdali, coordinator for the adult literacy program, and I developed the following assessment procedures to be used in establishing the home school and evaluating the progress.

The outcome of the student learning will be that the learners will be able to read and write simple passages, and add and subtract simple math. The following procedures suggested are based on outcomes which are expected to be realized of the home school program for female adult literacy.

#### Initial Contact:

1. Contact with the community can be made through the individual homes and/or with the community leaders to determine if there is an interest. The contact with community leaders can be made by a male, and the contact with the individual homes can be made with the females.

2. Once an interest is determined, the person who originally made contact with the community person(s) will receive a guarantee from the household in which the home school will be established for the use of the home for the duration of the program and for the safety of the female adult literacy teacher.

#### Testing Procedures:

1. The teacher uses a diagnostic tool to determine the level of literacy of the students in the home school class. This tool should assess each student's knowledge of alphabet and number recognition, and general information about each.
2. The teacher will administer a test to the students after the alphabet and simple addition problems have been taught to assess their progress (chapters 2 and 3).
3. The teacher will administer a test to the students after completing some basic vocabulary to assess if they can combine letters to make words and perform simple (no carrying) two digit addition problems (chapters 1 and 4). The students should be able to write the names of the students in the class, names of the family members, their home address, their village, their province and all the neighboring provinces, and solve daily problems using addition and subtraction.
4. The teacher will administer a test to the students after completing the first half of chapter 5 to assess if they can write simple vocabulary words and perform simple two digit addition and subtraction problems. The students should be able to write a simple passage and simple letter, and read functional signs such as hospital boards.
5. The teacher will administer a test to the students after completing chapter 5. The students should be able to read adult functional literacy storybooks.

#### Recommendations:

1. Complete the development of assessment tests for each of the aforementioned steps and pilot test them with the six pilot home schools.

*Rationale:* Currently, teachers are preparing their own tests based on their perceptions of what the outcomes should be. Developing a standard set of assessment tools would create greater consistency within the program.

## Section III

### Research Study One: Effectiveness of Teacher Training (Adult Literacy) on Teacher Performance

Objective: To design and plan a research study (one) of the effectiveness of the training program for the adult female literacy home school instructional program.

The focus of this research study is to determine the effectiveness of the preparation of the teachers in the Adult Literacy Teacher Training Program and their employment of those skills. The purpose is to determine if the preparation of the adult literacy teachers for the home school is adequate.

#### The Development Process of the Research Study:

The development process for this research study involved observing the Adult Literacy Teacher Training Seminar, observing the female adult literacy home school teachers, developing the study with members from the Education Center for Afghanistan (ECA) and Education Support Sector Project (ESSP), and analyzing the initial set of data collected from the study.

The Team Leader for the joint committee is Noor Gul Rahimi, Director for Literacy Department for ECA. Committee members are Abdul Hanifi, Member of ECA Literacy Department; Sayed Ibrahim Abdali, Coordinator for the Adult Literacy Program; and members from the ESSP Research and Planning Department: Professor Wali Rahimi, Coordinator, and Abdul Qadir Fitrat and Mustaeen Billah, members. Advisors to the study were Dr. Samia; Haji Abdul Shukoor, Director for ECA; G.R. Boardman, Team Leader for ESSP; General Mohammad Ayub Assil, Director for Monitoring, Research, and Literacy; and David Weiler, ESSP staff.

The first part of the development process was to observe the Adult Literacy Teacher Training Seminar that was being conducted in Quetta by Abdali. (Observations are in Appendix C.) I observed one and one-half days of the seminar. During this time I observed demonstration lessons taught by the teachers in the seminar. Abdali translated the lessons for me. While in Quetta I also discussed with Abdali and the teachers the training program in order to learn more about it.

The next part was observing the six pilot home schools in Peshawar. (Observations are in Appendix C.) All lessons were translated by Trina, the supervisor for the female adult literacy program. During my observations I looked for the indicators that were taught to the adult literacy teachers in the seminar.

Throughout this process I met with several people. First, I met daily with Abdali, coordinator of the adult literacy program, to learn about the program. Next, I met with Trina, supervisor for the female adult literacy teachers. She provided insights into the program from her observations of the teachers. Last, I met with some of the adult literacy teachers from Quetta and Peshawar to learn their general perceptions of the program.

From my observations of the training program and the pilot home school and from my discussions with people working with the female adult literacy home school program, the research proposal was developed. I met with the joint committee members from ECA and ESSP to discuss the development of the research study. The research study proposal was submitted to and accepted by the joint ECA and ESSP committee.

The seven instruments to be used to collect the data for this study that I designed were reviewed and revised by the joint research committee. They are included in the research study in Appendix C. The instruments are designed to collect the information needed to answer the objectives of the study. The committee agreed that the participants of the study should have anonymity which will be observed.

Three of the instruments are surveys that collect background information on the students and teachers. The other four instruments are sets of interview questions that ask the perceptions of the adult literacy teachers in the home schools. One of the interviews is with the supervisor to learn more about her role as supervisor. Three of the interview questionnaires were asked after approximately one month into the pilot program. The last set of interview questions will be asked after three months and at the conclusion of the pilot home school instruction.

The six adult literacy teachers in the pilot schools and their supervisor have completed two of the surveys, two sets of interview questions, and the interview questions for the supervisor. Sitara and Razia translated the interview questions and the adult literacy teachers' responses for me. The student surveys are being collected.

An initial analysis of the data collected has been conducted and the results are included in Appendix C. The recommendations are based on this initial analysis, my observations, and discussions with the aforementioned people.

The joint committee will analyze the data to be collected and make the final set of recommendations.

Recommendations:

1. Sitara will collect and compile the information about the female students to be given to the Research Committee.

*Rationale:* Sitara has received instructions regarding the proper method to collect the information and maintaining participants anonymity.

2. Develop a screening process for the applicants for the Adult Literacy Teacher Training Program.

*Rationale:* The development of a successful literacy teacher training program is crucial. Experienced teachers will be more likely to be successful with the currently established training program than inexperienced teachers. Because of the tremendous demand for education in Afghanistan, utilizing the accessible resources is essential. Conducting a ten day training program for experienced teachers is a minimal program. The ten day program will not be able to properly train inexperienced teachers. Quality teachers who have teaching skills and experience should be selected over ones who need more resources.

3. Develop two Adult Literacy Teacher Training Programs, one for experienced teachers and one for inexperienced teachers.

*Rationale:* Experienced teachers bring a knowledge base and practical experience to the training program that inexperienced teachers do not have. A ten day course will not adequately prepare inexperienced teachers. The course should be longer and more detailed for the inexperienced teachers.

4. Additional demonstration lessons, observations in the home schools, and practice teaching in the home schools are needed to better prepare the teachers for the female adult literacy program.

*Rationale:* The adult literacy teachers have taught in a variety of settings. Their comments were that teaching in the home school is very different than their previous experience because the majority of students who are in their classes do not have many of the basic skills such as being able to hold a pen correctly or knowing from which direction to write. Observing the teachers in home schools will give them a clearer understanding of the type of preparation they will need to be most effective in the home school program.

The one demonstration lesson that time allowed in the ten day seminar is not adequate time to best prepare them.

5. Develop criteria of teacher effectiveness that can be used in the training program and for assessing the effectiveness of instruction of the adult literacy teachers.

*Rationale:* A set of criteria has not been developed and would give a clearer direction for the teachers.

6. Train supervisors and coordinating teachers to observe the practice teaching in the home schools of the teachers in the Adult Literacy Teacher Training Program.

*Rationale:* When teachers are learning a new skill such as teaching adult learners in the home schools, feedback on their work is imperative. The coordinating teacher would serve as the on-site supervisor. The supervisor for all of the teachers who are practice teaching would serve as an outside observer to give feedback. Training the supervisors and coordinating teachers would provide more consistency in the delivery of the program.

7. Train supervisors to work with the teachers who are teaching in the home school in instructional supervision techniques.

*Rationale:* Supervisors need specialized training in instructional supervision in order to assist the teachers in improving their delivery of instruction.

8. Develop a teacher evaluation system for the adult literacy teachers in the home schools.

*Rationale:* Currently, the evaluation of the teachers is given informally. Improvement of instruction is best when the strengths and areas of improvement of the teachers are identified and discussed. Teacher evaluation supports improvement of instruction and establishes the expectations of the teachers.

9. Define the role of the supervisor.

*Rationale:* The supervisor is viewed by the adult literacy teachers as beneficial because she sets up the opportunities for the teachers to share their successes and their frustrations in an organized manner. Giving the supervisor specific responsibilities would focus her observations and provide the teachers with additional insights in their teaching.

10. Expand the class size to ten to fifteen students.

*Rationale:* Many factors such as the room size, availability of students, first time to teach in the home school have been important considerations during this pilot period. The valuable resource, the teacher, can best be utilized with a larger number of students and continue to be effective in the classroom. Also, the group dynamics of a classroom are better with a group size of ten to fifteen.

11. Reemphasize and communicate the student outcomes for the home school program.

*Rationale:* When teachers and students know what the students are expected to learn during the home school program, then their instruction and the preparation of the teachers will be more focused. There are outcomes listed for each chapter in the literacy book.

## Section IV

### Research Study Two: Effectiveness of the Female Adult Literacy Curriculum Materials

**Objective:** To design and plan a research study (two) of the effectiveness of the home/family adult literacy materials.

The purpose of this research study is to examine the curriculum materials that were developed for the adult literacy program. The following is a brief summary of the development process and recommendations for future development.

#### Development Process of the Research Proposal:

Preliminary meetings were held with Abdali, coordinator of the adult literacy program; Trina, supervisor of the female adult literacy teachers/trainers; and Sitara, adult literacy teacher trainer and a teacher of the female adult literacy home school class. The purpose of the meeting was to gather background information on the curriculum materials used in the home schools. In addition to the discussions, I observed the curriculum materials being used in the six pilot female adult literacy home schools. Some of the curriculum materials were translated into English for my perusal. From this information, a research study was developed, presented to and accepted by a joint research committee.

The joint research committee consists of the Team Leader, Noor Gul Rahimi, Director for the Education Center for Afghanistan (ECA) Literacy Department. Team members are: Abdul Hanifi, Member of the Literacy Department for ECA; Sayed Ibrahim Abdali, Coordinator for the Adult Literacy Program for ESSP; and members from the ESSP Research and Planning Department: Professor Wali Rahimi, Coordinator, and members Abdul Qadir Fitrat and Mustaeen Billah. Advisors to the study are Dr. Samia, Haji Abdul Shukoor, Director for ECA; G. R. Boardman, Team Leader for ESSP; and General Mohammad Ayub Assil, Director for Monitoring, Research, and Literacy.

The research objective, research questions, methodology, research instruments, and data collection were outlined, discussed, modified, and approved by the joint committee. (See Appendix D.) The joint research committee agreed upon the procedures for collecting and analyzing the data and persons responsible for continuing the research study were identified. The committee will jointly decide the criteria for analyzing the curriculum materials. Noor Gul Rahimi, Team Leader, will coordinate the study.

Procedures:

1. The joint research team will meet and decide upon the criteria on which to evaluate the curriculum materials.
2. Independent evaluations of the curriculum materials by the members of the joint research team will be conducted using the specified criteria.
3. The teachers will be given the surveys to complete.
4. The teachers will be interviewed, using the set of interview questions.
5. Students in the home school classes will be interviewed by someone other than their home school teacher about the curriculum materials.
6. Lesson plans and recorded observations of the female adult literacy teachers will be analyzed by the joint research team to determine how the curriculum materials were utilized in the home school program.
7. The joint research team will meet after all the data has been collected to analyze the data and make recommendations.

The following recommendations were made by the joint research team:

Recommendations:

1. Students participate in the process of curriculum development.
2. Develop goals and objectives for the use of the curriculum materials.
3. Compare the chapter objectives with the student outcomes.

## Section V

### Gender Equity : Activities and Products

The delivery of educational services and resources to Afghan education has been an identified concern of the ESSP. The objectives were directly related to achieving gender equity. Gender equity in the development process and products for all of the objectives has been a primary consideration in my work. The gender related activities and products are summarized for each objective.

**Objective 1:** To conduct three strategic planning seminars.

Female master teacher trainers and adult literacy teachers participated in a four hour seminar (Seminar Three) on strategic planning. There were thirty women in this seminar. Majority of the women had not participated in a strategic planning seminar before. The content of this seminar was the same as was presented to the ECA members during the first seminar.

**Objective 2:** To develop a controlled vocabulary list from the female adult literacy book, develop topics for the six themes for the storybooks, create sample storybooks from the vocabulary list for reinforcement of the learned vocabulary, and develop assessment procedures.

The female supervisor and the six adult literacy teachers were included in the development process for each part of this objective. Modifications were made based on their input on this project. Specialists in particular areas were consulted but the women made the final modifications.

The products (vocabulary lists, thematic topics, and sample storybooks) that resulted from this project are specifically for Afghan females.

**Objective 3:** To design and plan a research study (one) of the effectiveness of the training program for the adult female literacy home school instructional program.

The joint committee composed of ECA and ESSP members also included one woman to serve as an advisor on this committee, Dr. Samia. She participated in the meetings in the development of the research instruments. The research study was designed to provide additional information to provide the best home school instructional program for illiterate Afghan females.

**Objective 4: To design and plan a research study (two) of the effectiveness of the home/family adult literacy curriculum materials.**

The joint research committee composed of ECA and ESSP members also included one woman who served as an advisor on this committee, Dr. Samia. She participated in the meetings and made suggestions for improvement of the study. The focus of this research study is to assess the effectiveness of the curriculum materials in order to provide the best education for the female adult learner who is illiterate.

## APPENDIX A

Strategic Planning Seminar Agendas

Strategic Planning Definitions

Belief Statements (1991)

Strategic Planning Seminar  
for  
Education Center for Afghanistan  
by  
Dr. Doris A. Henry

15 June 1993

Agenda:

- 9:00            Introductions  
                 Overview of Strategic Planning  
                 Strategic Planning/Long Range Planning/Project  
                 Planning  
                 Group Consensus  
  
                 Belief Statements  
                 Mission Statement  
                 External Parameters  
                 Internal Parameters
- 10:30           Break
- 10:45           Goals  
                 Objectives  
                 Strategies  
                 Action Plans
- 11:40           Applications for the reconstruction of  
                 Afghanistan's educational system
- 11:55           Concluding Remarks

**Participants**

ECA

Abdul Shukoer  
Noor Gul Rahimi  
Abdul Ghias  
Mohammad Nasir  
Mirwias  
Omar Stana  
Abdul Hanif  
Mohammad Aqa Mujadidi

ESSP

G. R. Boardman  
Prof. Azimi  
Ayub Assil  
Prof. Wali Rahimi

Strategic Planning Seminar  
for  
Education Sector Support Project  
by  
Dr. Doris A. Henry

16 June 1993

Agenda:

- 11:00      Introductions  
            Overview of Strategic Planning  
            Group Consensus  
            Belief Statements  
            Mission Statement  
            External Parameters  
            Internal Parameters  
            Goals  
            Objectives  
            Strategies  
            Action Plans
- 11:50      Applications for the reconstruction of  
            Afghanistan
- 11:55      Concluding Remarks

Strategic Planning Seminar  
for  
Education Sector Support Project  
by  
Dr. Doris A. Henry

16 June 1993

Agenda:

- 9:00      Introductions  
          Overview of strategic Planning  
          Strategic Planning/Long Range Planning/Project Planning  
          Group Consensus  
          Belief Statements  
          Mission Statement  
          Strategic Parameters  
          Goals  
          Objectives
- 10:55     Summary

21 June 1993

Agenda:

- 9:00      Review the components of strategic plan covered  
          Strategies  
          Action Plans
- 10:30     Applications for the reconstruction of Afghanistan
- 10:50     Concluding Remarks

25

Definitions  
for  
Strategic Planning  
by

Dr. Doris Henry and Dr. Harrison Means

**Strategic Planning:** A tool which enables educators to clearly articulate the educational vision (beliefs), goals, objectives, strategies, and action plans for achieving specific outcomes.

**Belief Statements:** Short, clear statements which express the values and hopes for the future. For example: The first priority of our society is education.

**Mission Statement:** One sentence which expresses the purpose of the educational system. The sentence should contain a commitment to the uniqueness of your school and focus its people's attention and resources on the one common purpose.

The mission of the Afghanistan educational system is to develop self-sufficient, creative, Islamic, patriotic citizens with a sense of responsibility who are aware of their own uniqueness and work, who can work to reconstruct Afghanistan, through education with a unified curriculum for academic and vocational instruction based on the Islamic values with delivery systems and excellent teachers to accommodate different learning styles, levels, and abilities so that every child and adult will become economically productive and literate, through expertise in reading comprehension, written composition, math, humanities, science and appropriate technology.

**Consensus:** Everyone in the group agrees to accept an idea even though some individuals may not totally agree with it. Everyone should be able to live with the decision.

**Goals:** As stated commitment to the direction of the organization. An example of a goal would be: "The children will be able to read."

**Objectives:** A specific statement of the desired, measurable outcomes, during a specified period of time, targeted at a specific group. For example, "All first grade children will learn to follow three part instruction by September 15."

**Strategic Parameters:** The external and internal conditions that either support or detract from the accomplishment of the goals and the objectives. An example of external conditions would be the ministry of education and departments. An example of the internal conditions would be the availability of textbooks.

Strategies: The way the organization will accomplish its goals and objectives. For example, "we will develop a sequential, comprehensive literacy curriculum."

Flow Chart: The sequence of events from the start to the completion of a project. For example,

START

Belief statements-> Mission statement-> Goals-> Objectives->

Prioritized Beliefs

Strategic Parameters

Internal	External
Strengths/Weaknesses	Strengths/ Weaknesses

Strategies-> Action Plans-> Evaluation-> Modify Plans->  
Annual Report

Completed

Action Plans: A step by step explanation of the specific actions required to achieve the specific outcomes articulated in the goals, objectives, and strategies. The explanation will include time lines, assignment of responsibilities, and projection of costs. The example is too long to insert here.

Some of the definitions were modified from Strategic Planning by Bill Cook (1990).

## Belief Statement Prioritized

Developed and Prepared by ECA

July 23, 1991

1. Islamic education is important.
2. A unified curriculum should be based on Islamic values.
3. All male and female students should receive compulsory education, grades 1-6, and when resources are available, through the twelfth grade.
4. Literacy education should be available for all, regardless of age.
5. Both academic and vocational education should be for all.
6. All students should be and know their patriots, know their friends and enemies, understand the international situation, and adapt to environmental and cultural situations.
7. All students should develop good human relations with respect, politeness, and diplomacy to reduce biases toward others linguistically, tribally, or racially.

## APPENDIX B

Vocabulary List for Adult Literacy Book

Thematic Topics for Storybooks

Storybooks

## Level II

### Chapter 5

Allah  
grandfather  
God  
belief  
worship  
Islam  
Muslim  
faith  
son  
grandfather  
water  
green  
fever  
leaf  
message  
one  
named  
careless  
tea  
excellency  
followers  
message  
mulberry  
Sitara  
is  
ball  
dirty  
health  
fresh  
daughter  
soap  
washed  
Sorya  
good deed  
example  
unclean  
hares  
summer  
harvest  
uncle  
Ahmad  
brother  
to drink  
to do service  
jacket  
Ajmal  
Saraya  
joy  
spring  
engineer

crown  
garden  
fig  
flowers  
Chenar Gul  
potato  
pepper  
truth (true)  
nomad  
expense  
tent  
money  
Hameda  
advice  
morning  
yard  
fence  
peace  
sweep  
Khuda (God)  
jealous  
ice  
good  
red  
neighbor  
happy  
friend  
Sadeq  
daughter  
toy  
doll  
pain  
Asad  
foot  
medicine  
Zakira  
food  
delicious  
mother  
sister  
cooking  
went  
watermelon  
bazaar  
clothes  
buy  
sister  
two

much  
wage  
table  
trouble  
Aziz  
Perwiz  
Mohammad  
carpenter  
chair  
build  
frost  
good news  
raining  
three  
much  
toothbrush  
because  
Majda  
Asad  
nurse  
Shukria  
intelligent  
happy  
naughty  
Zarlasht  
boiling

### Verb

to fall  
to come  
to leave  
to take, carry  
to give  
to know  
to have  
to sew  
to sell  
to take, grab  
to pull, draw  
to want, order  
to arise, get up  
to get up  
to search  
to look for  
to wear, put on  
are  
to arrive, reach  
bakes  
to make  
to put, attach  
to seat  
to become  
can  
to hear  
to listen to  
to get, obtain  
to add  
rinse  
called  
will  
talk

Vocabulary Levels for Female Adult Literacy  
by  
Doris Henry, Trina and Sitara

Level I

**Chapter 1**

grandfather  
foot  
watermelon  
sweater  
melon  
door  
path  
star  
camel  
book  
bread  
tree  
bowl  
horse  
black cherry  
teapot  
pool  
ladder (stairs)  
soap  
kid  
elephant  
pen  
wheat  
lemon  
fish  
fruit

weak  
utensils  
glasses  
sifter  
waistcoat  
tulip  
ruby  
microscope  
frost  
crescent moon

**Chapter 4**

God  
night  
mother  
house  
office  
brush  
Quran  
grapes  
prayers  
fly (insect)  
Saturday  
Prophet  
nightrobe  
germs  
service  
ill  
children  
word  
work  
tree  
horse  
ice  
seven  
pilgrimage  
carpenter  
Eid  
Ahmad  
school  
student  
toothbrush  
meat  
sheep  
daughter  
teacher  
clock  
tailor  
donation  
religion  
doctor

**Verb**

to be  
to say, ask  
to tell  
to cut  
to do  
to buy  
to go, leave  
to see, look  
to sit, live  
to be  
to hit, beat  
to read, study  
to bring  
to consume, eat  
to put, let  
to wash  
walked  
went  
was  
ate  
opens  
reads  
is

### Level III

#### Chapter 5

Sabir	germ
profit	carry
finished	food
this year	bed
sale	bowl
mortgage	smell
Zia	Latifa
Mortaza	tyranny
pool	hard
home	kindness
swimming	Muslim
like	property
Tariq	mujahid
parrot	Russians
tailor	immigration
shop	mother
speaking	Hamed
Zafar	Mariam
memory	yoghurt
memorization	dough
Holy Quran	praying
Arif	morning
pray	pray
good-bye	refuse
pilgrimage	obligation
Afghan	five
Ghafar	times
noise	neglect
garden	country
noisy	intelligent
Farida	sugar cane
said	agriculture
snow	cultivate
weather	like
pneumonia	having
can	dog
stony	weather
narration	spring (season)
moral	benefit
reality	warm
cooperation	fish
Afghanistan	walking
Karim	first
mason	belief
uncle	strong
work	fighting
thank you	Russian
assist	succeed
said	made
fly (insect)	Homa

#### Verb

to throw
to precipitate
to explain
to be shy
to deliver
to get broken
to break, chop
to move
to be burned
to burn
to be able to, can
to be afraid, fear
makes
set
kill

## TOPICS FOR FEMALE ADULT LITERACY STORYBOOKS

The initial six possible themes for the functional literacy supplementary storybooks are: 1) health and nutrition, 2) child care, 3) anti-narcotics, 4) vocations, 5) gender equity, and 6) environmental concerns. In addition, a seventh theme, human rights as suggested by the female adult literacy teachers has been added.

### Specific Thematic Topics:

#### 1. Health and Nutrition:

##### 1.1 How to prevent diseases

1.12 How to prevent diseases that could spread throughout the community

1.13 Removal of dirty water and malaria from your community

1.14 Difference between drinking water and bathing water

1.15 When to take malaria pills

1.16 What is polio and how to avoid it

##### 1.2 First Aid

1.21 How to stop the bleeding

1.22 How to clean out a wound using soap and boiled water

1.23 Problems involved with putting dirt in a wound

1.24 How to tell if a wound is healing properly

#### 2. Child Care:

##### 2.1 Food preparation

##### 2.2 Hygiene

2.21 Family

2.22 House(Ex.: change the pillow cases, quilt, blanket)

2.23 Benefits of using toothpaste and boiled water

2.24 How hands around your eyes and mouth spread diseases

- 2.25 Problems with eating after someone who is ill
- 2.26 How to deal with diarrhea
- 2.27 Clean environment for the home
- 2.28 Clean environment for school
- 2.29 Clean environment for the office
- 2.3 Vaccinations
- 3. Anti-narcotics:
  - 3.1 Narcotic use
    - 3.11 Do not be tempted to use drugs even once or twice for fun
    - 3.12 Definition of different types of narcotics
    - 3.13 How to refuse an offer for drugs
- 4. Vocations:
  - 4.1 Tailoring
  - 4.2 Handicrafts
    - 4.21 Carpet weaving
    - 4.22 Embroidering
  - 4.3 Home gardening
  - 4.4 Animal husbandry
- 5. Gender Equity:
  - 5.1 Role of the woman in educating her children
  - 5.2 Role of the woman in learning
- 6.0 Environmental Concerns:
  - 6.1 Trees for protection
    - 6.11 Planting trees to provide shade for the home
    - 6.12 Planting trees to stop erosion of soil
  - 6.2 Pollution

6.3 Recycling

6.4 Efficient use of energy

7.0 Human Rights:

7.1 Rights of parents

7.2 Rights of husband and wife

7.3 Rights of children

7.4 rights of elders

7.5 Rights of in-laws

**Storybooks**

Henry  
Abdali  
Trina  
Sitara

Level I Storybook Words:

Miriam  
grandfather  
watermelon  
path  
soap

Other words to study: walked, ripe, home, prepared, washed, knife, hands, clean, ate.

PRACTICE WORDS

1. Miriam grandfather watermelon path soap
2. grandfather soap Miriam watermelon path
3. soap watermelon path grandfather Miriam
4. watermelon path soap Miriam grandfather
5. path Miriam grandfather soap watermelon

## The Path to the Watermelon

### Story I

Miriam walked down the path. She walked to the watermelon. The watermelon was ripe. She took the watermelon home. Miriam prepared the watermelon for grandfather.

1. Miriam washed her hands with soap and clean water.
2. Miriam washed the Watermelon with clean water.
3. Miriam washed the knife with soap and clean water.
4. Miriam cut the watermelon with the clean knife.
5. Grandfather washed his hands.
6. Miriam and grandfather ate the watermelon.

**IMPORTANT:** Wash your hands, knife and watermelon with clean water first.

Level II Storybook Words:

soap  
bowl  
wheat  
teapot  
bread

Other words to study: tea, grandfather, door, opens, reads, books, make, dough, bowl, flour.

PRACTICE WORDS

- |    |        |       |        |        |       |        |        |
|----|--------|-------|--------|--------|-------|--------|--------|
| 1. | soap   | bowl  | wheat  | teapot | bread | door   | tea    |
| 2. | wheat  | door  | tea    | bread  | bowl  | soap   | teapot |
| 3. | bread  | soap  | teapot | door   | path  | tea    | wheat  |
| 4. | path   | door  | soap   | tea    | wheat | bread  | bowl   |
| 5. | bowl   | tea   | path   | bread  | soap  | bowl   | wheat  |
| 6. | teapot | bread | door   | wheat  | tea   | soap   | bowl   |
| 7. | tea    | wheat | bowl   | soap   | door  | teapot | bread  |

## Miriam Makes Tea and Bread

### Story II

Grandfather walks down the path. Miriam opens the door for grandfather. Miriam reads a book to grandfather. Grandfather wants tea. First, Miriam washes her hands with soap and clean water. She makes the tea. She brings the tea in the teapot. Grandfather washes his hands. Miriam and grandfather drink tea.

Miriam wants to make bread for grandfather. Miriam washes her hands with soap and clean water. She makes the dough in a bowl. She makes the bread with the wheat flour. She bakes the bread. Miriam and grandfather eat the bread.

**IMPORTANT:** Clean hands with soap and clean water before eating and cooking.

Level III Storybook Words:

fruit  
lemon  
black cherry  
melon  
watermelon

Other words to study: good, many, other, put, rinse, potash, cut, plate.

PRACTICE WORDS

fruit	lemon	black cherry	melon	watermelon
melon	fruit	watermelon	black cherry	lemon
lemon	watermelon	melon	fruit	black cherry
watermelon	black cherry	fruit	lemon	melon
black cherry	melon	lemon	watermelon	fruit

# Fruit

## Story III

Fruit is good to eat. Black cherry is a fruit. Melon is a fruit. Watermelon is a fruit. Lemon is a fruit. There are many other kinds of fruit. Can you name other fruits?

Wash the fruit before you eat it.

1. Wash your hands with soap and clean water.
2. Put clean water in a bowl.
3. Add potash to the clean water.
4. Put the fruit in the clean water with the potash.
5. Let the fruit set 10 minutes in the water.
6. Rinse the fruit in clean water.
7. Wash knife and plate with clean water and soap.
8. Cut the fruit with the clean knife on the plate.
9. Eat the fruit!

Level IV Storybook Words:

microscope  
glasses  
utensils  
weak  
germs

Other words to study: dirt, ill, small, move.

PRACTICE WORDS

microscope glasses utensils weak germs ill dirt  
utensils germs dirt glasses weak microscope ill  
dirt utensils ill germs microscope weak glasses  
weak ill glasses dirt utensils dirt ill germs  
glasses weak microscope utensils dirt ill germs  
ill dirt germs utensils microscope glasses weak

# Kill the Germs

## Story IV

Germs are so small we can not see them. Germs move. Very strong glasses called microscope helps us to see the germs.

Germs can make us ill. Germs make us weak. Germs are on the utensils. Germs are on the glasses. Germs are in the dirt. Germs are all around us. Look into the microscope to see the germs.

One way to kill the germs is to use soap. Bleach and potash kill germs. Kill the germs and you will not be ill.

## APPENDIX C

Research Study One

Research Study One Instruments

Observations of Literacy Teacher Training Program in Quetta

Observations of Six Home Schools in Peshawar

## EFFECTIVENESS OF TEACHER TRAINING (ADULT LITERACY)

### ON TEACHER PERFORMANCE

Research Team

Noor Gul Rahimi (Team Leader)

Team Members

Abdul Hanifi, Literacy Dept. of ECA, S. Ibrahim Abdali,  
Coordinator for the Adult Literacy Program ESSP

and

ESSP Research and Planning Dept.

Prof. Wali Rahimi, Coordinator and members

Abdul Qadir Fitrat and Mustaeen Billah

Dr. Doris A. Henry (Consultant)

### Female Adult Literacy

Nearly 3.5 million Afghan refugees residing in Pakistan and several million Afghans living in Afghanistan have not had the benefit of education for over a decade, especially females. The estimated literacy rate among the Afghan females is approximately five percent. Females, who are responsible for the care of their children and home, are concerned with providing the family with the proper health, nutrition and care. An additional concern is the adjustment the family must make to live in a country (Pakistan) that poses many health problems for them. New information is needed for the family to remain healthy in an environment that is different than their home environment.

The most common way of obtaining information is through reading. If the mother lacks updated knowledge about health and nutrition, then she is unable to assist fully in improving the health conditions of the family. This presents an obstacle since only approximately five percent of the women are literate. Therefore, the provision for adult literacy education, especially for females, is imperative.

The benefits of educating the females are many. Research has shown the mother in the family has a significant impact on the education of the children. First, if the females are literate, then they will be able to learn more about health care and nutrition which will improve the quality of life for the entire family. Next, if the females are educated, then they will understand the value of other females in her family being educated. Additionally, literate females can work with their children in the home and assist in improving the literacy rate for future generations.

Schools have traditionally been the most common approach to educating a society. For many females living in Afghanistan and Pakistan, attending a school away from the home has been difficult. A proposed alternative approach that has been recommended by experts on developing countries (Lycette, 1993) would be for the females to receive "home school instruction". Home school instruction is defined as a small groups of adult females receiving instruction from a teacher in a home in their community.

The concept of home school instruction was posed in six communities in Peshawar. Initially, the idea has had a positive response. Currently, there are 38 illiterate women participating in pilot home school instruction in the Peshawar. Another site that is being proposed for a pilot home school instruction is in Quetta.

#### The Focus of This Study:

Little is known about the preparation of literacy teachers for home schooling. This study is designed to assess the effectiveness of the teacher trainers program for the female adult literacy home school program.

The study will address the following objectives:

1. To determine the effectiveness of the teacher training program for female adult literacy.
2. To determine the instructional delivery methods that are most effective for home school instruction.

Do the techniques taught to the six teachers adequately prepare them for teaching adult literacy in the home schools? Insights into the strengths and problems will be examined.

Examination of the effectiveness of the teacher training program will provide vital information in the development and the expansion of the home school instruction. Formal feedback and assessment of this program are needed.

#### The Pilot Home School Program:

The adult functional literacy program for females is in the initial stage. The literacy teachers have undergone an intensive ten day course taught by Education Specialist, Sayed Ibrahim Abdali. Upon completion of their training, the next stage is for the women teachers to teach the illiterate females in a five-six month pilot home school program. The teachers teach the group of females for two hours a day five days a week for a total of ten hours per week. The students have homework five days a week. During and at the conclusion of this pilot, data will be collected and analyzed. Recommendations for revisions will be made based upon a set of data.

### The Training:

Recently, twenty-one women participated in a ten day training seminar. Seven of the women in Peshawar have completed their training, and fourteen women (nine with UNO/ESSP and five from other organizations) in Quetta are completing their training.

The program includes instruction in the following areas: duties of the teacher, characteristics of a good teacher, differences in learning, causes of the difference between learning abilities of adults and children, teaching methods for adults, elements of language learning (listening, speaking, and reading), teaching methods (analytical, general and compound), development of lesson plans, instructional delivery methods, mathematics instruction, and the reference between evaluation and examination. This seminar also included some demonstration teaching. A five to six month supervised field teaching experience is now scheduled to further refine the teaching materials and teaching techniques.

### Methodology:

The research study will evaluate the effectiveness of the pilot teacher training program for female adult literacy. The effectiveness of the teacher preparation for the home schools will be based on the perceptions of the teachers, students and supervisor; observations conducted by the supervisor and trained observers; and analysis of each teacher's daily log and lesson plans.

The research design will utilize the survey and interview methodologies. Survey instruments were developed and will be given to the teachers, students and supervisor to establish demographic and background information. Interview questions and guidelines were developed and given to the teachers, the supervisor. The perceptions of the students will be assessed at the conclusion of the study.

The indicators of teacher effectiveness will be the areas of instruction taught in the Literacy Teacher Training Seminars. They are: duties of the teacher, characteristics of a good teacher, differences in learning, causes of the difference between learning abilities of adults and children, teaching methods for adults, elements of language learning (listening, speaking, and reading), teaching methods (analytical, general and compound), development of lesson plans, instructional delivery methods mathematics instruction, and the difference between evaluation and examination.

### The Sample:

There are six teachers who are teaching 36 female students in the home schools in Peshawar. The majority of the women who were a part of the training program had a formal education and teaching experience prior to the adult literacy teacher training seminar.

All thirty-six female students who are participating in the six home schools are Afghan refugees living in Peshawar. The home schools are located in six private residents in Peshawar.

#### Instrumentation:

The research methods employed will be qualitative. The surveys of the students and teachers will provide background and baseline information. The qualitative methods used will be antidotal daily logs written by the teachers, recorded observations by supervisors and trained observers, narrative surveys from teachers and students, and interviews of the students, teachers, and supervisor.

The research team leader is Noor Gul Rahimi. Team members are: Abdul Hanifi, Literacy Department for ECA; Sayed Ibrahim Abdali, Coordinator for the Adult Literacy Program for ESSP; and members from the ESSP Research and Planning Department Coordinator, Professor Wali Rahimi, and members Abdul Qadir Fitrat and Mustaeen Billah. Advisors to the study are Dr. Samia; Abdul Shukoor, Director for ECA; G. R. Boardman, Team Leader for ESSP; and General Mohammad Ayub Assil, Director for Monitoring, Research, and Literacy. The team members reviewed the objectives and questions, and revised the seven instruments. They will be completing the final analysis of this study.

#### **Survey Questionnaires:**

Survey questionnaires were developed for the students and the adult literacy teachers. The survey of the students will be used to determine the knowledge base of the female adult students in the home schools and demographic information. This information will provide a basis for determining the appropriateness of the instruction of the students in the home schools. The survey of the teachers will be seek demographic and background information to determine if their level of training and experience impact their teaching.

#### **Interview Questions:**

Interview questions will be developed to determine the students' and teachers' perceptions of the appropriateness of the delivery of instruction.

The teachers will be interviewed after approximately one month of teaching in the home schools and after three months of teaching using the indicators of teaching effectiveness, to determine their perceptions about their preparation for teaching in the home schools.

The students also will be interviewed, using indicators of teaching effectiveness, to determine their perceptions of the teaching methods used by the literacy teachers in the home schools.

### **Antidotal Information:**

Additional information will be collected to provide a richer context in which the information will be analyzed. Teachers will keep a daily log of what instructional techniques that worked or did not work any why. Lesson plans will be collected and analyzed.

The supervisor will also be interviewed to seek an understanding of how the process is implemented and how it affects the obtainment of the goals of the literacy program. The supervisor's recorded observations will be analyzed.

### **Procedures:**

All six home school teachers will be surveyed, interviewed, and observed. Daily logs will be kept by the teachers, noting their perceptions of the effectiveness of the instructional delivery methods that were used. Observations will be made weekly by the supervisor and recorded. Lesson plans from each teacher will be submitted to the supervisor.

### Limitations and Delimitations:

The conclusions from this study are applicable to the six pilot home schools. The intent of the study is the improvement of the program.

1. There are only illiterate females in the study.
2. The females voluntarily enrolled in the home schools.
3. The females are refugees located in Peshawar, Pakistan.
4. Some of the teachers have had prior teacher training.

### Research Questions:

1. Did the ten week training adequately prepare the teachers to teach in the home schools?
2. What instructional skills (areas identified in Literacy Teacher Training Seminar) do the teachers have to work with the home school students?
3. Are the teaching methods appropriate for the adult learner?
4. Do the teachers have the instructional techniques to work with females who have learning difficulties?

### Data Collection Timelines and Analysis:

The survey questionnaires and interview questions will be developed by June 29, 1993. The surveys will be completed by the students and teachers by July 1, 1993. The data collected from the

interviews of the teachers and students, observations completed by the supervisor and trained observers(s), and the translated daily logs and lesson plans of the teachers will be analyzed at three times. The initial analysis will be completed by July 1, 1993. Another analysis will be conducted after approximately three months of instruction, and the final analysis will be summative and completed at the conclusion of the home school instruction in the six schools in Peshawar. Recommendations for revisions in the teacher preparation will be on-going and at the completion of each phase of the research.

#### Initial Data Analysis:

The surveys were completed and the interviews conducted with the six teachers and one supervisor after approximately one month of instruction in the pilot home schools. The six teachers and supervisor are teacher trainers for the female adult literacy program. Prior to instructing other teachers how to teach in the female adult literacy home school instructional program, the six teachers are teaching in the six pilot schools.

#### Survey of Female Adult Literacy Home School Class:

The survey of the female adult literacy home school class was completed by the six adult home school teachers. The survey provided a profile of the female adult literacy home school classes. The classes are all located within a short distance of the UNO/ESSP main office. The size of the classes are one classroom for four students, one classroom with nine students for a total of thirty-six students. The age range of the students is from eight years of to forty years old. four of the six classes have students who knew some of their alphabet letters before entering the home school. Two of the classes were entirely illiterate with the students not knowing how to hold a pen. All students are taught in Dari.

Majority of the students are from Logar and Kabul, with some from Wardak, Afghanistan. The communities they live in now are Tahkal, Pawaka and Gharib Abad. The female adult literacy teachers estimated the percentage of females in the six pilot home school communities to have a literacy rate of between zero to 50%. One teacher noted that there were no grown ups in her home school community.

The profile of the six Afghan female classes would be females originally from Kabul and the surrounding area, 16-20 years old, with some knowledge of the alphabet who are related to the other members of the class.

#### Survey of the Home School Teacher:

A survey was given to the six teachers and supervisor to provide a profile of the teacher. All completed the survey.

All of the teachers graduated from twelfth grade. Three teachers graduated from and one attended Teacher Training College. Three teachers graduated from the university with a bachelor's degree, none in education. Two of the teachers received formal instruction in Theology Institutions.

All seven have previously taught in primary or secondary schools. The range of years of experience is from two to twenty-four years. All teachers are from educated families. Only one teacher speaks only Dari. All others speak Dari and Pashtu. Two of the teachers speak English and Urdu in addition to Dari and Pashtu.

A description of the teachers in the pilot home school program would be an Afghan female who has at least Grade 14 education, from an educated family, experienced teacher, who speaks at least two languages.

#### Interview Questions:

There were two sets of interview questions developed to learn more about the preparation of the home school teacher and how effective the home school teacher perceives she is after a month of instruction. An initial analysis of the overall perception of the teachers will be given. Specific questions will not be detailed.

#### Preparation Interview Questions:

The perception is that the literacy training program, in addition to the ESSP Teacher Training, and their training as a teacher from a training college or university prepared them to teach in the home schools. Teaching in the home school is very different than they expected or were prepared to teach. They felt that observing

teachers teaching adults in the home school and practice teaching in the home school are needed. The demonstration teaching sharpened their skills but did not prepare them for the students they encountered.

The suggestions centered on learning more about the adult learner and working with students who have learning difficulties. They felt the ten day course was not long enough to address everything they needed to know to prepare them for teaching in the home schools.

Some of the problems the teachers encountered were with regard to their safety in the home school environment, needing additional knowledge of how to work with adult students with learning problems, or the teachers coming from strict families who are not readily accepting of them going into someone else's home.

### Home School Teacher Effectiveness Interview Questions:

All of the teachers had previous teaching experience which helped them modify their teaching for the home school instruction. Without that experience, they thought it might be more difficult teaching in the home schools.

A variety of instructional techniques were employed by the teachers. The instructional techniques were perceived to be effective with students who did not have difficulties in learning. The students who are possibly learning disabled did not respond well to any of the instructional techniques and some of the teachers were frustrated. They expressed a desire to know more about how to teach the student who reverses her numbers and letters.

All of the teachers keep records of the progress of the students by recording the weekly test grades. This was not perceived by all to be a satisfactory assessment system. For example, when a teacher gives the students a test some students look at the answers of their neighbors. Because of the close proximity of some of the students with other students, some students could see the answers of the other students if they did not know the answer. The teacher's assessment was that the student who did not want to appear less capable than the others would look at her neighbor's answers and copy it. Because the students all come from the same household, it was difficult for the teacher to talk with the student about her behavior without causing her to lose her self-esteem. There is a fine balance between being the teacher and respecting the other adults in the classroom.

A suggestion from some of the teachers is that the classes should have at least ten students in them with a maximum number of fifteen students. The block of time should be extended one-half hour and all subjects taught daily. Some of the teachers, for instance, found it difficult to teach math on alternating days.

The supervisor was seen as beneficial to the effectiveness of the teachers. She is helpful, gives the teachers individual and group feedback on their teaching, and creates a collaborative atmosphere where teachers can talk about some of their successes and problems. The teachers see her as being supportive and helpful.

Some of the suggestions were for a written evaluation to be given to the teachers so they can see in writing what areas need improved. This would provide the vehicle for discussing their teaching and checking to see how they have improved. Another suggestion was to have one of the two unannounced weekly visits to be announced. The announced visit could be compared with the unannounced visit to determine if there any differences.

Overall, the home school program is well received by the teachers, the students, and the communities in which the home schools are located. There are many suggestions for the home schools and will be more at the conclusion of the pilot program. These suggestions should be reviewed and analyzed for improving the training for future home school teachers by the identified research team.

To be completed by the teacher:

Location of Home School \_\_\_\_\_

Survey of Female Adult Literacy Home School Class:

1. What is the estimated percentage of Afghan females receiving education who live in this community? \_\_\_\_\_
2. What is the level of literacy for the class? \_\_\_\_\_

Student Name	Age	Province	Current Res. Area	Language	Home-School Location

Survey of Female Students in the Adult Literacy Program:

1. Name \_\_\_\_\_ Age \_\_\_\_\_
2. Location of home school \_\_\_\_\_
3. Name of teacher \_\_\_\_\_
4. Prior education (last grade completed and place) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. What language(s) do you speak? \_\_\_\_\_
6. What language(s) do you write? \_\_\_\_\_
7. What would be the best time for you to attend the home school?  
 (For example, mornings) \_\_\_\_\_
8. What did you move into this community? \_\_\_\_\_
9. Who is living in your house? Please check the ones below.

People living in your house	Age	Literate?		Supports?		Occupation
		Yes	No	Yes	No	
1. Father						
2. Mother						
3. Brothers						
4. Sisters						
5. Husband						
6. Children						
7.						
8.						
9.						

Teacher Survey:

NAME \_\_\_\_\_ VILLAGE \_\_\_\_\_

DISTRICT/SUBDISTRICT \_\_\_\_\_ PROVINCE \_\_\_\_\_

1. Attended and/or graduated from grade 9 or below \_\_\_\_\_
  2. Attended and/or graduated from grade 10-11-12 \_\_\_\_\_
  3. Attended and/or graduated from grade 13-14 Teacher Training College \_\_\_\_\_
  4. Attended and/or graduated from 1st/2nd/3rd/4th years at the university \_\_\_\_\_
  5. Attended and/or graduated from grade 12-13-14 Theology (formal/informal) Institutions \_\_\_\_\_
  6. Do you hold any degrees? \_\_\_\_ If so, what was it and from where? \_\_\_\_\_
  7. Do you have prior teaching experience? \_\_\_\_ If so, for how long, what grades/subjects, and where? \_\_\_\_\_
- 
8. Who in your family (father, mother, brother, sisters) has attended school, and if they attended what was the highest level of education and year? Please fill in the information below.

Members of Your Family	Age	Level of Education	Date of Graduation
Father			
Mother			
Brother (1)			
Brother (2)			
Brother (3)			
Sister (1)			
Sister (2)			
Sister (3)			

9. What language(s) do you speak? \_\_\_\_\_

10. Why do you want to be a teacher? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Home School Teacher Interview Questions:

Each teacher will be asked each of the questions. The responses will be confidential. The responses will be recorded on a place of paper and not on this form.

Preparation:

1. Do you think your literacy training program prepared you to teach in the home school? Yes/No Why or why not?
2. How many observations of teachers teaching adults did you make before you started teaching in the home school?
3. Do you think observing teachers in the adult literacy program before you taught would have been beneficial? Why or why not?
4. Did you practice/demonstrate teach before your first teaching job? Yes/No If so, for how long and where?
5. Do you think practice/demonstration teaching would be helpful before you started teaching?
6. Which training courses did you take that you thought were the most valuable to you working with adult women in the classroom?
7. What problems did you face when you were preparing to become a home school teacher?

### Home School Teacher Effectiveness Interview Questions:

All responses will be confidential.

1. Have you taught prior to teaching in the home school? If so, do you see any differences between teaching in your former school and teaching in the home school? Yes/No What are they?
2. Which instructional techniques are you using in the home school?
3. Which instructional techniques have you found to be the most effective when working with the females in the home school?
4. What diagnostic tool was used to identify their knowledge base during the first week of home school classes? (What did you do to learn how much the students knew the first day of class?)
5. What is the average amount of time you spend preparing your lesson for the next day?
6. Do you think you have too few, too many, or just the right number of students in your class?
7. How many students do you think should be in one home school class and why?
8. When do you find would be the best times to use teacher directed instruction and student centered instruction?
9. Do you think the teaching methods that you learned in the Literacy Teacher Training course were appropriate for the adult learner? Why or why not?
10. What instructional strategies have you used with females who have difficulties learning?
11. How will you know if your students are literate?
12. What do you think is the purpose of home school instruction?
13. What method of record keeping do you use to monitor the progress of your students?
14. What are the benefits of having a supervisor?
15. What you like the supervisor to do that would assist you in your teaching in the home school?
16. Is the two hour block of time a good time frame to work with the female adult learners?
17. Any other comments, suggestions, and information?

Questions to be asked at the three month period and at the end of the home school instruction program:

All responses will be confidential.

1. What was the percentage of your student attendance for your home school class? \_\_\_\_\_
2. What was the percentage of each of your students completion of their homework assignments? \_\_\_\_\_
3. Was there someone to help the students at home with their assignments? \_\_\_\_\_ If so, who helped and in what way?  
\_\_\_\_\_
4. Who often did you use group reading?
5. Were pleasure reading materials available for your students?
6. After how many days, weeks, or months were the students able to construct a paragraph expressing their own thoughts?
7. What was the highest level of written composition each student obtained?
8. Which concepts were most difficult for the students to learn in math?
9. How often, on the average, did you work with problem solving in math?
10. Which concepts were the easiest for the students to learn in math?
11. Why do you think your students were successful?
12. Did you group your students for instruction during the six month instructional period?
13. Do you think home school instruction should be continued? Why or why not?
14. Did you meet to discuss the successes and frustrations of the home school instruction with the other teachers? \_\_\_\_\_ If so, how many times and for how long?  
PROBE: Did you think it was beneficial to meet with the other teachers?
15. After your supervisor had observed your teaching, what feedback did you receive?  
PROBE: What feedback was most helpful for you to improve your teaching in the home school?

16. What recommendations would you give the teachers who will be teaching in the home schools for the first time?
  17. How many, if any, scheduled days did you miss teaching the students? (For example: sick, needed at home, etc.)
- 
18. If you were going to describe a program that would best prepare teachers for teaching adults in the home schools, what would you say?

Interview Questions for the Supervisor:

1. How often did you visit each home school?
2. How effective do you think the home school instruction was?
3. What do you think was your most important role for you as a supervisor?
4. What would you liked to have done that you were unable to do?
5. What recommendations would you have for the home schools?

**Adult Literacy Teacher Training Program  
Demonstration Teaching Observations  
in Quetta, Pakistan  
25-26 May 1993**

Dr. Doris A. Henry

Observation 1: Reading

The teacher greeted all of her fifteen trainees in the class and took attendance. She discussed the date for the day and then checked each student's homework. As she waled around the room she said something to each one. She returned to the front of the classroom to start her lesson for the day. The opening was about five minutes long.

First, the teacher reviewed yesterday's lesson on the alphabet. One student was absent yesterday and she checked her understanding of the concepts being taught before continuing. Throughout the lesson she checked the level of understanding of the student who was absent until the teacher was assured the student was with the class. She had individual students to say the letter and then she repeated the sounds after each student pronounced it. Next, the teacher had the students to write the letter on the board. One student did not write the letter correctly so she asked another student to write the letter on the board for the first student. She discussed with the first student the letter the second student had written. The class then turned to a page in the adult literacy book and had the students to read a line. The students took turns reading a line one after another.

The teacher asked how we could maintain good health? From the students' oral responses the teacher introduced the new work, clean, by saying the work and writing it on the marker board. The class repeated the work in choral response. The teacher checked the pronunciation of some of the students individually by asking them to say the work. She praised the students when they gave a correct response. She used some humor during the lesson and the class laughed.

The teacher taught the tense of the words. She said and wrote the words first, then had the students to say each of the words in choral response. Next, she had the students to read from the text. some of the students came up to the board and wrote the words. The teacher praised them for doing a good job.

The teacher next showed a picture of a glass of water and asked questions about the picture. The students were then instructed to write words given orally on their slates. They all held up the slates for the teacher to see their work. The teacher walked around to each student and monitored their progress. She praised the class and concluded the lesson.

NOTES: The teacher appeared to do an excellent job of teaching the lesson. One of her greatest student, and she had many, was her enthusiasm. Even though I did not understand the language, her enthusiasm was evident continuously through the lesson. Another strength was her sensitivity to a student who had missed the previous day. She worked with her until the student could function in the class along with the other students. The teacher's materials were well-prepared. The inflection of her voice and pace varied throughout the lesson. She involved all of the students in the lesson. She modelled the concepts taught. She used a variety of teaching techniques such as choral response, writing the words on the slate, using the textbook, direct instruction through lecturing, and questioning. She used praise to reinforce the learning. The humor was used sparingly and appeared to be used appropriately.

SUGGESTIONS: A student responding to a question by modeling is a wonderful way to involve students in the lesson and create a more student centered learning environment. If the student responds with the correct answer, then the modeling by the student is appropriate. If the student has an incorrect response, then the teacher has two ways of responding: sustaining the response to have the student give a better or correct answer using clues and cues, or to terminate the response. The recent research has shown that there is a difference in the attitude of the learners towards learning when a response is sustained and when it is terminated. An incorrect response was given by a student during the lesson. The teacher terminated the question with the first student by asking the second student to write the correct answer without the teacher clueing or cuing the first student for a better or correct response. The second student was asked the same question and gave a correct response. I would recommend the teacher to sustain the response of the first student until a better or correct answer is given. The message to the students in the class would be (if the teacher sustained the response) that I expect you to think of the correct answer and I will assist you in reaching it.

The second area of consideration would be to examine how the teacher selected the students to come to the board. Note having the benefit of understanding the language or the time for additional observations, I would want to know what system the teacher has for asking individuals questions during the lesson. Is the selection based on who volunteers for the answer, or if the teacher is consciously and systematically checking the level of understanding with the students throughout the lesson.

The teacher had the students to read one line from the text, one after another. I would recommend for all the students to be randomly selected to read from the text.

I would encourage the teachers to use discrimination exercises to better determine who understands the concepts. For example, the teacher introduced several words and letters. I would have the students to select the correct response from many choices.

The teacher was teaching an excellent lesson. The comments were more for fine tuning her teacher and adding new knowledge.

#### Observation 2: Math

The teacher started the lesson by taking attendance and then lectured about cleanliness. Before using the textbook she inquired to see if all students had a book. She held up pictures of items and the students, in choral response, identified the items.

The teacher used a visual, a string, to introduce the lesson on numbers. She talked about numbers and started by teaching the number zero using the string. She next drew a box with nothing in it and a box with a dot. She asked the students which box had nothing in it, and how you would write the number to show there was nothing in the box. She gave many examples of the number zero and its function. She modelled the concept for the students by writing it on the board. She related to the student's background and made points on the board for illustration of the number zero. She then turned to the lesson in the textbook. One student had difficulty in finding the page and the teacher patiently helped her. The teacher then walked around to each desk to monitor the student's work.

A chart with numbers one through fifteen was hung on the wall. The teacher used the chart to introduce the numbers. She demonstrated how to form each number before asking the students to write it on their slates. The slates were used extensively throughout the lesson. She praised the students who were making progress and who were doing well. She related the purpose of education to their daily lives, explaining how numbers are an important part of our lives. For example, when we purchase something we need to be able to know our numbers. If a woman is asked how many children she has, she will know. (Another example of the importance of knowing your numbers would be the difference between taking one pill each day or three pills daily.)

There was one class participant who was role playing a difficult student. The teacher was not upset when the student challenged her or when the student was not exhibiting appropriate classroom behavior. The teacher quietly told her what was the appropriate behavior and the student complied.

At the conclusion of the lesson, the concepts taught were reviewed by the teacher. She used students as examples or had the students to point to the numbers on the board as she said them.

NOTES: The teacher did an excellent job of teaching math during the demonstration teaching. Her voice was a little soft in the beginning but was at an appropriate level once she was teaching the lesson. A method she used to check the understanding of the students, which was excellent, was to use discrimination exercises. She used them after she had taught the concept before asking the students to model, which was appropriate. She had a good balance of direct instruction and student interaction. She used a mild desist when a student was causing a mild disruption of her lesson. She gave the students many opportunities to practice the concept before they were asked to demonstrate it. She modelled the concepts at the appropriate times. The teacher and student interaction was excellent. She did an excellent job of teaching concept of numbers.

### Observation 3: Preparation of a Lesson Plan

The teacher began the lesson by lecturing to the class. She then asked the steps in preparing a lesson plan. She wrote the responses on the board, listing each point. She used the analogy of a cook preparing food to developing a lesson plan. The steps she told the class were first, decide what you want to cook. Next, you need to know what materials are needed. Then you have to decide how long it will take. Finally, you will need to know when it is done. Preparing a lesson plan is the same way. You need to know what you want to teach, the materials that you will need, how long it will take to teach the lesson, and what the outcome will be.

To prepare a lesson plan a teacher needs to know what is a lesson plan and how to make it. The two areas in the lesson plan are the teaching and the learning environment. The teacher said a lesson plan must have clearly written objectives, knowledge of the students level of learning, activities and methods, and an evaluation.

When teaching, the teacher must decide what topic she will teach. Then the steps would be to determine: 1) the objective, 2) the activities for the students, 3) the teaching materials to be used, 4) the time frame, 5) type of evaluation, 6) the closure for the lesson, and 7) the homework for independent practice. The teacher should plan for each of these steps.

Other points the teacher made centered on the learning environment. The learning environment starts when you enter the classroom. Is the classroom clean: Does the teacher review the homework with the students? Is attendance taken? Are the students ready to learn? Assessing all of these is an important part of a teacher's preparation.

NOTE: This teacher was an excellent teacher. She used a variety of methods with which to teach. She used visuals, analogies, questions and responses, and lecturing. The students were very familiar with the material and did not need much prompting. The interaction with the class was good. Praise was used appropriately. The teacher was receptive to student input. The teacher did an excellent job of teaching the lesson on preparing a lesson plan. No suggestions for improvement were give.

## Observations of the Six Female Adult Literacy Home Schools Peshawar, Pakistan

Dr. Doris A. Henry

Home School 1:

8 June 1993

There were four girls approximately between the ages of 12 and 18 years old in this home school class. The girls all had chairs in which they were seated in one row facing the teacher. The teacher had easy access to the students as well as her materials and marker board. We, the visitors, sat on the floor behind the students on cushions. The mother sat with us during our stay. When I asked her why she was not learning with her daughters, she said the learning gives her a headache. The room was a moderate size room. Three to five additional students could fit comfortably in the room and with this group.

The teacher showed a picture and then introduced the letter "t". The teacher said the letter and then asked the class to say the letter in chorus. She asked a student to find the letter on the alphabet chart, which she did correctly. The teacher traced the letter with her finger and said the sound of the letter. The students repeated what the teacher said. The teacher drew the letter in the marker board. The students wrote the letter on their individual slates. The teacher monitored each student and praised her when she responded correctly. The teacher asked the students to make a letter on their slates and then to hold up their slates. The teacher praised them for forming the letter correctly. Next, the students had to find the letter in the literacy book which was on page one. The teacher asked one of the students to tell her other words that stated with the "t" sound. The student responded with three words. The teacher showed a picture of a teapot and asked questions about the teapot. She asked if the students use these things? If they did use them, for what purpose?

The teacher then introduced the "b" letter by showing a picture and then writing the letter under the picture on the board. The teacher asked a student to find the letter on the alphabet chart and to trace the letter, which she did correctly. The teacher went through the same steps of teaching the "b" letter as she did with the "t" letter. The steps were: 1) the teacher introduced the letter by showing a picture of word that begins with the letter being taught, 2) a student found the letter on the alphabet chart, 3) the teacher pronounced the letter, 4) the students repeated the sound of the letter with a choral response, 5) a student traced the

letter, 6) the teacher wrote the letter on the marker board, 7) the students wrote the letter on their slates, 8) the teacher monitored the work of the students and praised them, 9) the teacher asked questions of the students that are applicable to their lives, 10) the teacher reviewed the concepts that were taught during the class, and 1) the teacher gave a homework assignment.

NOTES: Shukria strengths were many. She interacted with the students, modeled what she wanted them to learn, monitored their work, gave praise where appropriate, provided the foundation and opportunities for the students to be successful, presented a well-prepared lesson, and related the information to their lives and how it would be applicable. Although I have a language barrier, my observations through the translations and watching her were that she is doing an excellent job.

Home School 2:

8 June 1993 3:20 p.m.

Six girls were in attendance: five sisters and one sister-in-law. They were approximately between the ages of 16-18 years old. They all sat on the floor in a row in a room in the home. The lighting was adequate. The windows and door way were covered. Four to six more students could comfortably fit in the room with this group.

The teacher asked for a word that began with the letter "b". The students responded with many words that started with the letter "b". The teacher modeled writing and pronouncing the letter then asked the students to write it in the slates. The teacher is left handed. She walked around and monitored each student's work. The teacher taught the students how to make small and capital letters. The teacher showed the letter in a flash card, she said the sound, she had the students say the sound, and then practiced the sound with them. She wrote the letter on the board and asked the students what words begin with that letter. She showed them how to make a small letter and a capital letter.

Whenever the students interrupted her teaching with a question or a comment, she patiently listened to them and answered them. The teacher praised and commented on each student's work.

NOTES: The teacher appears to be doing a fine job with the students. The students are progressing through the alphabet very rapidly. This class started on May 16th and they have learned almost all of their alphabet letters. The teacher appeared to be teaching the students at a rate of learning that is appropriate to their level. More information would be needed to determine if the pace was the best. The students were very attentive and responded to the teacher. The teacher modeled, monitored, and gave positive reinforcement to the students.

Suggestions: More opportunities to check the individuals to see how well they are retaining the information throughout the lesson would be helpful for the students. The use of exercises where the students have to select the correct answer using discrimination between two or more letter would also strengthen the lesson.

### Home School 3:

13 June 1993

There were nine students in attendance. The age range appeared to be between 16 to 25. The students were seated outside on the porch in a L shaped configuration. The board and teacher were visible to all. This appeared to be a large group for this teacher.

The teacher was teaching the letter "j". She said the sound of the letter and the students repeated the letter orally. The teacher asked them to write the letter on the slate. She next demonstrated how to write the letter by tracing the letter with her finger. She made part of the letter on the board and then explained the letter. She taught the initial and final sounds of the letter "j". She wrote the letter on the board and immediately erased it. Trina, the supervisor, asked the students what the difference was between the two letters and two students told her the difference. The teacher asked what words started with "j". Most of the students called out the answers at the same time. The teacher introduced eight letters before we left.

The teacher stood in front of the class the entire time. Even when the students wrote on their slates, the teacher maintained her position in front of the class. she did not monitor her students' work by walking around to each student.

NOTES: The teacher appeared to be doing a good job of teaching the content. She needs to monitor the students closer by walking around and assisting those students who are having difficulties. The research has consistently shown a higher rate of retention when the students learn it correctly the first time. This lesson was not a review lesson and possibly needed more instructional level practice.

### Home School 4:

13 June 1993

There were five students in a very small room in a house. They appeared to be between the ages of 15 and 30. One of the women was widowed and had a small child. The room was lit only by the emission of light from the doorway. With five people visiting, it was very crowded.

Sitara was checking the homework when we arrived. She placed a check mark if the work was correct and underline the letters that need more practice.

Sitara gave positive feedback at appropriate times throughout the lesson. She asked individuals questions and she said they responded correctly almost all the time. Next she placed four letters on the floor and asked one student to identify the letter she said. The student pointed to the letters correctly. She used flash card and asked individuals questions about each one of the letters on the flash cards. Every student had an opportunity to respond to a question. She completed this portion of her lesson with a test. She said a letter and they were to write the letter on their slates. The alphabet chart was visible in the room. She checked and commented on each slate.

Sitara wrote a sentence on the board. She asked for words that started with the letter "da". She simultaneously made the letter and explained how she was making it. She had the students to practice making the letter on their slates. One student was having difficulty forming the letter and she took her hand and assisted her so she would be successful. Next, she had the students to take their books out and open them. She showed the difference between the "da" and another letter.

We left.

NOTES: Sitara appears to be doing an outstanding job of teaching. There was a lot of positive interaction between her and the students. She sets high expectations and then tests them on their knowledge, but only at the appropriate times. She appeared to adhere to the concept that testing should be done after the concept has been taught. She did this.

Sitara made good use of discrimination to see the student knew the letter.

Home School 5:

14 June 1993

There were six students present between the ages of 12 - 19 years old. The teacher said there were seven females but one left for Afghanistan. Wajiha found the group of females herself and set up the home school. This was the first home school that was started. All were sitting on the floor in a small room that was well lighted inside the home. A floor fan cooled the air.

Wajiha started teaching on May 12th and had taught all of the letters in the alphabet. She was using the letter chart to teach "dean". She asked the individual students questions and they responded correctly. For example, she asked with what sound in the word "book" started and one student told her the correct answer.

The teacher was teaching the students how to put the letters together to make words. She asked them the sound of the letter and she wrote the letter on the board. While she was writing the letter "dah" she was explaining how to form the letter. She wrote a word and then said each sound as she pointed to each letter in the word. The class then wrote the word on their slates.

The teacher asked which letter started with the word Mohammad. What was the next letter's sound? She asked for each letter's sound until she had the letter for every sound in the word. She asked the individual students to say the sounds of the word. The teacher mouthed the words as the students were saying them. If the teacher did not think she had written a good model on the board, she erased it and rewrote it. She also explained to the students that there are different ways of writing the letter but it has the same sound. Next, the teacher used flash cards to ask what the letters were. The students repeated the words in unison and then individually.

The daily homework was graded. Attendance is taken daily but grades are not recorded for the homework. When individuals needed help, the teacher assisted them.

NOTES: Wajiha was doing an excellent job with the students. She was teaching at a rapid pace and the students were keeping up with the pace. She used many illustrations, through examples, demonstration teaching, questioning techniques, and modeling. The students were expected to learn and remember and they did. The students were motivated to learn.

Home School 6:

14 June 1993

There were six students officially on the roll but nine students were actually in attendance. There was one mother and her daughter attending class. The ages ranged from eight to fortyish. One little girl and little boy attending the class attended school but wanted to learn with their sisters. The room was quite large with adequate lighting and ventilation. The teacher was in front of the class seated at the marker board that was on the floor. Everyone had a clear view of the board and the teacher. The students were seated on two sides of the classroom. One of the mothers joined us during the lesson. She was very proud of the school in her home and the females who were learning how to read.

Gul Sooma was introducing the letter "fay" when we arrived. She called on individuals to repeat the letter after she said it. She had them to write the letter on their slates, checking visually from her seat the letter. This was the sixth letter she had introduced that day. She used the same methods as previously observed in the other home school classes. She pronounced the

sound of the letter, had a visual example of the letter, had the students to repeat the sound of the letter, wrote the letter on the board and explained how to make the letter as she was writing it, had the students to write the letter on their slates, asked what words started with that sound, and gave the students practice in their books. She called on every student to respond to a question.

NOTES: Gul Sooma appears to enjoy teaching the class and they are motivated to learn from her. She accepts all students who attend her class. She has a very warm, caring, nonthreatening manner in which she teaches. The classroom appeared to have a positive climate. I was particularly impressed with the diversity of ages in the class and also the willingness to allow one boy to attend with the females. All appeared to accept this.

NOTES:

1. The teachers had to use scotch tape to put the letters on the wall. A tack strip attached to the top or side of the marker board would be better and more economical.
2. The teachers appear to be well-trained and using good instructional techniques to teach to students.
3. Each teacher appears to be designing the lesson to meet the needs of the students in her class. This was evidence by the different stages of learning to read seen in the different classrooms.
4. The teachers appeared to have high expectations of their students and realizing the students are older and can understand the 6-8 letters that are introduced during the lesson.
5. The classes are conducted in a business-like atmosphere. The teachers are accepting of the students questions, even when they interrupted a lesson.
6. The teachers are modeling before asking the students to learn the letter. Practice is given first in unison and then individually. Some teachers are better at monitoring the student's learning than others. Some assist the students in forming the letters correctly more than others. I would suggest that all teachers monitor the student's work while they are writing their letters and assist individuals while they are working.
7. Some teachers tested the students throughout the lesson. The teachers who used this method appeared to use it appropriately, after the lesson had been taught and the students had several opportunities to be successful.

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7. Some teachers tested the students throughout the lesson. The teachers who used this method appeared to use it appropriately, after the lesson had been taught and the students had several opportunities to be successful.

8. The interaction between the students and teacher is one of the most crucial elements in teaching. The interaction between the student and teachers was impressive in all classes. The students felt comfortable asking questions and responding to the questions posed by the teacher.
9. Some teachers used positive reinforcement (praise) more than others. Some used it sparingly and I did not observe anyone using it too much.
10. Trina, the supervisor, sometimes interacted with the students and the teacher. She usually was adding to an explanation the teacher was giving. There were no comments made by Trina to any of the teachers regarding her observation of their lessons. I would suggest that Trina give some immediate feedback to the teachers upon her departure, and then to keep a log of what she observed so she can discuss with the teachers what she saw the teachers doing well and what needed strengthened. This would also assist in the efforts to improve instruction for the teachers in the home schools.

## APPENDIX D

Research Study Two  
Research Study Two Instruments

## RESEARCH STUDY TWO

Prepared by

Dr. Doris A. Henry

### OBJECTIVE:

1. To determine the effectiveness of the curriculum materials used in the female adult literacy home school instruction.

### research questions:

1. Were the curriculum materials used in the female adult literacy home school instruction effective?
2. Did the curriculum materials support the objectives of the female adult literacy home school instructional program?
3. How relevant are the curriculum materials to the lives of the women in the female adult literacy home schools?
4. Were the curriculum materials adequate for teaching in the home schools?

### METHODOLOGY:

1. Survey of the teachers to determine the materials used.
2. Interview the teachers after they have used all of the curriculum materials to determine their perceptions of the curriculum materials.
3. Analyze the curriculum materials available for the female adult literacy home school instruction.
4. Analyze the lesson plans of the six teachers for the usage of the curriculum materials.
5. Analyze the recorded observations of the supervisor/ trained observers.
6. Interview the students in the female adult literacy home school classes to determine if they perceive the curriculum materials to be applicable to their daily lives.

**USES:**

1. Revise curriculum materials based on the findings and current research on adult literacy curriculum materials.
2. Plan staff development support for the teachers using the curriculum materials in the adult literacy program.
3. Define the purpose of literacy training.

**PROCEDURES:**

1. Joint research team of Noor Gul Rahimi, Team Leader; and members Abdul Hanifi (ECA), Seyed Ibrahim Abdali (ESSP); Professor Wali Rahimi (ESSP). Advisors are: Dr. Samia, Abdul Shukoor (ECA), G. R. Boardman (ESSP), and General Mohammad Ayub Assil (ESSP) will meet and decide upon the criteria on which to evaluate the curriculum materials.
2. Independent evaluations of the curriculum materials by the members of the joint research team will be conducted using the specified criteria.
3. The teachers will be given the surveys
4. The teachers will be interviewed using the set of interview questions.
5. Students in the home school classes will be interviewed by someone other than their home school teacher about the curriculum materials.
6. Lesson plans and recorded observations of the female adult literacy teachers will be analyzed by the joint research team to determine how the curriculum materials were utilized in the home school program.
7. The joint research team will meet after the data has been collected to analyze the data and make recommendations.

Survey Questions for the Female Adult Literacy Home School Teachers:

All responses will be confidential.

1. List all curriculum materials you used during the home school instruction. (Chapters 1-4)
2. List all curriculum materials the students used during the home school instruction. (Chapters 1-4)

Interview Questions for the Female Adult Literacy Home School Teachers:

All responses will be confidential.

1. Which curriculum materials did you use the most and why?
2. If you were to use the curriculum materials again, what would you change and why?
3. Describe your training for the use of the curriculum materials.
4. Do you think you had adequate training to use the curriculum materials and why?
5. Was the curriculum relevant to the lives of the women? If so, how? If not, why?
6. Did the students have the necessary materials with which to work? Why or why not?
7. Are the curriculum materials applicable to all areas of Afghanistan? Why or why not?
8. What suggestions would you have to improve the curriculum materials for future home school instructional programs?

## APPENDIX E

Executive Summary for Task Force Committee Meeting

**Executive Summary**  
**By**  
**Dr. Doris A. Henry**  
**for**  
**Task Force Committee**

22 June 1993

During the past few weeks I have worked primarily in the following four areas:

Curriculum Development Project for Female Adult Literacy Program:

The curriculum development project for the home school has four parts: 1) identification of the levels of difficulty of the vocabulary words introduced in the literacy book, 2) development of topics for the storybooks, 3) development of the storybooks from the vocabulary introduced in the literacy book, and 4) development of assessment tools for the literacy program.

The vocabulary words introduced in the adult literacy book (that were translated into English) were all nouns. Working with Abdali, Trina and Sitara, we categorized these words into four levels of difficulty. The levels of difficulty were based on the how familiar the word would be to the females and the difficulty of composing the word. An example of a word from the easiest level is a word that has a few letters and is a part of the female's daily vocabulary. Because there were only nouns introduced in the literacy book, we identified some of the most commonly used verbs and categorized them according to levels of difficulty. The nouns and verbs identified have created a controlled vocabulary for all female students in the home school to learn.

next, Zamani and I brainstormed possible topics that focused on health and nutrition such as child care, community health problems, anti-narcotic information, and hygiene. From these topics, all well as others, a series of storybooks can be developed. The topics selected are informational and basic to the levels of the women.

A set of thematic storybooks are being developed. The purpose of the storybooks is to reinforce the learned vocabulary and to provide information such as nutrition and health care.

Diagnostic instruments are being developed and analyzed by Abdali to be used in the home school instruction.

**Research Study One: Teacher Training/Teaching Effectiveness for the Female Adult Literacy Program:**

The focus of this research study is to determine the effectiveness of the preparation of the teachers in the Literacy Teacher Training Program and their employment of those skills. I have observed the Literacy Teacher Training Seminar in Quetta and the six pilot home schools in Peshawar, and have met with the various people regarding this program.

I observed one and one-half days of ten day Literacy Teacher Training seminar presented in Quetta by Abdali. During this time I observed demonstration lesson taught by the teachers in the seminar. Abdali translated the lesson for me. My observation was that teachers were enthusiastic about the prospect of home schools. They appeared to be utilizing effective methods of teaching, as observed during the demonstration lessons. Observing the seminar provided me with background information about the preparation program for the literacy teachers.

Also, Abdali, Trina, Sitara, and I discussed the development of the study. I gained background information about the female adult literacy home school instruction from our discussions.

During a one week period I observed the six home schools in Peshawar. From my observations, the students are motivated to attend (attendance is excellent) and learn. Homework is completed and checked by the teacher daily. I observed continuous positive interaction between the teacher and the students in each of the home schools.

The proposal for Research Study One has been submitted to and accepted by a joint committee of ECA and ESSP.

**Research Study Two: Analysis of Curriculum Materials for the Female Adult Literacy Program:**

Preliminary meetings have been held with Abdali, Trina and Sitara to gather background information on the curriculum materials that are being used in the six pilot home schools. A research proposal is being developed.

**Strategic Planning Seminars:**

A strategic planning seminar was held for four hours over a period of two days for the women master teacher trainers and literacy teachers. Thirty women teachers participated in the seminar. Approximately four of these women had participated in the strategic planning seminar during the Summer of 1991. The concepts were new to the other participants.

The theoretical concepts on which strategic planning are based provided the framework for understanding strategic planning. Long range and project planning were defined and compared with strategic planning. The components of strategic planning were defined and explained using examples. The purpose of the seminar was to review and to learn how to develop a strategic plan, not to write one.

**Future Plans:**

1. **Curriculum Development:**
  - Complete the first set of storybooks for the four levels.
  - Refine the level of difficulty for the vocabulary list.
  - Write the final report with recommendations.
2. **Research Study One:**
  - Develop the instruments to be used in the study.
  - Collect the available data.
  - Analyze data and prepare a preliminary report.
3. **Research Study Two:**
  - Present research proposal for acceptance.
4. **Strategic Planning:** Complete final report.