

World Wide Literacy Newsletter

Volume 1, Issue 3

September, 2008

Special points of interest:

September 8, 2008

Lots of action from around the world

Inside this issue:

CALS Pilot Project Report 2,3

Reducing Child Mortality 4

Building in Thailand 4

Zone Happening 5

Rotarians are busy people and when a club decides to proceed in a new direction, such as a major focus on literacy, it can be a difficult task trying to make a choice about which projects will fit into the club's timetable with the most impact.



From the Desk of Roger Hayward North American Area Coordinator

The hot and humid days of the northern hemisphere summer are over and those of you in the southern hemisphere can look forward to the north sending you the sun again. Regardless, holidays are over in the north and we must get back to work.

It is not too late to celebrate International Literacy Day during the week of September 8th. This is one of the requirements of the District Literacy Award. Even 2-3 minutes can be used to highlight goals for a club during this week.

Since it is early in the new Rotary year and many clubs are just beginning to really focus on new programs, it is not too

late for Districts, through their Zone Coordinators, to finalize their goals for literacy in this new Rotary year. We can still accept them for reporting purposes to President D.K. Lee until September 15th. So please send them to your Zone Coordinator whose e-mails are included on the last page of this newsletter.

Special focus for this Rotary year is to reduce child mortality. There is an article in this newsletter on this issue but also please share projects that fit this category so other clubs can learn from your experiences.

A lesson from the developing world that we need to bear in mind always is to ask, "What



are the real needs to get to the end point required?" We must not assume that we know best what a country in the developing world needs. For example, we may think we have an excellent literacy program but the people in the receiving country may say, "The first step is to build classrooms and provide more teachers so that class sizes can be reduced from 80 to 40. Then we can use your excellent program."

Rotarians are busy people and when a club decides to proceed in a new direction, such as a major focus on literacy, it can be a difficult task trying to make a choice about which projects will fit into the club's timetable with the most impact.

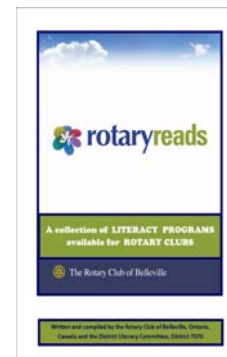
Rotarians are busy people and when a club decides to proceed in a new direction, such as a major focus on literacy, it can be a difficult task trying to make a choice about which projects will fit into the club's timetable with the most impact.

The Rotary Club of Belleville, Ontario under the leadership of Michael Maloney has produced a catalogue of the major literacy projects that are currently known and that have been implemented in communities. The booklet gives a brief listing of the Literacy Resource Group and a discussion of the various types of literacy projects.

This booklet of literacy projects is now available to all Rotary Clubs and Districts at a cost of \$20.00 U.S. plus shipping. Orders, along with payment, should be sent to Michael Maloney, Literacy

Chair, Rotary Club of Belleville, P.O. Box 908, Belleville, ON K8N 5B6 Canada

If you have any questions, please send them to Michael Maloney at michael.maloney2@sympatico.ca



Dartmouth Learning Network (DLN)

Computer Assisted Learning Solutions (CALS)

The following is a report of a pilot project conducted by the Dartmouth Learning Network (Nova Scotia, Canada) as a result of CALS being implemented for adult learners:

Introduction:

Eight DLN learners were enrolled in CALS Adult Comprehensive Stream in April 2008 as part of a DLN / Dartmouth Rotary club pilot project. The learners worked on the CALS exercises for about 8 weeks. The pilot project was set up to test the benefits of the online phonics program for adult learners and to determine the requirements for running the project; including staff training and time, location, equipment, learner willingness and progress. It was hoped that the experience would allow DLN and Rotary to gather sufficient information to decide if the project should be continued in the fall of 2008 and expanded to include more learners.

Requirements to run CALS program:

- Computers, internet access, browsers, headphones, speakers, splitters, mice, mouse pads, quiet location with chairs and space for coach and learners to sit together on one computer
- Coach, teacher account with username and password, training on the administrators portal on CALS website, training for coach to be able to help learners with interventions to reinforce learners skills, knowledge of phonics, ability to extend time allowed for exercises for learners who need additional time
- CALS learners subscription, user name and password set up with CALS
- Learner skills or training on basic computer skills, mouse skills (point and click), limited keyboarding, setting up speakers/headsets, opening Explorer, CALS website, log in, and exit program

Successes/Possibilities of Pilot Project:

- All but one of the learners were happy to work on the CALS exercises without interruption for up to 45 minutes a session over several weeks
 - In some cases the learners worked on CALS for additional time during the regular classroom hours
 - One learner accessed CALS at home and worked additional hours on the program
 - The eight learners in the pilot project were willing to continue working on exercises that were challenging for them. This indicates a willingness to continue working in order to see a long term benefit
 - Most of the learners completed exercises and obtained mastery with some CALS online explanations of exercises are clear although most learners need additional explanation from a coach; especially to make the transition from one type of exercise to another
 - CALS progress reports and summaries are clear, although a bit conceptual for some learners (these summaries include bar graphs and concepts such as accuracy and pace) and are very motivating for the learners
 - CALS is likely useful for English as another language learners, although not enough time during the pilot to say with certainty. There is the possibility of combining work on CALS with work on Reading Horizons software (adding in syllabication training)
- It is clear from the study that each learner varies with respect to time spent on CALS and the number of skills completed. Two learners have spent about 135 minutes and still not mastered the first skill. Another learner has completed 14 skills in an average of 37 minutes each. Also one can see from the Total Skills Completed and the attached Skills Progress Checklist that there are 83 skills included in the Adult Comprehensive Stream. Extrapolating from the learner who has made the most progress so far, it would take that learner about 42 more hours or about 32 more weeks to complete the program, assuming the upcoming

Dartmouth Learning Network and CALS (cont.)

skills take the same amount of time to master. For the learners who have only completed one skill so far or no skills it is not possible to estimate the instructional time required to complete the program but may require one or two more school years. Of course this prediction of future progress does not take into account the impact of building upon previously learned skills, which can be expected to lead to exponential increase in skills acquisition. In addition, the synergism between the CALS work and classroom work can be expected to lead to even more progress.

It is very important that participants in the CALS computer program have one to one instruction time from the monitor, so that they are able to understand, during each skilling component, what they are doing and why they are doing it. It would be difficult to fully assess the impact of CALS on students during the short 6 week time period that the CALS program has been piloted here at DLN, however most students from my classroom have reported that they enjoy and benefit from the CALS program and one student regularly comes in to report on her progress.

Enhanced classroom Instructor Comments on CALS:

Most of the Enhanced Adult Learning (EAL) students have learning disabilities that affect the ability to break down words phonetically. Therefore a multi-sensory approach to learning has been found to be more effective than traditional classroom instruction. Students are given the opportunity to experience kinesthetically, the learning of letter/sound relationships using as many sensory tools as possible, i.e., visual, auditory, and tactile. As well students are asked to visualize this experience to help reinforce their skills.

The CALS program, when used as an adjunct to this type of instruction, is an effective tool that assists students to make progress in their phonics training as it provides an auditory and visual component to their learning.

The tactile component is essential and it is recommended that the CALS program be used in addition to hands on classroom instruction.

Recommendations:

There are several benefits and challenges of the CALS pilot project listed above. Also noted is the varied progress by the DLN learners in the CALS pilot project. It is clear that working through the CALS program will require a lot of time and effort by the learners and the DLN staff. That said the progress that has been seen to date, both on CALS itself and in the classroom has been encouraging. Based on the observations of this pilot project DLN is recommending that the CALS project be continued and expanded in September 2008. In addition to continuing to work on CALS with the current learners, DLN would anticipate that new classroom learners would want to take part in CALS. This continuation and expansion of the project would be quite easy, as it would follow the experience of the pilot project in terms of coaching, equipment and location



Dartmouth
Learning Network

Reducing Child Mortality

To support President D.K. Lee's new initiative to reduce child mortality in the world, the Literacy Resource Group is committed to providing literacy contacts around the world with ideas and information about successful known projects that are literacy-based. Below are some general ideas:

- < Support an adult literacy program for illiterate mothers or mothers-to-be;
- < Support an adult literacy program for immigrant mothers who cannot read the local language;
- < Support a literacy program for illiterate teenagers who are at risk of becoming pregnant;

- < Support a local or international literacy project which provides basic health and hygiene information to parents and parents-to-be; or
- < Partner with the water or health and hunger resource group in a multi-phase project.



Many clubs are still trying to understand how to undertake a project to support child mortality. It could be a good idea to start a discussion among members about what could be done through either a regular club or club committee meeting.

The Literacy Resource Group wants to share successful ideas so that other clubs can take advantage of other clubs' successes. So please share your ideas through this newsletter.



Building a Library and Lifelong Learning Centre in Thailand

Building a Library and Lifelong Learning Centre in Ban Khaothalu, a rural village in Chumphon Province Thailand is the goal of the Rotary Club of Armidale. The Club has been fundraising for the past twelve months with a target of \$A40,000 for the construction of the facility plus additional funding for furniture, computers and other essential equipment.

The facility is badly needed in this community where the average yearly income is approximately \$A1000. Most villagers eke out a living producing rubber, tropical fruits and coffee. Users of the facility will be the students attending Ban Khaothalu Primary School (420 students) and the wider community which must ensure that sustainable farming practices are employed to offset soil, water and air degradation and give the village a sustainable future.

One of the Rotarians in the Club, Dr Jim Maher and his wife, Nina (who hails from the village) have spent time during the

Australian summer teaching English at the Ban Khaothalu Primary School so the Club has first-hand knowledge of the village and its needs.

The Rotary Club of Armidale is also a major organising participant in the Armidale Sustainability Expo to be held in September in the city, so the Thai Library and Lifelong Learning Centre fits neatly into the theme of Sustainability, a major goal of the Club. Funds raised by the Club at the Expo will go towards the Thai project.

The Rotary Club of Armidale seeks the support of Rotarians everywhere to assist in the construction of this essential facility for the people in this rural village in Thailand.

For further information on the project or to help with the next step which will be to provide computers and more books, contact Dr. Jim Maher by email: emaher@une.edu.au



Zone Happenings

Zone 5—India and Nepal

Zone 5 Coordinator Rahul Timbadia (D. 3140) has three emphases that he is promoting in this Rotary year, namely:

- < Functional Literacy;
- < Midday Meals for Children;
- and
- < Teach India.
- <

These initiatives are based upon successes in District 3140 and examples are as follows:

1. YMCA is very strong in vocational courses for school dropout children. There are many centres but they need support in the form of finance, volunteers,

and placement for the youth. Rotary has joined hands with them in one centre. The Rotarians can use their offices to sponsor some machines and raw materials required for vocational courses and also to provide the job after the training is over.

2. Research has proved that even if education at primary and secondary level is free, poor children do not come to schools. Poverty compels them to beg or to turn into child labourers. Providing meals during school time has been proven successful. The UN has joined hands with

the government to help in providing the meals to the children of the underprivileged. The cost of meals is 20 cents and Rotary clubs are now providing meals to 12,000 children for a year. The food includes cooked rice in butter along with fresh vegetables.

3. Teach India is a concept by an NGO known as “Times Foundation”. This is a charitable trust connected to the most widely circulated newspaper, “Times of India”. Under this concept the aim is to teach thousands of slum children and to send teachers to schools that are in need of teachers. Rotarians and Rotaractors are assisting in this partnership.



Zone 22 East

Zone 22 East Coordinator Joan Hayward (D. 7070) has organized a full-day multi-district literacy conference to be held in Oshawa, Ontario, Canada in September. District Chairs and Rotarians interested in learning more about how to enhance their literacy activities have been invited.

The day promises to be an exciting time for Rotarians to come together to share stories, learn about initiatives that have enjoyed success, and to discuss ways in which to address the issue of using literacy projects

and programs to help decrease child mortality.

Some of the programs to be discussed include:

- < CALS
- < Teach Your Children Well
- < Who Is Nobody?
- < The Imagination Library
- < Santparents
- < The Dictionary Project

It is hoped that this will be the first annual multi-district literacy conference and that future events will build on the success of the first.

Research gave us the little drop of vaccine that prevents polio. Brain research is giving us the information we need for the prevention of illiteracy. Sounds is based on this research. What brain is revolutionizing how and when to introduce printed language. Timing is everything.

The Sounds for Literacy program is an *instructional* program designed primarily for infants and toddlers, but is applicable for certain family and adult literacy projects as well. Sounds consists of large, satiny smooth, vanilla white, durable (dishwasher safe) nylon symbols with Braille discretely placed on each, a guide booklet, and DVD. The program is based on research, particularly hard brain connections, object labeling, as well as language and shape sensitive periods in our youngest of children. Sounds is an informal, hands-on, *simple* introduction to the fundamental tools of printed language: sound knowledge, the most direct link to success in reading. Sounds gives the right information, at the right time in the right way.

The cost to provide Sounds to an individual (family) is currently \$40 (plus shipping) for the first year. The program generally spans over a year. The cost is also \$40 (plus shipping) per individual (family).

The cost for a club to initiate a monthly Sounds class consisting of 10-12 infants and toddlers (accompanied by their parents) is currently \$100 (plus shipping). For adult literacy the set is larger and cost is \$200 (plus shipping). Sounds materials last for many years. As the class progresses into the next level \$200 (plus shipping) for 20 children (accompanied by their parents) It is likely an adult class would need an additional set of materials the second year at a cost of \$200 (plus shipping). The materials last for many years.

Implementing the Sounds program with individuals or in group settings requires that certain club members become informed about good practice with Sounds. This is done through the reading of a short guide booklet, watching a DVD, and en-

gaging in conversations either in person, by phone, or email with a Sounds representative. Expected time needed for such training is 4 hours.

The introduction of the Sounds program to an individual (family) by a Rotarian or by an organization distributing the Sounds program to individuals (families) for Rotary will require approximately 1 hour per family. Facilitating a Rotary sponsored Sounds class will require 1 hour per month for 10 months of the year with two trained volunteers facilitating each session.

Practicing due diligence with volunteer time and club resources suggests that a club follow, in some way, their Sounds project. Collecting photos and written anecdotes is very important to both actively engage the recipients of your [c c X ĩ k c f _ g ĩ U b X ĩ Z i ĩ Z] to know they actually make a difference. A speaker sharing Sounds work with the club builds a powerful memory and helps to grow the work of literacy in Rotary. Perhaps an hour each quarter would ensure good management and oversight.

For further information, please contact Brenda Erickson at berickson@counterpane.org





DONG KURN LEE (D.K.)
 PRESIDENT OF ROTARY INTERNATIONAL
 JOHN KENNY
 PRESIDENT-ELECT OF ROTARY INTERNATIONAL

General Coordinator:
Assistant Coordinator:

Richard Hattwick
 Byung Rak Tak

richardhattwick@bellsouth.net
 takbr514@yahoo.co.kr

Area Coordinators

Asia:
 South Pacific, South Asia:
 Africa, parts of Europe :
 Europe
 Central, South America:
 North America (U.S., Canada)

Saowalak Rattanavich
 Marcelina Aurelio
 Tony Serrano
 Pierre-Louis Doucet
 Rosa de Vazquez
 Roger Hayward

s_rattanavich@hotmail.com
 lina@compass.com.ph
 rotary@briankahn.co.za
 pl.doucet@orange.fr
 acevedob@prodigy.net.mx
 rhayward@sympatico.ca

<u>Zone</u>	<u>Coordinator</u>	<u>Zone</u>	<u>Coordinator</u>
1	Toru Yano yano.gov@kibounoie.or.jp	16	Jan Wrana janwrana@architekci.pl
2	Junzo Nakatani (B) 81-761-220023	17	William Bendall john.bendall@talk21.com
3	enju Takekoshi takekoshi@sansyou.co.jp	18	David Buckland d.buckland@btinternet.com
4	Chung-Hsien Lai ri3480@ms28.hinet.net	19	Maria de Marsiglia mariadelcc@arnet.com.ar
5	Rahul Timbadia latim@vsnl.com	20	Franciso Schlabitz chicosch@terra.com.br
6	B. R. Biswanath Setty brvsetty@gmail.com	21	Jaime Ospina-Velasco jospinave@hotmail.com
7	Jaime Cura jim_cura@yahoo.com	22 (East)	Joan Hayward rhayward@sympatico.ca
7. a)	Ian Yarker yarkerhi@onthenet.com.au	22 (West)	Ross White jrosswhite@shaw.ca
(N/W Australia, Papua New Guinea, Timor Leste)		23	Teresa Clark hampcat@aol.com
8	John Glenn johnval@bigpond.net.au	24	Helene Kalfuss drhkalfuss@dc.rr.com
9	Sung-Hee Nam shnam@mail.dhc.ac.kr	25	Patricia Fiske patricia@fiskes.us
10 (Fr)	Tewfik Ghersi tghersidz@yahoo.fr	26	Gene Davenport gd2005dg@aol.com
10 (Eng)	Douglas Kent dkent@venturenet.co.za	27	Catherine Smith csmith@centralroofing.com
10 (Eur)	Henrique Pinto Henrique_pinto@hotmail.com	28	John Young jack1vill@aol.com
10 (Africa)	Kotb Soliman solco@soficom.com.eg	29	Peggy George peggygeorge@cox.net
11	Jean-Claude Brocart jc.brocart@free.fr	30	Betty Jo Dulaney readdulaney@comcast.net
12	Alessandro Marotta marosan@libero.it	31	Pamela Akins pamakins@akinsmarketing.com
13	Tjebbe Visser vissermulder@hetnet.nl	32	Michael Rabasca m.rabasca@comcast.net
14	Hans-Ulrich Stelter stelter.rotary@online.de	33	Michael Hood rotary7710.glenn@embarqmail.com
15	Heimo Heikkila heimo.heikkila@nic.fi	34	William MacDonald luckibill@aol.com



*CALLING ALL POTENTIAL CONTRIBUTORS!!!
 PLEASE SEND ARTICLES AND PHOTOS (jpg) FOR THIS
 NEWSLETTER TO:
 EDITOR ROGER HAYWARD
 rhayward@sympatico.ca*