

# **REPORT**

**“Alphabetter - learning tools for preventing functional  
and secondary illiteracy”**

**Partners meeting  
at The University of California San Diego**

**May 31 - June 2, 2022**

**Meeting main purpose:  
“Evaluation of the materials of the methodological  
assumptions and the structure, subject and scientific  
context”**

According to “Alphabetter - learning tools for preventing functional and secondary illiteracy” project proposal meeting should consist of: “Workshop with employees of the Department of Education Studies at the University of California, San Diego in the field of methodology development, as well as work with the target group. Joint work on transferring experiences and research methods from work with migrants to the preparation of learning materials for people with secondary and functional illiteracy”.

To fulfill mentioned above expectations partners spend 5 days in San Diego, 30 May and 3<sup>rd</sup> June was devoted to travel purposes and networking meetings and discussions among project partners.

For 31<sup>st</sup> May to 2<sup>nd</sup> June following agenda was constructed to show widest exemplary to work with people with functional and secondary illiteracy and how US stakeholders and different actors work with these specific target groups. The meetings were organized to define target groups characteristic in details.

## Meeting AGENDA

**Tuesday, May 31, 2022**

Event	Location
<b>Team Meeting</b> <ul style="list-style-type: none"> <li>• Presentation of <a href="#">framework</a> and overview of visit</li> <li>• Discussion of focus group data and project goals</li> </ul>	UC San Diego, PEB 520
<b>Guest Speaker:</b> <ul style="list-style-type: none"> <li>• Cheryl Forbes, UC San Diego</li> </ul>	UC San Diego, PEB 520
<b>Guest Speaker:</b> <ul style="list-style-type: none"> <li>• Casey Myers, One Digital World</li> </ul>	UC San Diego, PEB 520

**Wednesday, June 1, 2022**

<b>Event</b>	<b>Location</b>
<b>Team Meeting</b>	UC San Diego, PEB 520
<b>Guest Speaker:</b> <ul style="list-style-type: none"> <li>Kate Anderson, Agua Caliente Band of Cahuilla Indians</li> </ul>	UC San Diego, PEB 520
<b>Site Visit:</b> <ul style="list-style-type: none"> <li>Chula Vista Elementary School District, Family Resource Center visit with Omar Calleros</li> </ul>	Otay Elementary School 1653 Albany Ave. Chula Vista, CA 91911
<b>Site Visit:</b> Discussion regarding US-Mexico Border work with: <ul style="list-style-type: none"> <li>Paulina Olvera Cárnez from Espacio Migrante &amp;</li> <li>Lourdes Medrano from Centro 32/Families Belong Together</li> </ul>	Coffee Bean and Tea Leaf - 4463 Camino De La Plaza Suite 111, San Diego, CA 92173
<b>Site Visit and Dinner at <a href="#">MAKE Projects</a></b>	<a href="#">MAKE Projects</a> 3745 30th St, San Diego, CA 92104

**Thursday, June 2, 2022**

<b>Event</b>	<b>Location</b>
<b>Team Meeting</b> <ul style="list-style-type: none"> <li>Reflection on site visits</li> <li>Discussion of project materials and methodology</li> <li>Planning for next steps</li> </ul>	City Heights/Weingart Branch Library “Community Room” 3795 Fairmount Ave, San Diego, CA 92105
<b>Site Visit:</b> Somali Family Services	5348 University Ave UNIT 203, San Diego, CA 92105
<b>Panel Discussion</b>	UC San Diego, PEB 721

## **LESSONS LEARNT**

**from discussions with The University of California San Diego researchers and PHD students**  
**Evaluation of the materials of the methodological assumptions and the structure, subject and scientific context**

In line with the agenda outlined above, the University of California, San Diego, as a globally renowned center - located on the US-Mexico border, in a city where the problem of migrant adaptation and research on their problems and ways to support them is particularly developed - organized a series of workshops for the Alphabetter project participants, showing examples of the application of the universal methodology for increasing literacy levels in migrant communities. The experience of these workshops was used in further work of the consortium.

The workshops, presentations and discussions included:

1. Presentation of alternative understandings of functional illiteracy, beyond European conventions, which open up new spaces for creating practical educational solutions.
2. Presentation of applications of multimedia techniques, e.g. tutorial videos, interpersonal games, complete curricula, graphic materials possible for use in educational practice. The solutions learned were applied at further stages of the project.
3. Presentation of the idea of universality of the methodology for developing impact results oriented to increase literacy. On the basis of the analysis of standard cases of the development of pedagogical tools, the principle was adopted, according to which the tools will take the form of specific preparation instructions referring to the jointly adopted assumptions. This resulted in an innovative result of a universal nature (methodology and set of technologies for the creation of tools) possible for use by entities from different countries, but due to the specificity of the cultural and linguistic context, to meet the needs of the concretized target group necessary for further adaptation. To inspire actions aimed at migrants who are particularly vulnerable to the problem of functional illiteracy.
4. Presentation of the necessity of deep cooperation with the communities targeted by the specific adaptation of the solution being developed, the so-called “Community-Based Literacy Equity Design Framework”, the principles of which are described in the methodology document (involvement of communities and families in the use of the developed tools). Any practical action

aimed at countering functional illiteracy should be preceded by maximizing the cultural and linguistic adaptation of the tool used.

5. Presentation of a multi-stage participation in the evaluation of the tools developed within the consortium, in particular evaluation in terms of their theoretical and contextual relevance.

6. During the educational workshop held at UCSD and joint discussion, we decided to adopt assumptions in line with the so-called multimodal approach to functional illiteracy and the concept of Community-Based Literacy Equity Design Framework.

7 During the visit, Alphabeter partners, participating in a series of study visits of the project, had the opportunity to learn in practice about the programs developed by the University of California to support literacy levels in migrant communities. The assumptions and practical aspects of creating universal tools and solutions to counteract the problem of functional illiteracy in particular were presented, which, although closely related to the social context of California, can be treated as a subject of adaptation to the context of individual European countries:

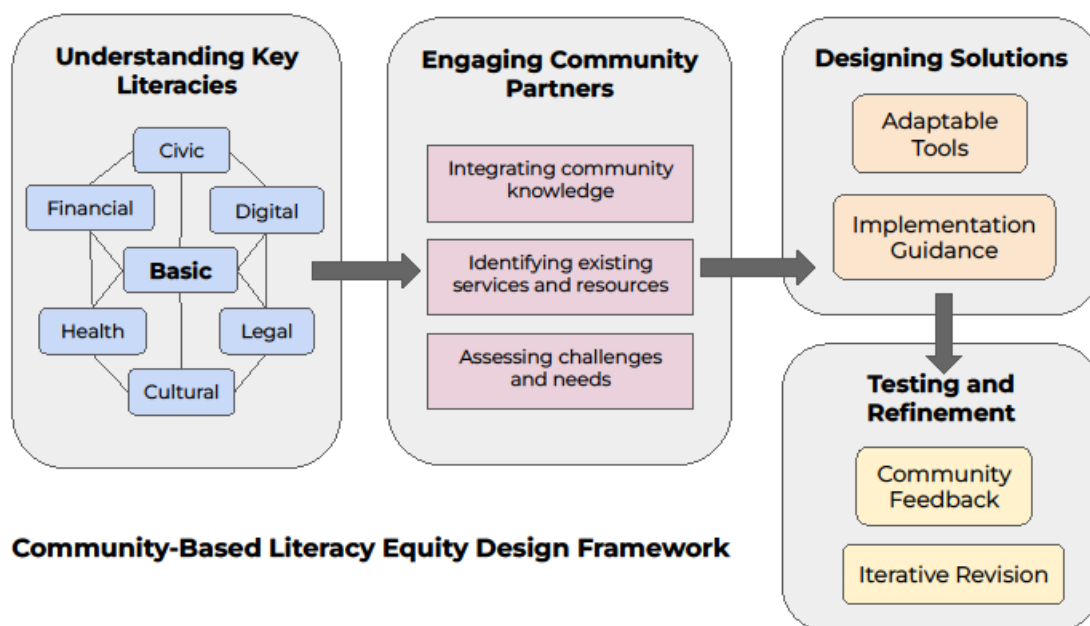
- Community-Based Literacy Equity Design Framework;
- Integrated & Designated ELD: Primary Grade Video Example;
- UCSD Bilingual Teacher Preparation System;
- CA English Language Arts - ELD Framework & Standards.
- CA Teaching Performance Expectations (TPEs).

U.S. best practices then became the subject of collaborative work in the form of joint discussions in online meetings and face-to-face communications, partial implementation projects, pilots and consultations.

8. As a result of substantive discussion and argumentation by the US partner, archaic solutions based on the educational-quantitative approach, which by far dominate the existing practice of understanding functional illiteracy of the former pedagogical practice, were rejected.

9 We came to the conclusion that the European approach to countering functional illiteracy in migrant communities does not meet the requirements of social equality (understood as equity), since the tools used are most often ethnocentric and can lead to assimilation instead of socio-cultural integration. As an example, tools based on the diagnosis of functional illiteracy on the basis of overly normative and insensitive to the cultural difference of migrants school tests, which are still used and described in the literature. In other words, it turned out that the understanding of

what in the Polish, and even European, discourse revolving around the concept of functional and secondary illiteracy is innovative.



Report prepared on 10<sup>th</sup> June 2022 by Maciej Witkowski, Prof AWSB – Scientific coordinator of Alphabetter project.