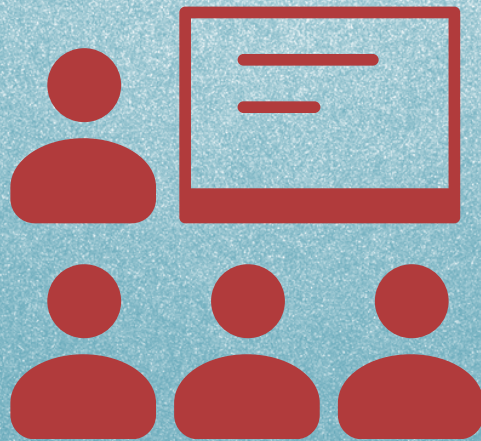


MANUAL FOR TRAINING COMMUNITY LITERACY WORKERS

PREPARING FOR
AND LAUNCHING
BASIC LITERACY
CLASSES



Manual for Training Community Literacy Workers

Phase 1: Preparing for and Launching Basic Literacy Classes

**Linguistics Institute, Payap University, Chiang Mai, Thailand
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Many of the modules in this manual draw heavily from the excellent ideas and work of others. The following sources are referenced at various points in these materials:

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Introduction

Many communities where non-dominant languages are spoken desire to use their mother tongues for literacy, education, and life-long learning. Communities with few written materials face additional challenges, from developing and standardizing an orthography, to developing basic teaching materials, and ensuring that a wide variety of mother-tongue materials are available for new readers. The workshops presented in this training curriculum are designed to help communities plan and implement the initial stages of a community literacy program.

This manual is designed for training community leaders that choose to begin literacy programs in their mother tongue in their local communities. Normally, it is expected that the training will be spread over 18 months to 2 years, allowing the learners time to return to their communities between workshops and implement what they have learned. This schedule also allows learners to maintain other life and work commitments as they attend the literacy training program. Typically, teams of at least 4 community members attend the workshop training together and commit to working as a team in their home communities.

Before beginning the workshops in this manual, language groups must first develop a working orthography that is accepted by the community, if they do not yet have a writing system. More information on how to do this in a workshop format is available from the author. This training program begins with a program planning workshop, where learners consider the issues involved in launching and maintaining a sustainable literacy program. Following this, the learners complete writer training, with the goal of helping the learners write their language fluently and accurately, as well as producing early reading materials.

In the next workshop, the learners develop primers or other basic reading materials. The methods described in this manual are focused on the needs of learners in non-formal, community-based programs. These materials are designed to be used by village teachers, including those with limited educational backgrounds; for this reason, the curriculum and teaching methods described are quite simple. Many principles would also apply to curriculum development for formal learning situations, though more extensive learning materials development and teacher training would be needed in these cases.

After developing basic teaching and learning materials, participants in the workshops are trained in a simple teaching method. Besides teaching the primer lessons, learners are introduced to activities that encourage meaningful reading and writing. Next in the training series is further writing and materials development training. Workshop participants are invited to assess the available literacy materials in their communities and make additional materials to meet the needs of their target audiences.

The final stage in this first phase of literacy workshops prepares learners to manage their literacy programs, developing good record keeping systems and making plans for the first years of launching their literacy programs. The focus of the final workshop in the set is training others, where the learners are empowered to train others in their communities to become involved in the literacy program, primarily in the roles of local teacher and local author.

After completing the workshop series, the teams that have attended training should be prepared to manage the training and infrastructure for beginning a non-formal mother tongue education program in their local communities. A subsequent training manual will include workshop materials on post-literacy and lifelong learning initiatives.

Introductory module: What to expect from this course

Objectives:

- Learners will understand the scope of the program they are about to undertake
- Learners will commit to active involvement at all stages of the training program and subsequent literacy work

Why: Learners may have some anxieties as they begin a new course in a new situation. Having an overview will prepare them for what they will learn and experience in the program. Learners will also be able to evaluate whether they are able to fully commit to the training program and literacy work that will follow.

Materials and preparation:

- Small papers, tape, and whiteboard

Learning Activities:

Connection

As you have come here to this course, you may still be uncertain as to what to expect during your training time. On a small piece of paper, write one thing you are excited about as you begin this course. On another piece of paper, write a question that you have about this training course. After you have finished, we will share together.

Content

During the next several months or years, you will learn many new skills as you attend these literacy training workshops. The ultimate goal is that you will be prepared to develop literacy materials in your language, to teach literacy and train others to do the same, and to manage the literacy program in your community. Each workshop will take place over about 2-4 weeks, and between workshops you will have time to return to your community to practice what you have learned. The training workshops in this program include:

- Planning your literacy program
- A writers' workshop, where you will learn to write good stories for new readers in your language
- A workshop where you will develop primers or other basic literacy materials that teachers can use in classes
- A teacher training workshop, where you will learn effective methods for teaching literacy classes
- A workshop where you will learn about different kinds of literacy materials, and begin producing a library of books in your language
- A workshop where you will learn how to organize and manage a literacy program
- A workshop where you will learn how to train others to be teachers and writers

As you can see, you will learn many new skills. You will also be prepared to make a significant difference in your community. This will take much commitment to the work, both during and after the training program.

Challenge

Before we move forward in the course, let's discuss the following:

1. On a small piece of paper, write one or two things that you will need in order to be successful in this course (e.g., support from the instructor, good relationships with people in your home community). Share with the group.
2. On another piece of paper, write one or two things that will be challenging for you in this course. If you are comfortable, share with the group.
3. Finally, how do you picture yourself growing and changing as you work through this course? (e.g., I hope to be a more confident leader, I hope to be able to influence others in my community to support literacy in my language)

Change: As you take this course, what is your commitment to your language community? How will you be faithful as you complete this course and begin literacy work?

Literacy Program Planning: Elements of a Sustainable Community Program

Objectives:

By the end of this workshop, learners will be able to:

- Describe their local context and the literacy/education needs in their language communities
- Prepare an impact statement for their literacy program
- Set concrete, attainable goals for the first phase of their literacy program
- Develop preliminary strategies for implementing each of the elements of a sustainable literacy program (research, mobilization, recruitment and training, curriculum development, materials development, documentation and evaluation and program management)
- Develop a plan for conducting initial research and mobilization activities in their home areas
- Produce a one-year literacy program plan to guide their work during the initial/training phases of the program

Learning Modules:

1. Understanding our local context: Determining the needs for a literacy program
2. Talking about our dreams: Writing our impact statement
3. What makes a sustainable literacy program?
4. Types of literacy programs
5. Introduction to program planning
6. Developing our program goals
7. Planning for background research
8. Planning for mobilization and promotion
9. Planning for recruitment and training
10. Planning for curriculum development
11. Planning for literature development
12. Planning for documentation and evaluation
13. Planning for program management
14. Finding resources for your program
15. Putting it all together

Suggested Schedule:

Day 1	Day 2	Day 3	Day 4	Day 5
Understanding the local context:	Understanding the components of a sustainable program	Planning for background research	Planning for curriculum development	Planning for program management
Determining the context and needs	Planning program activities	Planning for mobilization and promotion	Planning for literature development	Finding resources for your program
Understanding our goal		Planning for recruitment and training	Planning for documentation and evaluation	Putting it all together
				Complete program plans

Trainer Notes:

The task of writing a literacy program plan is often overwhelming to teams as they first implement their programs. This workshop is designed to lead teams through each step in developing a full literacy program plan. Each module is designed with an active learning activity that allows the teams to discuss the issues relevant to each section of their program plan. Following the learning activity, the trainer can supplement the learner’s discoveries with any other necessary background information related to the topic at hand. Student handouts are available for pre-reading and/or review, but are not intended to be the focal point of the learning modules; this allows those with less experience reading and writing a major language to be fully involved in the program planning process with their language team. After each learning module, the main assignment is for the team to shape their discoveries into a written summary for the related section of the program plan. At the end of the workshop, each team should have a completed program plan. At subsequent workshops, time can be spent discussing how the plans’ activities have progressed, and teams can modify their initial plans as needed.

The follow-up workshop to *Literacy Program Planning, Program Planning and Management*, focuses more on the specific aspects of managing a literacy program. Review of the major concepts from this workshop may be included in that workshop. At that point, teams will be expected to use their knowledge of program planning to produce a full program plan for a 2-3 year literacy pilot program.

Sources:

Malone, Susan. Manual for Developing Literacy and Adult Education Programmes in Minority Language Communities. Bangkok: Unesco, 2004.
 Malone, Susan, and Robert Arnove. Planning Learner-centered Adult Literacy Programs. Paris: UNESCO, 1998.

Module 1: Understanding our local context: Determining the needs for a literacy program

Objectives:

- Through participatory discussion, learners will be able to articulate aspects of their local situation relevant to the development of a literacy program.
- Learners will experience the use of participatory tools in preparation for facilitating similar discussion in their home areas.
- Learners will write the context/background/rationale portions of their program planning documents

Why: By identifying major literacy and education needs, learners will be prepared to make initial choices about the form their literacy program will take. Writing a background statement helps others understand the need and rationale behind launching a literacy program in the language community, and serves as useful background information for later evaluation.

Materials and Preparation:

- Chart paper, small papers
- One marker for each participant
- Tape
- Blackboard/whiteboard
- Program plan templates (one per language team)

Learning Activities:

Connection

In this workshop, we will be making the first plans for a literacy program in your language community. What parts of this excite you? What parts of this are you unsure about? What are you hoping to learn in this workshop?

Content

The first step in planning for a literacy program is identifying the needs in your community. You will be describing what the current situation in your community is like, and why you would like to start a literacy program. In order to think about these questions, in your language teams you will do two activities.

Social mapping

Learners will work in their language teams to develop a social map of the educational situation in their village. The learners should be encouraged to think together about one village that represents the typical situation among their people. This village should also be one with which the learners are familiar. Each team will have a large piece of newsprint on which to work together. The learners will:

- i. Draw a general map of their village, with the location of houses, village school, other key places.
- ii. Note the location of the teacher's house, homes of literate community members.
- iii. Note the homes of children who currently attend school, don't attend school etc.
- iv. Note the languages spoken and read in each household.
- iv. Other key information (location of church etc. if applicable)

****Note:** participants should be encouraged to choose a representative village where most or all of the villagers are speakers of the target language for the program.

****Maps** should be accurate, and represent real households and places in the village.

When the maps are complete, the language team can share their map with the trainer, and use it to explain the situation in a typical village.

Keep the map in a safe place, as it will be used again in the workshop for a later activity.

Cause-effect diagram

Learners will work as a team to construct a cause-effect diagram of the causes and effects of illiteracy in their home areas (symbol in the centre, causes on the left, effects on the right). Learners will write causes of illiteracy on one colour of paper (e.g., no school, no books in our language), and effects (e.g., often cheated at the market because people cannot read receipts) on another. Learners will tape their papers to the board (one side for causes, the other side for effects). Then, all learners are asked to go to the board, and put a checkmark beside five items on each side that are particularly significant in their home areas. Facilitators then order the papers by the number of “votes” they receive, and discuss any issues that are of particular significance.

Designate one person to record the information in the cause/effect diagram.

These tools will be used throughout the workshop as background material to inform questions about program design (eg. who is the target audience for the program, when should classes be held).

In these two activities, you have described the situation in your home communities in different ways. Your map shows the current literacy situation in your village. The cause/effect chart shows both the current literacy situation, and the problems that people are currently experiencing because of illiteracy.

Besides the things you have already talked about in your teams during these activities, are there other significant things that explain why your language community would benefit from a literacy program?

Challenge

This week you will work with your language team to write a literacy program plan. Each day, we will complete a few steps in the process. Today, your challenge is to complete the first section: Background statement and rationale.

During this module, you’ve discussed the types of things that you will include in this section. This section includes information about your language group, and describes the reasons why a literacy program is needed. In your language team, your assignment is to work together to write this section. When you are done, share your work with your trainer.

Change: How have the activities in this module helped you think differently about the needs in your village? Could you do activities like this with people in your area to help them talk about their needs?

Module 2: Talking about our dreams: Writing an impact statement

Objectives:

- Using a dream map, learners will describe their long-term goals for a literacy program
- Learners will write an impact statement based on the dream maps they produce

Why: Doing a dream map helps learners articulate their dreams of the change they hope literacy will bring. It is a concrete way of generating the ideas that are needed for an impact statement.

Materials and preparation:

- Chart paper/newsprint for each language team
- Markers

Learning Activities:

Connection

Have you ever thought about how you hope your life would be in ten years? Do you have hopes and dreams like this for your village as well?

Content

In the last module, we focused on the current situation in your home area- the problems caused by a lack of literacy, and the reasons for starting a literacy program. Today the focus will change to the future- what do you hope will happen in your language community as a result of having a literacy program. We'll begin this discussion by doing another map of the same village you drew and discussed yesterday. This time, draw the same area 10 years into the future. What changes have happened because of the literacy program? What are things like now?

Dream map

Participants will work in their language teams to develop a “dream map” of the literacy situation in their village (e.g., where would classes be, who would be able to read and write the MT, what other changes have happened as a result of literacy). This should be the same village that was diagrammed/discussed in the first social mapping activity. After they conclude, the group will discuss the following issues by comparing the dream map to the social map from yesterday’s activities.

After completing the map, share the map and talk about the following questions together:

- What could help or hinder this preferred future from happening?
- What factors affect this dream being realized?
- What is your role in realizing this dream?

Impact Statements

The next part of developing a program plan is called writing an impact statement. An impact statement is a way of writing the things that you drew and discussed about your hopes for the future. It answers the question: As a result of this literacy program, how do we want things to be different in the future?

An impact statement is not the same as setting specific goals- later in the program planning process we will set goals. The impact statement talks about how you hope things in your community will change as a result of literacy (e.g., more children are in school because they have learned to read their mother tongue first, fewer children are sick because their mothers are able to read health information).

Challenge

In your language teams, work on the impact statement section of your program plan.

Change: What part of your impact statement most excites you? How can having an impact statement motivate you to complete the work needed in starting your literacy program?

Appendix A: Program Planning Template

Name of language group: _____

Date: _____

Period covered: _____

Background statement/rationale:

Impact statement

Objectives:

Activities in this planning period:

1. Research
2. Promotion/Mobilization
3. Recruitment and training
4. Curriculum development
5. Literature development
6. Documenting and management of the program.
7. Program coordination and management.

Module 3: What makes a sustainable literacy program

Objectives:

- Learners will gain an initial overview of the major components of a sustainable literacy program
- Learners will write a list of program stakeholders, based on their understanding of community involvement in the program

Why: Many people only consider the curriculum and teacher-student systems in the literacy program when determining program needs. This module is designed to help learners think through the broader issues involved in community ownership and sustainability.

Materials and preparation:

- Chart paper, markers

Learning Activities:

Connection

What makes a literacy program successful? What might cause a literacy program to fail? In your language team, divide a piece of chart paper into two halves. On one half, list all the factors that might allow a literacy program to succeed. On the other half, list factors that might cause a literacy program to fail.

Content

In order to have a successful literacy program, two main things are important:

1. The community members are actively involved in the program.
2. The program has good organizational systems in place to train teachers, hold classes, prepare books and other materials etc.

Characteristics of good programs

A study of programs that have been sustained over a period of time reveals that they share several characteristics:

- The program is started because people in the community want it. They believe that the program will help them achieve specific goals or meet specific needs.
- Once the program has been established, people in the community (especially the learners) find that the program is indeed helping them to achieve their goals and meet their needs.
- The community has taken responsibility for the program. They make the decisions about it; they evaluate it, and they decide what changes are needed.
- The literacy program is linked to other development projects so that, as people learn to read and write, they can continue to gain new and useful ideas, skills, and information.
- The program is linked to other formal and/or non-formal education program within and outside the community. When learners complete the community literacy program they can continue their education if they want to do so. For example, children who complete a pre-primary village education program in their village can move into the formal education system. Adults who have successfully completed an adult class can move into vocational training.
- The program receives necessary support from outside the community - government, non-government organization (NGOs), university, the business sector, and the donor organizations and from other institutes (e. g., language and culture associations.)

As you can see, successful literacy programs need involvement from the whole community- not

just the teachers and students.

Let's consider ways in which the community can be involved in the program that you would like to start. One way of considering who might be involved is by thinking about the people we call "stakeholders"- stakeholders are anyone who might be interested in the program. For example, parents might be stakeholders because they are interested in having their children learn to read and write their language. Village leaders might be stakeholders because they are concerned about increasing the educational options for people in their village.

Challenge

In your language teams, make a list of the potential stakeholders in the literacy program. Beside each stakeholder, brainstorm ways in which that person might be involved.

Change: How have your ideas about the community's role in the literacy program changed as you've considered the points in this module?

Module 4: Types of literacy programs

Objectives:

- Learners will gain an overview of the main types of literacy programs
- Learners will assess their situation and make initial decisions about the overall type of literacy program that may be most helpful in their situation

Why: Choosing an overall model for their literacy program will help learners make more focused program plans, and set a clearer overall direction for their program.

Materials and preparation:

- Small papers and markers for each learner

Learning Activities:

Connection

When you begin your literacy program, who do you think will be most likely to attend the classes? What might they want to learn?

Content

Before you begin planning the more specific details of your literacy program, it is helpful to consider what type of literacy program will be most helpful in your area.

Some literacy programs occur in the formal education system. The government may allow for language classes or bilingual education that includes your language. For formal programs, the curriculum and materials produced should meet the requirements of the government school curriculum.

Other literacy programs are considered non-formal. These programs are taught in the community, but outside of the government school system. Non-formal programs may be for children (e.g., literacy classes in the school break), youth, or adults. In some language communities, there is already mother tongue literacy in the formal school system, but there may be adults or out of school youth who would benefit from literacy classes. In these cases,

you may wish to launch a non-formal program for those groups who haven't had the opportunity to participate in formal education. Non-formal literacy classes may include the following:

- *Beginning classes* are for people who are illiterate. In these classes, they begin to learn reading and writing.
- *Fluency classes* are for people who have begun learning to read and write but want to read faster and with greater comprehension.
- *Transfer classes* are for people who already read and write in one language and want to become literate in a second language that they already speak and understand. In your language group, can many or most people already read another language? If so, you may want to consider beginning your literacy program with transfer classes that will build on existing skills and help these learners read their mother tongue.
- *Post-literacy class* are for people who want to continue to use and expand their reading and writing abilities in both their first and second languages.

Another type of literacy program is held in Early Childhood Care and Education Centres. These programs are for very young children, before they are old enough to attend school. The goal of these programs is to give young children a good foundation speaking their language, as well as beginning skills in learning to read their mother tongue.

Challenge

In your language team, discuss what type of literacy programs you would like to focus on in your program planning.

On small pieces of paper, write the different types of possible literacy programs. Rank the programs in order of the ones that are most important for your group, to the ones that are least important or that you don't think you will implement.

- Which type of program will be most needed in the first two years of the literacy program? Why? Who will attend the literacy classes?
- Within the next five years, what kinds of literacy programs will be needed?

Change: Is there a type of literacy program you learned about today that you hadn't previously considered? How does this influence your plans for the future?

Module 5: Introduction to program planning- Looking at the big picture

Objectives:

- Learners will be introduced to the major subsystems in a sustainable literacy program

Why: Learners need to understand the contrast between the overall program impact, and the specific short-term goals they will make in order to put their program plans into action. Exposure to the main literacy subsystems will help the learners include goals from various areas of the literacy program.

Materials and preparation:

- Program planning templates

Learning Activities:

Connection

In your language teams, make a mind map of all of the things you think you might need to do before literacy classes can start in your area.

Content

So far, you have worked in groups to develop the first two parts of the program plan:

- You have written about the context and rationale for having a literacy program in your area.
- You have developed an impact statement to what you would like the program to achieve. You're now ready to move to the next phase of program planning.

Why make a program plan?

For those planning a literacy program, a good program plan is helpful because:

- It helps you think about what you should do and what resources you will need.
- It helps you think about who should be responsible for the different activities and when each activity should take place.
- When you evaluate the program later, it helps you know if the objectives have been accomplished and how well they were accomplished.

Note: A program plan needs to be "flexible". That is, leaders of the program should be able to change the plan if they see that some parts of the program are not working well. Many unpredictable things may happen during the implementation process. When stakeholders evaluate the program, they might find that the program plan does not match what is actually happening. In that case, they should revise the plan so that it is realistic and helpful for their situation.

What areas should be included in a program plan?

During this workshop, we'll be talking about the different areas of community activity that are needed for a literacy program to be successful. It can be helpful to consider the following areas as separate components of the program, and to consider each of these in your planning:

1. Doing background research in the community to find out what kind of program the community wants.
2. Promoting the program and mobilizing people to be involved.
3. Recruitment and training of program personnel.
4. Developing curriculum and instructional materials.
5. Developing other kinds of literature.
6. Documentation and management of the program.
7. Program coordination

This is the "big picture" of what is involved in a literacy program- as the workshop goes on, we'll talk about each of these areas in more detail, and make plans for the activities that can be included in each area.

How can we involve others in program planning?

If a program is to serve the community, representatives of the community should be involved in planning it. NGOs (including local religious institutes), appropriate government agencies and other stakeholders can support the community in planning their program but community members should be the primary decision-makers. You can support community decision-making in several ways:

- Help several community leaders to visit an established program.
- Show them a copy of a good program plan from another language group.
- Talk with them about the different parts of a program so that they can ask questions

and talk together before the actual planning begins.

- Help them identify the resources they will need to implement and maintain the program.

Likely many of the stakeholders are not at this workshop. The plans that you work on together in the workshop can be tentative, and can be revised when you are able to meet with more stakeholders in your home area.

Challenge

Look again at the mind map you made at the beginning of the module. Are there any activities you would like to add?

Change: How might you share the things you are doing in this workshop with stakeholders in your home area?

Module 6: Developing our program goals

Objectives:

- Learners will be able to distinguish impact statements from program goals
- Learners will practice developing goals with the SMART characteristics (specific, measurable, achievable, relevant, and time-bound)
- Learners will prepare initial short-term and long-term goals for their literacy programs

Why: Developing focused goals at the beginning of a program plan will help teams take specific steps to meet their objectives. Stated goals are also useful as indicators for later program evaluation.

Materials and preparation:

- Program planning handouts
- Small papers/ markers

Learning activities:

Connection

Do you ever set goals (either personally or in your organization)? If so, how do these goals help you? Can you give examples of goals you have set?

Content

So far, you have worked in groups to develop the first two parts of the program plan:

- You have written about the context and rationale for having a literacy program in your area.
- You have developed an impact statement to what you would like the program to achieve. The next step in the program plan is writing goals and activities.
- Goals are specific things you would like to see the program achieve. Usually these goals are things you would like to achieve in a certain time period. Good goal statements should be:
 - Specific- they should be clear and indicate exactly what you want to achieve (e.g., start classes in 5 villages this year)
 - Measurable- you should be able to measure if the goal has been achieved
 - Achievable/realistic - you should realistically be able to meet this goal
 - Relevant: They relate to the overall impact you desire for your program

- Time-bound- you should have a set date at which you will evaluate if this goal has been met.

Examples of good goal statements:

- a. We will prepare a test draft of the primer by October 2015
- b. We will visit 10 villages to do preliminary research for the literacy program in June 2015

Let's practice writing some goal statements. Write five statements that could be goals for a literacy program. Then, share your statements with a partner. Together, see if your goal statements meet the five criteria: specific, measurable, achievable, relevant, and time-bound (Note: the trainer may wish to write these criteria on the board or on chart paper). If a statement doesn't yet meet these criteria, work with your partner to revise it. Once you are finished working with your partner, share your goal statements with the larger group.

Challenge

At this point, you will work to write some initial goal statements for your program. These goals will likely not be final at this point- you may revise these throughout the workshop as you continue writing your program plan. In your language team, work to write two kinds of goal statements:

- 4-5 short-term goals (In the next year, we would like to....)
- 4-5 long-term goals (by the end of five years, we would like to...)

Add these statements to the goals section of your program planning sheet.

Change: What was the most important thing you learned about developing goals today? How might you use that in the future?

Module 7: Planning for background research

Objectives:

- Learners will identify key areas for background research prior to program initiation
- Learners will plan research goals for the next 12-month period

Why: Research is necessary in order to gain an accurate baseline view of the local situation. This is necessary in order to develop curriculum and materials that meet the needs and interests of potential learners. Baseline information is also needed to conduct program evaluation.

Materials and preparation:

- Cards/markers
- Program planning templates
- Chart paper

Learning activities:

Connection

In this module, we'll consider the kinds of research that will need to be done before starting the literacy program. In your language teams, divide a sheet of chart paper into half. On the left side, list the information that you already know (e.g., the type of alphabet used, languages

spoken by people, village locations). On the right side of the paper, list the information that you might need to research (e.g., number of students in school, times that literacy classes can be held etc.)

Content:

What are some reasons for doing research in a literacy program?

- To collect information that will help you develop a plan that is appropriate for your particular community
- To have information about the situation before the program starts so you can evaluate progress later
- To establish a written history of the program
- To have the documentation you will need when you write reports for donors
- To make sure program leaders hear the ideas of as many community members as possible

What kinds of information will we need for planning?

- Information about people’s goals, needs and problems
- Information about the communities in which the program will take place
- Information about the stakeholders
- Information about the writing system for the language
- Information about education in the community before the program begins
- Information about the community members’ attitudes toward literacy
- Information about the ways literate people in the community use literacy
- Information about the reading and writing ability of people in the community
- Information about “key factors” that are likely to affect the program

Which of these factors did you list as things you already know in the first activity? Which of these factors will you still need to research?

Who should do the research?

In community-based literacy programs, community members are an important part of the research team. They participate in planning the research, collecting the information, analyzing the information and deciding what to do with what they have learned.

Benefits of community members’ participation in research:

- They know the kinds of questions that can be asked without causing offense.
- They understand what people mean when they say (or do not say) certain things.
- They are challenged to think about their own goals, needs and problems during the research process.
- If the research shows that a literacy program is needed, the research participants will be encouraged to think about what needs to be done.

What research methods can be used?

In some communities, using questionnaires can be a problem. People may not answer honestly. Also, questionnaires may not give people the best opportunity to share their own needs and desires for a future literacy program. In other areas, a survey can be useful to find out specific information (e.g., when are good times to hold classes? What kinds of books will adult learners want to read?). You will need to make some decisions about what tools are best for research in your situation.

During this workshop you have also participated in some activities that you can use in your own research. For example, could you work with people in some villages to make maps about their future literacy dreams? Could they participate in a discussion about the causes of illiteracy in their village, and possible solutions?

The following are some possible research tools:

- Informal discussion with individuals and small groups in the community
- Meetings in which specific issues are raised for discussion
- Games, activities, skits about specific issue that lead to group discussion about those issues
- Group work (e.g., develop a community map) that leads to discussion of relevant issues
- Study of reports, letters, minutes, newspapers, etc.
- Observation
- Questionnaires
- Interviews
- Tests

You need to be sure that you put all of this information into written form. It is good to get people's permission to record what they say, even in informal discussions. It is especially important to ask them for permission if you want to use their names in a report. Whichever methods you use, it is important to keep good records. If it is not appropriate to write this information while you are meeting with people, be sure to record what you have learned at the first opportunity after the meeting.

Once you have finished the research, analyze all of the information you have gathered. Are there any themes? Share the information with local leaders as well to see if what you have concluded sounds correct to them.

It is wise to produce a short report, and keep it for your records. This report tells the baseline situation (the situation before the literacy program started). When you do evaluation, you can compare the information in the baseline report to the results after the program has taken place.

Challenge

Look again at your chart from the beginning of the module. What areas do you still need to research? Are there any areas that you need to add?

In your language team, make another chart together. In the left column, write the areas you need to research. In the next column, write the research method you will use. In the right columns, write the dates you plan to do the research, and the people responsible.

When you have finished, ask your instructor for feedback and additional suggestions, and add this information to your program plan.

Change: Did you learn about any new research methods in today's module? When might you use that research method as you plan your program?

Module 8: Planning for mobilization and promotion

Objectives:

- Learners will discuss the role of mobilization and promotion in a literacy program
- Learners will brainstorm initial strategies for program promotion, and add these to their program plans

Why: Mobilization helps to ensure that the community is involved in the literacy program from its inception. Promotion generates enthusiasm, and can motivate learners to attend classes.

Materials and preparation:

- Program planning templates
- Chart paper/newsprint and markers
- Post-it notes

Learning activities:

<p>Connection How do people share news about an important event in your area? Which of these strategies are most effective in motivating you to take part?</p>
<p>Content <i>What is mobilization?</i> Mobilization is the process of creating support structures in the community for the language program. It may involve steps like the creation of a literacy committee in each area, and meetings with community leaders to get their support for the literacy program.</p> <p>What role does mobilization play in a literacy program? Mobilization involves making sure the structures that support the literacy program are in place. For example, a language and literacy committee can help organize workshops, check materials, and manage the program finances. Mobilization also seeks support from the institutions in the community- such as village leaders, other non-government organizations, educational leaders, and religious leaders. This allows the program to be connected to structures that already exist in the community.</p> <p><i>What is program promotion?</i> Promotion is telling others about the literacy program. It lets people know what is possible, and what the benefits of learning how to read and write may be for them. Promotion helps to get other people excited about the literacy program and about learning to read.</p> <p>Promoting a community-centered literacy program does not mean telling people that they need to learn to read and write or telling them you are going to start a literacy program for them. The first step in promoting a community-centered program is to encourage people to talk about the problems and needs they themselves have identified and the goals they hope to achieve. Once they have identified their problems and goals you can encourage them to think about the ways that a literacy program (and other development programs) might help them solve their problems and achieve their goals. When people themselves understand that reading, writing and numeracy are valuable tools for their lives and when they indicate their willingness to support a literacy effort, then serious program planning can begin.</p> <p><i>What are some ways to do promotion?</i></p> <p>In some areas it might not be wise to publicize the program too widely. In that case, it is best to promote the program by talking with people individually and in small groups.</p> <ul style="list-style-type: none">• Encourage them to talk about the problems they have identified in their community. Encourage them to talk about the changes they think are needed.• Encourage them to think about the ways that literacy program might help them solve

their problems and achieve their goals.

- Encourage community members to talk about what they think is needed to start a literacy program and what will be needed to sustain it.
- Tell them about literacy programs in other communities. If possible, take several community leaders to visit a successful program.

In other areas there might be fewer restrictions. In that case, there are many ways to promote the program in addition to those above:

- Ask a local radio station to give you time each week for a short radio broadcast. Write short skits, stories, or songs that tell about the program.
- If people in your community often use the internet, set up a Facebook page or other web page to promote your language.
- Write articles in local or regional newspapers.
- Write community newsletters. Include news from the community and from the literacy program.
- Make posters that tell about the program. Distribute these throughout the area where the program is to be started.
- Talk informally about the program with people in their homes.
- Give speeches, do skits and demonstrations about the program at local community events.
- Send invitations to government, business, NGO leaders and others to visit training workshops and other special events (e. g., graduations). Ask them to give speeches at opening and closing ceremonies.
- Produce short books and other materials in the local language. Sell or distribute these at the local market, churches, schools, shops, etc.

Challenge

1. In your language teams, consider the structures that will support the literacy program. On one side of your chart paper, make a list of structures and organizations that already exist in your community that can support the literacy program. On the other side, list any new structures/organizations that you will need to form for the literacy program to be successful. How will you encourage the existing structures to support the literacy program? How will you encourage the formation of any new structures/groups to support the program?

2. Give each team member a supply of post-it notes. For about five minutes, write ideas for program promotion on the post-it notes, one idea per note. When time is up, share your ideas with your team, and organize the ideas into groups of similar ideas.

Use the information from these two challenges to write your plan for mobilization and promotion.

Change: Program promotion can be fun. What activity are you most looking forward to doing as part of your program promotion?

Module 9: Planning for recruitment and training

Objectives:

- Learners will consider all of the roles that need to be filled in order to launch and maintain the literacy program
- Learners will develop an initial strategy for recruiting and training program staff

Why: Literacy teams need to plan to fill a variety of staff roles in order for the program to sustainably function and grow over the long term. These staff roles are needed to ensure that the program management, teaching and learning, and materials development subsystems function well.

Materials and preparation:

- Large sheets of newsprint (one per program role) and markers for each participant

Learning activities:

<p>Connection How many people do you think you will need to help run the literacy program? What different jobs will these people do?</p>
<p>Content Many literacy programs divide their staff teams into the following roles:</p> <ul style="list-style-type: none">• Teachers• Writers, artists, editors, and producers of literature• Coordinator• Supervisor/ trainer• Support committee <p>Are there any other roles that might be needed in your situation? Let's spend some time considering each of these program roles. First, let's make one sheet of newsprint for each role, and write the name of that role on the top of the page (e.g., teacher, writer, coordinator). We'll spread these papers out on tables in our workshop room. The first question we'll consider together is the qualifications for each of these positions. For example, a writer would need to know how to write their language well, and tell good stories. We'll list the qualifications by each position by allowing everyone time to write their ideas on the papers for each role. Walk around to the different papers throughout the room. See what others have already written, and then add your ideas. After about 10 minutes, we'll read each paper together, and add any other thoughts we may have to the papers. (Note: if some team members do not write well, have people circulate in pairs, matching having weaker writers work together with stronger writers).</p> <p>Next, we'll consider the key responsibilities for each position. What does this person need to do? Again, we'll spend about 10 minutes circulating around to each paper, adding your ideas about the responsibilities for each role. Then we'll discuss together.</p> <p><i>Trainer notes:</i> This activity should allow for the discussion of the main qualifications and responsibilities for each position. If not mentioned by the learners during the exercise, you may wish to add some of the following points:</p> <p>Responsibilities for each position Teacher • Teach classes. • Maintain an atmosphere in the classroom that supports and encourages the learners. • Use the teaching methodology effectively. Apply all aspects of the methodology as presented during pre-service training. • Collect the stories that the learners create in class and put them on posters in the classroom or make into booklets. • Keep accurate records. • Supervision: The program supervisor is responsible for overseeing the teachers.</p> <p>Writers, editors, artists, material producers • Writers write, adapt, and translate reading</p>

materials. • Artists illustrate the materials. • Editors (& writers) check the materials for clarity, language, punctuation and spelling. Test the materials with local people. Revise them as necessary. Supervision: The coordinator is responsible for overseeing the writers, artists, editors and producers.

Supervisor / trainer • Visit each class regularly; observe teachers as they teach; identify their strengths and weaknesses; help the teachers when they have problems. • Be responsible for assessing the learners' progress; make sure accurate records are kept of their progress. • Regularly ask the learners (or their parents) for their opinion about the class. • Conduct pre-service and in-service training for teachers (with help from coordinator). • Make sure teachers have the equipment and supplies they need. • Train and supervise people involved in material production. • Supervision: The program coordinator is responsible for overseeing the supervisor/ trainer

Program coordinator • Take overall responsibility for the total program with help from the support committee. • Work with the Committee to make decision about the program. • Encourage and support teachers • Make sure that regular assessments are done and that records are maintained for each learner. • Encourage the community and outside agencies to support the program and staff. Keep everyone informed about the program; write reports regularly. • Coordinate pre-service and in-service training workshops. • Oversee production of curriculum and reading materials. • Identify and make use of available resources. • Supervision: The coordinator reports to the support committee. If a relationship has been established between the program and the government, the coordinator also reports to appropriate government officials.

Support or advisory committee • Serve as an advisory board for the program coordinator. • Work with the coordinator to organize recruitment efforts. • Serve as the link between literacy workers and the community; communicate the goals, objectives and activities of the program to the community. • Encourage the community to maintain the classroom and classroom materials. • Make sure that teachers get supplies for the school. • If possible, raise funds to support the program • Ensure accountability in the use of funding and other resources. • Supervision: The committee is accountable to the community.

Establishing qualifications for each position

Before recruitment begins, with the input from the community, you need to list the qualifications they want people in each position to have. For example, teachers need to be able to read their language well and to write/spell clearly. Making this a qualification for recruitment, and requiring teacher candidates to demonstrate their ability in both areas ensures that the people who are selected are able to carry out their responsibilities effectively. Following is a list of suggested qualifications for people in each position.

Teachers • Speak, read and write the community language fluently • Understand and appreciate the community culture • Have clear and legible handwriting • Are respected, chosen, and approved by the community

Writers • Speak, read and write the community language as their mother tongue • Write clearly (or be able to use a computer) • Understand and appreciate the community culture • Recognized in the community as good storytellers • Selected and approved by the community

Editors • Speak, read and write the community language fluently • Have a command of grammar and punctuation • Be familiar with the writing system of the language • Understand and appreciate the community culture • Approved by the community

Artists • Able to draw pictures that reflect the local culture and society • Recognized in the community as a good artist • Selected and approved by the community

Coordinator / Supervisor / trainer • Speak, read and write the community language fluently • Knowledge about the history and culture of the language group • Speak and write fluently in the language of wider communication • Able to interact with government officials and NGO leaders (coordinator) • Able to communicate abstract ideas and model good teaching techniques • Good communicator, trainer or teacher (trainer, supervisor)

Note: When you have considered who to recruit for each position you will need, you will also need to plan how each person will get training for their job. Later on, you will learn how to lead writer’s workshops and conduct teacher trainings. In your program plans, you will want to schedule when you will give these trainings in your home area.

Challenge

In your language teams, spend some time writing the recruitment portion of your program plans. Consider how you will recruit people for each position, and how many people you will need to recruit. This will depend on the size of your language community, and the number of people that are able to read and write your language. For example, some large language communities might need many writers and editors. For some smaller language communities, the writers and editors may be the same group of people, or the teachers may also be involved as writers.

Also consider how these individuals will be trained. Plan a tentative schedule for recruitment and training- this can always be changed later.

For example: In May we will ask the village leaders in our five target villages to select two teachers from each village. In July, we will give a 2-week teacher training to these teachers.

You could make a chart like this in your program plan:

Position	# Needed	Recruitment dates	Training plan
Teachers	10 (2 per village)	May	July
Coordinator	1	January	NTC workshops- 2014-2015

Change: What roles do you anticipate having in your literacy program? How will your qualifications and experiences help you to fill these roles well?

Module 10: Planning for curriculum development

Objectives:

- Learners will plan to develop the curriculum materials needed for the first 1-2 years of their literacy program (primer phase)
- Learners will consider possible resources to aid them in curriculum development

Why: The development of at least the first part of the curriculum system is necessary prior to the training of new teachers and the launching of pilot classes. For these reasons, detailed plans for the production of these materials need to be considered relatively early in the program development process.

Materials and preparation:

- Chart paper/markers

Learning Activities:

Connection

On your chart paper, make a circle in the middle. Label the circle “things a teacher needs to use when they teach a class”. Around the circle, make a mind map of everything the teacher might need to be successful.

Content

Curriculum materials are usually one of the first things that come to mind when thinking of beginning a literacy program. Different kinds of literacy programs also have different materials development needs. For example, an MLE program in government schools need to have a curriculum plans and teacher’s guides that fit with the national curriculum, as well as primer and small books for each grade. A literacy program for adults needs to have curriculum materials with things that are of interest to adults in their daily lives- such as material about agriculture, health, and livelihood. A community-based program that includes villages in remote areas may require materials that can be easily transported to these areas- so the materials should be presented in a compact way- not too many textbooks or workbooks.

It is important to remember that curriculum means more than just books. A curriculum outlines the skills that you want the students to learn. It will probably include detailed plans for the teachers that include activities that will help the students learn these skills.

Your curriculum development plan should also consider the need for materials for early readers (primer classes) as well as materials for more advanced classes. At this stage, we will focus mainly on the materials you will need for beginning literacy classes. Many programs will need:

1. A series of primer books/ workbooks to teach basic reading and writing skills.
2. A teacher’s guide to accompany the primer series, that includes instructions for teaching the primer, as well as literacy learning activities for each day’s lesson.
3. A variety of small reading books to give the learners an opportunity to practice their reading skills.

What kinds of people might you wish to have on your curriculum development team?

-Experienced teachers

-People with knowledge about the local culture (culturally relevant knowledge is important to have in your curriculum)

-Anyone else?

Challenge

In your first program plan, you will want to plan curriculum development for the first stage (primer classes) of your literacy program. Much of this may take place during other training workshops. Add to your program plan the workshops, potential attendees, and other times that you plan to work on curriculum with others in your home area.

Change: How will your language and culture be reflected in your curriculum? Do you have any new ideas after considering your plan today?

Module 11: Planning for literature development

Objectives:

- Learners will connect information learned about literature production during the writer's workshop with their program planning.
- Learners will set a target for literature production in the current program year.

Why: New readers need a consistent source of new literature to maintain motivation and develop their skills.

Materials and preparation:

- Chart paper, markers

Learning Activities:

<p>Connection Imagine the day when there is a library in your village with books in your language. What kinds of books do you hope it will contain?</p>
<p>Content A newly literacy person will need to read about 800 pages in order to become a truly fluent reader. How many books are available in your language? Will new readers have enough to read? In planning for literature development, you will want to be sure that there are enough books in your language, and that materials are available at appropriate levels of difficulty (beginning, intermediate, and advanced) and for the right audiences (e.g., men, women, youth, and children). In your plan for literature development, it will be helpful to include: -how many of each type of book you plan to produce -plans for forming a team of people that will produce new literature on an ongoing basis (if people have already read every book in their language, how will they be motivated to keep reading?) You will want to consider how many books you will want to have at each difficulty level. You will also want to consider other kinds of literature you will produce for the community. Some communities may be very interested in a newsletter of local events. In other communities, where young people use the internet, you may want to make literature available online. In your language team, create a chart. On the left, make a list of the kinds of literature you want to develop. In the next column, consider how many titles you want to produce. In the last column, consider how you will produce those titles (e.g., translate shellbooks, hold a local writer's workshop, publish stories written in a writing contest).</p>
<p>Challenge In your program plan, decide which books you plan to produce in the next year. Include the type of book, how many you will produce, and how the books will be produced.</p>

Change: Besides books, what other kinds of literature may be enjoyed by your language community? How can you develop a sustainable plan to produce these items?

Module 12: Planning for documentation and evaluation

Objectives:

- Learners will develop a system for keeping program records
- Learners will determine program elements that need to be evaluated at the 1-year, 3-year, and 5-year points of program implementation

Why: If good records are not kept from the beginning of the program, it is difficult to re-create accurate documentation later. Funders may require both good records and regular evaluation as a part of program accountability.

Materials and preparation:

- Handout on evaluation
- Chart paper and markers

Learning Activities:

Connection

In your language teams, list five ways you would know if your literacy program is successful? How would you find out this information?

Content

What is documentation?

In a literacy program, it is important to keep good records. This process is called program documentation. Good program documentation includes:

1. What the situation was like before the program started (this is called baseline- how many literates were there in the community, education statistics, how many books were available); results of needs assessments, and available resources in the community.
2. Reports of all meetings, trainings, and other program activities
3. Materials used in the program
4. Results of assessments (e.g., primer pre and post-tests)

What is evaluation? How do we do it?

An evaluation is a means for measuring a program against its original objectives. It tells you:

- If the objectives are being met and how well they are being met
- Which parts of the program are/are not working and why they are/ are not working
- If the program has actually helped the learners and the community as a whole

Why should we evaluate our program?

Evaluations provide information that will help you:

- Learn if the program is accomplishing what you said it would accomplish
- Change the parts of the program that are not working well
- Provide information to donors
- Provide information to other communities who want to plan their own programs
- Provide evidence of your program's success in order to encourage people in power to support the program
- Keep a record of what you have done, for yourself and for others
- Compare the progress of your program with other programs

What specific things should be evaluated?

You can evaluate many different parts of literacy program. Remember that an evaluation is a tool to help you make your program more successful. It should be kept simple and inexpensive. You need to plan evaluation carefully so that it helps you gather specific information and gives you clear direction for the future.

The list below gives some examples of the different things that you might evaluate in your program and some the questions you might ask:

- Program plan. How well were the community's problems and needs incorporated into the program plan? How clear are the planned objectives? Are they specific, measurable, achievable, realistic and time-bound? How can we improve the program plan?
- Curriculum / teaching method. Is the curriculum clear? Is it appropriate to the culture? Did the teachers feel comfortable using it? Do the teachers find the teaching materials helpful? Do the curriculum and instructional materials help the learners to achieve their educational goals? How can we improve the curriculum?
- Personnel. Are the teachers effective? Are supervisors and trainers doing their jobs well?
- Training. Does the training help teachers understand the teaching method? Does it produce effective teachers? How can we improve training?
- Materials. Are there materials available for all the different groups of readers in the community? Do people like the reading materials? Is our system for producing reading materials as efficient as it needs to be? Is our distribution system effective and reliable? What parts of this component could be improved?
- Learners' progress. For adults: How are they using what they have learned in their daily lives? Are they satisfied with what they have learned? For children: Is the program helping them do better in school? Are more of the children progressing through primary school now? How can we improve the teaching / learning situation?
- The program's growth. Is the program growing as we said it would? Are the people responsible for the program with the way it is growing? Is the community satisfied? What would community members like to change?
- The program's cost effectiveness. Is the program worth what it has cost? How can we make it more cost-effective?
- Long-term impact of the program on the community. What intended and unintended changes have come about as a result of the literacy program?

Qualitative and quantitative evaluations

There are two main types of evaluations:

Quantitative evaluations measure things using numbers. A quantitative evaluation could include:

- The number of teachers trained
- The number of classes being held
- The pre-test and post-test scores of the learners
- The number of books taken out from the library each month
- How many learners successfully complete the program

Qualitative evaluations measure success using stories. People are able to tell what the program means to them, what they have liked or disliked, and how the program has made a difference. A qualitative evaluation could include:

- Attitudes of teachers, students, and community leaders about reading their language
- The opinion of learners about trainers they have participated in
- Stories of how the program has helped learners take pride in their language and culture
- Opinions about the quality of the books available

What methods can we use to get qualitative and quantitative information?

You can use the following methods to get qualitative information:

- Conducting interviews
- Participating with and observing learners in their daily lives
- Having informal discussions with participants and other stakeholders
- Using questionnaires (“open-ended” questions)
- Examining materials that were produced for the program
- Holding community discussions using participatory tools

You can use the following methods to get quantitative information:

- Testing
- Analysis of class records and other documents
- Surveys

When do we do evaluations?

Evaluation should be done at regular intervals throughout the life of the program and after the program has ended.

Process evaluations are done at regular intervals when the program is running. They should be scheduled for regular times during the program year.

Purpose

- To find out if the activities you planned are actually helping you to do what you said you would do.
- To identify the strong points of the program
- To identify the problems

For example:

- For an adult literacy class: have mid-term meeting with the adult learners and with the teacher to find out why they think the program is doing well or why they think it is not doing well. (qualitative evaluation)
- For a children’s class, give the students a pre-test (before the class begins) and a mid-term test to measure their progress. (quantitative evaluation)

End-of-program evaluations

Purpose

- To find out if the objectives of the program were met.
- To find out if the community thinks that the program was helpful.
- To get information that can be used to plan future programs.

Time frame: At the end of the program or at the time when a group of learners complete the program.

For example:

- For an adult literacy class: interview the learners 1 year after they complete the program to learn how they are using what they learned. (qualitative evaluation)
- For a children’s pre-primary program: give a reading test to grade 6 children who went through the program. (quantitative evaluation)

What are the steps for doing an evaluation?

1. Identify the focus of the evaluation. What specific part of the program do you need to evaluate of this time?
2. Identify the purpose of the evaluation. Why do we need to evaluate this component? Who will use what we learn? How will they use it? How will the evaluation benefit the program? How will it benefit the learners and the community?
3. Identify the indicators – the things that will show if the program (or a component of the

program) is achieving its objectives. How will we know we doing what we said we would do?

4. Identify the people who will be responsible for carrying out the evaluation.
5. Identify the sources of information. Where will you get the information you need?
6. Identify the evaluation methods and the tools you will use. How will you get the information you need?
7. Plan the time frame. When will the evaluation activities begin? How long will they last? When will documentation be completed?
8. Collect, check and analyze the information.
9. Prepare a report of what you learn. Use it for further planning, share it with other stakeholders.

Challenge

Divide a sheet of sheet paper horizontally into thirds. At the top of the left section, write 1-year. At the top of the middle section, write 3-years. At the top of the right section, write 5-years.

In each column, brainstorm a list of things you would want to evaluate. For example, in the first year, you may wish to evaluate the success of mobilization- are community members aware of the benefits of a literacy program? Later in the program, you may wish to evaluate things such as the difference in test scores before and after the literacy classes. Still later, you may wish to evaluate the success of the village library, or the participation of children in the government school system.

When you have finished this exercise, write your plans for both documentation and evaluation in your program planning template. Designate the individuals who will be responsible for program documentation.

Change: Why do we usually avoid evaluating our work? Has anything in this module changed your attitudes towards evaluation?

Module 13: Planning for program management

Objectives:

- Learners will create a job description for their local literacy manager
- Learners will consider potential candidates for the role of program manager

Why: To keep the program moving forward, it will be helpful for language teams to identify those who will be responsible for relating to stakeholders and helping the local community to be accountable to the plans they have made.

Materials and preparation:

- Chart paper/markers

Learning activities:

Connection

Have you considered who will be the manager of your literacy program? How will your team make that decision?

Content

Earlier, we talked about the role of the program manager. This person is in charge of overseeing all aspects of the literacy program, making sure that the other people involved in the program have the resources to do their tasks well.

In your language team, create a job description for your local literacy manager. When you have finished, we'll discuss it together, and see if there are any points you may wish to add.

Trainer notes: Discussion points to consider if not included in the team's job descriptions:

Coordination/management includes the following activities:

- Plan and oversee research before the program begins and throughout the life of the program.
- Develop and maintain cooperative relationships with agencies outside the community; encourage them to support the program.
- Meet regularly with the literacy support committee. Report to the committee; carry out the committee's instructions in the following areas:
 - Checking, correction and approval of the program plan
 - Identifying the communities in which classes will be established at the beginning of the program and as the program expands.
 - Approving the appointment of supervisor(s)
 - Mobilizing stakeholders within and outside the community
 - Establishing the qualifications for program staff
 - Making decisions about tuition and about salaries or stipends for staff.
- Recruit staff (with input from the community and approval from the support committee).
- Establish an infrastructure for pre-service and in-service training that will be maintained through the life of the program.
- Train trainers
- Work with supervisors, teachers, and community members to develop the curriculum and instructional plan.
- Establish an infrastructure for producing reading and teaching materials that will be maintained as long as people want to keep reading in their language.
- Make sure that evaluations are carried out regularly, with full participation of the community. They use the results of the evaluations to help stakeholders revise the program plan, if necessary.
- Identify the resources that are needed for the program. Then work with the community and other stakeholders to make sure that those resources are available.
- Prepare the budget. Allocate funds as needed, keep records of money coming in and money being spent; write reports and send to all supporting agencies.
- Write proposals and applications to donor agencies. Then write reports for the donors on how their funds were used.
- Prepare regular reports on the progress of the program. Send the reports to all interested stakeholders.

Challenge

In your language teams, decide who might fill the role of program manager. Add this to your program plan. If you are not able to fill the role yet, make a plan for identifying a program manager.

Change: If you will work as a literacy program manager, how do you feel about this role? If you are not the program manager, how might you support the program manager in their work?

Module 14: Finding resources for your program

Objectives:

- Learners will list local resources available for their literacy program, and plan for how these resources can be organized
- Learners will identify areas where outside support may be needed
- Learners will gain an overview of the main procedures for obtaining outside funding (this will be expanded upon in the Program Management workshop)

Why: The most sustainable programs incorporate local resources in all ways possible. When all program needs cannot be met locally, literacy teams will need to consider ways of seeking support from outside agencies.

Materials and preparation:

- Examples of program proposals and reports

Learning activities:

Connection

In your language teams, list all of the resources (people, things, financial resources) that you think you will need for your literacy program. When you have finished this list, put a star beside all of the resources that are already locally available in your community. Put a triangle beside all of the resources that you might need outside help to obtain.

Content

Using Outside Resources

In general, it is best to use resources that are locally available whenever possible (e.g., teachers should be supported by the local community, people may contribute towards the cost of their primers). Sometimes outside funding may be needed. In these cases, you will need to make a detailed plan and budget for the program activity, and be prepared to give a detailed report of how those funds were used.

Writing Funding Proposals

A well-written project proposal has the following parts:

1. Introduction
This section describes the people who will benefit from the literacy program and the number that will benefit from it. It then explains why the literacy program is needed and how it will benefit the community. Finally, it describes the project objectives, and tells how the project will help the total literacy program.
2. Objectives
This section states the long term and short-term objectives.
3. Action plan
This section includes the following information:
-The activities that will achieve the objectives.
-A list of the reports that will be written as the project proceeds. (Then you must make sure that you actually write those reports and send them to the funding agencies!)
4. Time schedule

This gives the estimated dates when each activity in the project will begin and when each will be completed. The time schedule will be a great help to you and to the funding agency because it will help you keep the project moving in an orderly manner, and it will help the funding agency know what to expect and when to expect it.

5. List of people that will be involved

This section lists the people who will be responsible for the project and includes a short description of their qualifications. Names and positions of people on the literacy committee that will support the project can be included in this section.

6. Description of the responsible organization

This section gives a short description of other projects your organization has already completed or which are going on now, and explains briefly how these projects have helped the literacy program. It describes some of the things about the program that special and emphasizes the experience the organization has in this type of program. This will show that your organization is able to carry out the proposed project efficiently and effectively.

7. Brief financial statement

This section provides a brief description of the program's budget. Important budget items should be included with a short explanation of each item, its estimated cost and its sources of funding, e.g.,

- Equipment and supplies for community material production centers.
- Transportation, accommodation, and food for training courses.

Reporting to Donors

The donor who funds the community project will normally require reports on progress at various points during project implementation. Generally, the grant agreement will outline requirements and provide guidelines related to content and format. The suggestions below can be used if the funding agency does not provide a specific funding format. In general, the following questions should be answered:

- What is the period covered by the report?
- What objectives and activities were planned for this period?
- What were the actual achievements and activities for this period and what indicators of change have you used to determine these? Here you will discuss numbers of people involved, what they did or learnt, and the results. (You could do this as a table:
- What resources were used and how? Were they adequate? Financial reports should accompany the progress report to account for expenditures made during the period covered by the progress report. Also, be sure to include other resources that were used, including community participation and in-kind contributions from the community and stakeholders.
- What lessons have you learned during this period for project activity and how will this learning be applied to continued project work? Also, note any change to your program plan during this period.
- What problems did you encounter during this period? How did you or will solve these problems?
- What are your plans for the next period of project activity? Do these plans involve any changes in the project's objectives, schedule of activities or necessary resources? Again, the time / task chart will be helpful here.

Challenge

Spend time in your teams looking over some examples of funding requests and reports. What things have been included? How will you keep records of this information to include in your

future reports?

Change: How will writing reports help you to be accountable to your program goals?

Module 15: Putting it all together

Objectives:

- Learners will complete a program plan for the first year of their literacy programs
- Learners will develop a strategy for reviewing their draft program plan with program stakeholders, and adjusting it as appropriate
- Learners will determine ways of staying accountable to their program plan

Why: For some learners, this workshop will be their first experience producing a plan for a program of this size and complexity. This initial experience of making a plan and following it for the first program year will provide the learners with experience in making and using program plans. In about a year, the learners will participate in the Program Management workshop, where they will need to produce a more extensive plan for the pilot phase of the literacy program.

Materials and preparation:

- Program planning templates

Learning activities:

Connection

During this workshop you have learned about many components of literacy programs. Were there any components that were unexpected or new for you? Which modules have been most helpful to you in your planning?

Content

At this point in the workshop, you have worked with your team to prepare your first program plan. It's now time to consider how you will use this plan when you return to your language community.

- Many key program stakeholders may not have been at this workshop. When you return home, you will want to meet with them to get their opinions on the program planning. They may have additional ideas that you will want to add to your plan, and they may also ask you to revise other sections. Once you have met with key stakeholders and revised your program plan, you may wish to distribute it to the language or literacy committee you work with.
- You will also want to consider how you will stay accountable to following your program plan. Who will be responsible for helping the team complete the tasks you have planned?
- From time to time, you will also need to make revisions to your program plan. For example, a community event may need to be rescheduled to the time when village leaders are more available. A training event may need to be rescheduled to when more potential participants are available. This is a normal and expected part of planning. Be sure to note the reasons for your revisions to the plan. You will want to find a good balance between being flexible to make needed changes, and staying on track to meet the goals you have set.

Challenge

In your language teams, make any last additions and corrections to your program plan. Discuss the plan with your instructors to get their feedback. Also share your strategy for staying accountable to your program plan.

Change: What new skills have you gained during this workshop? Besides the literacy program, are there any other areas of your life where these skills may be helpful?

Writer's Workshop: Becoming an Effective Story Writer

Objectives:

By the end of this workshop, the participants will be able to:

- Describe the features of a good story in their language
- Develop their ability to record their own thoughts and ideas by writing short texts on culturally relevant topics
- Accurately write using the conventions of their orthography
- Write vividly, using descriptive language to heighten interest
- Target their writing to a specific audience (e.g., children, adults, new readers)
- Improve their writing through editing and following the steps of the writing process
- Appropriately illustrate their stories and/or work with an artist
- Publish small booklets using desktop publishing software
- Follow the steps for testing a story or booklet in the community
- Develop an initial strategy for future literature production in their community

Prerequisites

- To join this workshop, the language should have a tentative orthography that has been approved by the community as appropriate
- The majority of participants should have at least basic mother tongue literacy skills
- Participants should be fluent mother tongue speakers of the literacy project language

Learning Modules

1. Why is mother tongue literature important?
2. What makes a good story in my language?
3. Daily writing/ Writing about my culture
4. Parts of a good story
5. Writing a folktale
6. Choosing an audience
7. Adding interesting characters
8. Using the five senses
9. Using emotion words
10. Adding details/writing descriptively
11. Using natural language
12. Using suspense and surprise
13. Using vivid and descriptive words
14. Incorporating your culture into your stories
15. Writing for new readers; Characteristics of books for new readers
16. The writing process
17. Editing your writing
18. Using pictures well
19. Laying out your book
20. Making and printing PDF booklets
21. How to test a story
22. Distributing your books
23. Assessing literature needs for your group (stages of literacy materials)

24. Planning the next steps for your writing

Suggested Scheduling:

The contents of this workshop can be completed within a 2-week timeframe. Many groups, however, prefer to have a longer workshop in order to allow time for producing and printing their materials. For a four-week workshop, the following schedule is suggested:

Week 1: Modules 1-17, initial drafting of stories

Week 2: Modules 18-20, continued writing, editing, and preparing books for publication

Week 3: Continued work time

Week 4: Complete test copies of books, publish, Modules 21-24

Expected Outputs:

- Most teams completing this workshop will produce a set of 10+ stories for early readers that can be tested in the community.
- Participants should be prepared to teach the skills from this workshop to others in local writer's workshops following the completion of literacy training

Sources:

Material from the following resources was adapted for use in these workshop modules:

Foerster, Liz, and Mary Beth Saurman. *Overview Workshop for Producing Culturally Relevant Language Development Materials for a Mother Tongue-Based Education Program: Workshop Information and Handouts (Version 2 – March 2013)*. Chiang Mai: Linguistics Institute, Payap University, 2013.

Malone, Susan. *Planning Learner-Centered Adult Literacy Programs in Ethnic Minority Communities*. Bangkok: UNESCO, 2004.

---. "Resource for Developing Graded Reading Materials for Mother-Tongue Based Education Programs." ____.

SIL Sudan. *Writer's Workshop Manual. Introductory and Intermediate Materials with Teacher's Notes and Supplemental Materials*. Kenya: SIL Sudan, 2000.

Module 1: Why is mother tongue literature important?

Objectives:

- Learners will state the benefits of mother tongue literature for the members of their communities
- Learners will understand the quantity of mother tongue literature needed for fluent reading
- Learners will increase their motivation to produce literature

Why:

Learners will develop a motivating focus to guide their work during the workshop and beyond.

Materials and Preparation:

- Cards with scenarios of local village situations that may be helped by literacy
- Student handout

Learning Activities:

Connection

Give each learner or pair of learners a card with one of the following situations:

- Your children spend more time out of the village, in school, etc. They aren't learning folktales anymore.
- You want people to know the dangers of AIDS, but there aren't enough health care workers. Wrong perceptions abound.
- People learn to read, but forget in a year or so.
- People are forgetting the history of their people
- Teachers have problems with students – they forget easily, learn slowly, are bored...
- Children (adults) can barely read their own language, and are expected to cope with one or two second languages as well.

After reading each situation, ask:

1. Does this situation ever happen in your area?
2. How might having books in your language help in solving some of these problems?

Content

On the board, write “no books =” Ask the learners to brainstorm the consequences of having no books (e.g., no books = no new knowledge, no bridge to further education etc.)

How many books are needed for the people in our communities to become good readers?
(Ask the learners to guess at how many pages of written material are necessary.)

Experience suggests that people need to read about 800 pages of material before they become fluent readers! That sounds like a lot—and it is!

We don't learn to read just by reading one big book- it is best to start with small simple books, then learn to read books that are a bit harder, until we can read harder, more complicated books. Literature should form a bridge from the easiest books to the hardest- with no holes.

Challenge

Work together in a group. On small notecards/sticky notes, write one type of book that

someone might want to read in your area. When you have finished brainstorming, place these books in order from those that might be the easiest to read, to those that might be the hardest.

Change: Think about the book that has made the most impact in your life. Why was it important to you? What language was it written in?

What hopes do you have for this workshop? How do you think that developing your skills as a writer will be helpful for your people?

Module 2: What makes a good story in my language?

Objectives:

- Learners will be able to identify the major discourse features of a good story in their language
- Learners will appreciate the uniqueness of their own language and cultural styles of storytelling

Why?: New mother tongue writers, particularly if they are quite literate in another major language, may inadvertently apply the literary features of another language to their own writing. It is important for learners to appreciate the value of the discourse features of their own language, and understand how these can be transferred to a written style.

Materials and Preparation:

- Each language team should have access to one or more recording devices (e.g., laptop, cell phone with recording function)
- Example of a well-told story from another language that is known to the learners (samples available in the resources section of this module)

Learning Activities:

Connection

Read an example of a well-written story to the learners (e.g., folktale, humorous story). If the learners appreciate the story, ask them what about the story made it a good story? (Note: if the learners are not overly enthusiastic about the story, ask them why the story is less interesting to them)

Content

Good stories - whether they are told out loud or written in a book - are very different from culture to culture. A story from my culture, which I may think is very interesting and entertaining, may not seem so to you even if it were translated into your language. The same might be true of a story from your culture translated into my language. That is because my idea of a "good" story - one that is worthy of listening or reading - is shaped by my culture. Your idea of a "good" story is shaped by your culture.

This week we will be practicing writing stories and we will be discussing ways to improve our writing. But only you can know how stories should be written in your culture.

In every culture, there is a certain way that stories are put together. Often, there are special

ways to begin and end stories, ways to mark the exciting part, etc. For example, a certain type of English folktale always begins, "Once upon a time..." and ends, "and they lived happily ever after."

Challenge

Divide into groups of 2-3. Each group should have a recording device. Choose one person to be the "storyteller" (this person should choose to tell a story that they know well). Tell the story as if you were telling it to an audience (perhaps a class, or another group gathered in your village).

After the story is recorded, the group should listen to the story several times. Discuss the following questions:

1. How does the story start? Is this how most stories start in my language? What are some other ways to start a story in my language?
2. How does the story end? Is this always how stories end? Are there other ways to end stories?
3. What is the main event (the climax) of the story? How do you know? (are there any words that give hints?)
4. Why is this story interesting to me/ to people in my culture?

Change: What is special about stories in my culture? How do I want to include those features in my writing?

Resources for this module: Sample Stories

The Two Fish

Once upon a time, a big, proud fish and a small, brave little fish lived in a wide river that flowed gently by a bustling village. The big fish was always boasting about his huge size, and all the other fish in the river were afraid of him.

One day, the brave little fish was swimming peacefully along among the reeds at the side of the river bank, when he heard a booming voice behind him:

"Aha! I was just feeling hungry for my dinner, and I think you would make a tasty little mouthful."

The brave little fish spun around and gazed at the huge fish before him. He was very afraid, and wished that he was bigger and stronger so that he could escape. But he answered boldly,

"Alright then, if you're hungry, eat me! But remember, someday there may be someone else who feels hungry and wants to eat you for their dinner!"

The big fish laughed nastily,

"Huh! Nobody could ever eat me, because I'm the biggest fish in this river!"

But even as he spoke a dark shadow appeared overhead, and before they even knew what was happening, a net had dropped over the two fish, trapping them inside. The brave little fish swam swiftly to the side of the net and wriggled his way out through one of the holes. The big, proud fish also raced to the side of the net, but try as he might, he could not force his way out. He was just too big!

As the brave little fish swam away downstream, he thought to himself, "Well, I'm glad after all that I'm only small, little fish, as otherwise I wouldn't be alive anymore."

And as the big fish struggled around inside the net, he thought to himself,

"However big and strong we think we are, there may always be something bigger and stronger that we can't beat."

And just a few hours later, the big, proud fish had become the hungry fisherman's delicious dinner.

*Written at a Pwo Karen workshop, edited in March 2010 by Katherine Dooley
Taken from: Overview Workshop for Producing Culturally Relevant Language Development
Materials for a Mother Tongue-Based Education Program, Linguistics Institute, Payap University,
Chiang Mai, Thailand
Liz Foerster and Mary Beth Saurman*

The Fish that Wanted to See the Mountain

One day a squirrel met a fish. He spoke proudly to him, saying “Brother Fish, I just saw the most beautiful mountain”. At that time, the fish desperately wanted to see the mountain.

The fish jumped up towards the tree, but when he was as high as the leaves, he fell back down again.

Then a white bird flew over to the branch of the tree. He bragged to the fish, and said, “Oh, Brother fish! I’ve just seen the most beautiful mountain” The fish wanted to see the mountain even more.

So the fish jumped up towards the tree once more. When he got as high as the leaves, he fell back down again.

Just then, the fish saw a snake slithering up the tree. The snake looked down and saw the fish. The snake boasted, “Hey! Brother fish! I just saw a great mountain.”

So the fish tried hard to jump to the tree again, but when he was as high as the leaves, he fell once more.

The fish was tired, and had lost hope. “I will never see that mountain”, he thought to himself.

Just then, a heron flew by. He saw the fish, but thought that the fish was dead. The heron grabbed the fish in his mouth, and went up, lifting the fish out of the pond. The fish said “That mountain is wonderful”.

When the heron heard the fish speak, he began to answer him– but he forgot that he was carrying the fish in his mouth. So the fish fell down again.

So the fish lived, and he was able to see the mountain. Even today, the fish still lives happily and peacefully.

Written by: Kui Language Committee, Preah Vihear, Cambodia

Module 3: Daily writing/ Writing about my culture

Objectives:

- Learners will value daily personal writing practice as a means of improving their writing and recording their thoughts
- Learners will gain initial ideas for free writing topics

- Learners will record cultural information that may be used for future materials production

Why:

Writing daily (keeping a notebook of personal writing/ journaling) allows the participants to gain additional practice becoming fluent writers, without the pressure of evaluation of their work.

Materials and Preparation

- One small notebook for each participant
- List of culturally focused writing topics

Learning Activities:

Connection

With a partner, make a list of all of the different cultural information people from your group know (e.g., clothing, New Year’s celebrations, songs). After you have written your list, put a check mark beside any of the items on your list that have been recorded in a book or other written form. How do you think that your grandchildren will learn the information on your list?

Content

One advantage of producing books in your community is that it provides an opportunity for your language and culture to be recorded and shared. Having materials about your culture can help your community take pride in the unique aspects of your language and way of life. These materials can also be useful for teaching children and young people your traditions.

During this workshop, you will spend some time each day in personal writing. You will have a notebook for writing, and during that time we will encourage you to spend some time reflecting on different aspects of your culture and experience, and writing your experiences in your notebook. You will not be required to share the notebook with anyone else – but your personal writing might help you create ideas for books and materials you wish to publish in the future. You may choose to make books on any of these writing topics, in addition to writing in your personal notebook.

Challenge

Today will be your first opportunity for personal writing in your notebook. You have a handout with some ideas for reflecting and writing on different aspects of your culture and experience. You may wish to spend several days writing on one topic, or choose a new topic for each day’s free writing period.

Change: How do you think that daily personal writing will benefit you? Is this something you will want to continue when you return home?

Resources for this Module: Ideas for Writing Activities

New Year

1. Write about one thing that you do on your New Year morning.
2. Write about the New Year dances in your community. Which dance is the most essential and why?
3. Write about the most beautiful parts of your New Year celebrations?
4. What kinds of instruments do you use during the New Year? Write your experiences about the instruments.
5. Write the story of "My best New Year during my childhood".

Tools

6. What kinds of baskets do you have in your home or village? What are the most important ones? Write about each basket? (Who makes it, with what do they make it, how big is it, what kind of shape, when and for what do you use it, who uses it ...)
7. How do you plow your rice field? What tools do you use? Write about the plowing process
8. What kinds of tools do your people use for farming? Write about one significant tool.

Hunting

9. Do people hunt in your village? How do they hunt and when?
10. Write one of your hunting experiences.
11. Do your people use hunting dogs? Write a story about "A man with a hunting dog."

Fishing

12. How do people fish? Write about different ways of fishing.
13. Write one of the ways of fishing that you like best with as much detail as possible.
14. How many different kinds of fish can you name? Use them as you write your fishing story.

Clothing

15. Write about your traditional outfits for men, women and children (color, patterns, meaning etc.)
16. Write about your traditional bag.
17. How do you make your outfit? Write the process of making it.
18. Write your experiences about wearing your traditional clothes.

Social Life

19. Write about "Our village."
20. Who are the most important people in your village? How do they influence the peoples' lives?
21. What do you like most in your culture? Why?
22. Are there any symbols that represent your language group? Write as much as you can about that symbol.

Family

23. How do people usually name their children in your culture? Write about giving names in your tribe.
24. What is family structure like in your culture? Write about a typical family line in your people group.
25. What do you call your mother's younger brother and your father's younger brother? Write a story about "My aunts and uncles."

Weddings

26. Write about your traditional engagement ceremony.
27. Write about your traditional wedding ceremony.
28. If you are married, write what you experienced at your wedding.
29. If you are married, write what happened at your engagement.

Music

30. Write about the importance of music in your culture.

31. Write about one of your favorite traditional songs.

Module 4: Writing experience- Writing a folktale

Objectives:

- Participants will practice incorporating the distinctive discourse features of their language as they write a familiar story
- Participants will use a story board technique as a way of planning their writing

Why:

New writers often have difficulty writing in a natural way, particularly if using their orthography is also new to them. Writing a familiar story gives them an additional opportunity to build fluency, without worrying about the creative process of writing a completely new story. New writers also benefit from learning techniques to plan their writing.

Materials and preparation:

- Blank sheets of paper and/or whiteboards for creating story boards

Learning Activities:

Connection

What kinds of folktales do people tell in your culture? (e.g., stories about how the world was created, stories that are meant to teach a moral lesson?)

Earlier this workshop you had the opportunity to discover the characteristics of a good story in your language. Today we will continue by writing down some folktales that are already well known to you.

Content

Sometimes when we first start writing, especially if our alphabet is still very new, it takes a lot of effort to think about being creative at the same time as writing correctly. Doing both of these things at the same time can be very challenging.

Something that can help us with these challenges is to take some time planning our story before starting to write. There are several ways of doing this. Earlier this week you took the time to record stories orally before writing them. Today you'll have the opportunity to practice another way of planning your writing: making a story board.

To make a storyboard, draw very simple pictures of the important things that happen in the story. Let's try an example:

1. We'll divide the whiteboard/paper into squares (about 10 to start)
2. Let's listen to the story together a few times.
3. After we've listened to the story, one volunteer can draw simple pictures of the main events in this story we're listening to. (Note: if participants are struggling with drawing, they could write a key word/phrase as an alternative)
4. Then, looking at the pictures, we can try to tell the story in our own words.

The Lion and the Boar: From Aesop's Fables

It is a hot summer's day. All the animals are thirsty.

A lion goes out to find some water. He walks slowly to the little pond.

Meanwhile, a boar also goes for some water at the pond.

They meet each other at the pond.

They begin to quarrel, and start attacking each other.

The other animals run away, but the lion and boar continue their fighting. After a long afternoon of fighting, all of their strength is gone- they are exhausted. Before they start to fight again, they spy two vultures watching them from far away. "Let's be friends", said the lion. The boar agreed, "It's better than being the prey of those vultures". So the lion let the boar drink the water first, and then they walked away together. The lesson we learn from this story is "When we are united, we can stand. When we are divided, we can easily fall".

Challenge

Now it's time to try the same thing with another story from your culture. Work together with a partner from your language group. Choose one simple folktale. One partner will tell the story, and the other partner will draw the storyboard. When the storyboard is finished, write down the story in your notebook.

If you still have more time, switch roles and write another story in the same way.

Change: How can you use story boards as a way to help you plan your writing? Is this a technique you will use in the future? How else can you plan your stories before you start writing?

Module 5: Parts of a story

Objectives:

- Participants will be able to identify the major components of a well-told story (introduction, plot building, climax, resolution)
- Participants will apply their understanding of the parts of a story to the stories they created in earlier modules

Why:

It is important for reading materials for new readers to be interesting, even though they are simple. Learning to identify the components of a well-written story will help new writers self-evaluate their texts, and make improvements where necessary

Materials and Preparation:

- Learner handout on the parts of the story
- Learner-written stories from previous modules

Learning Activities:

Connection

Divide the board into two sections: On the left, have a section labeled "An Interesting Story". Label the other section "A Boring/Uninteresting Story". As a group, brainstorm all of the characteristics of stories that are interesting, and the characteristics of those that are boring.

Content

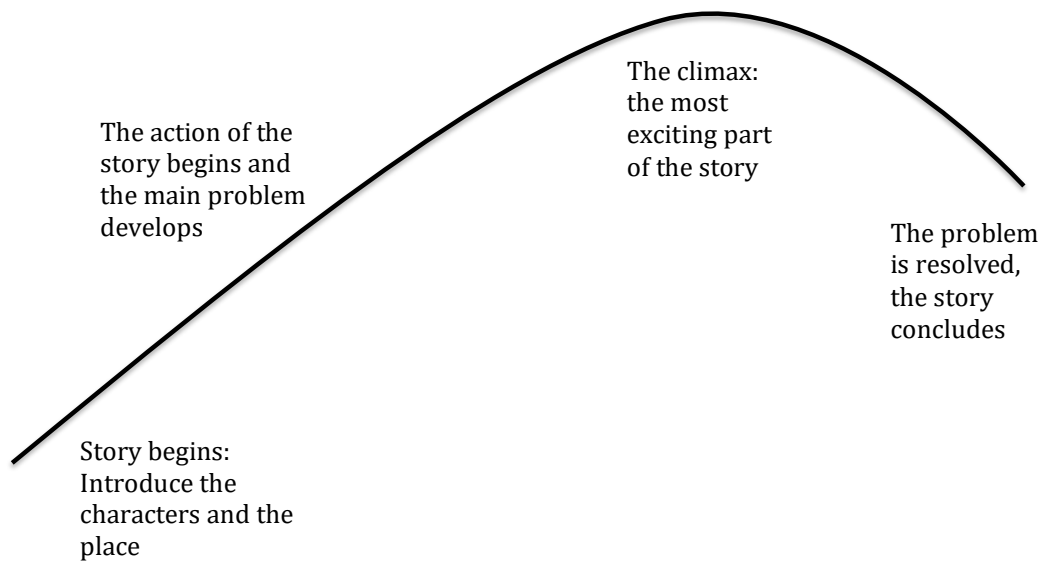
Up until now, in this workshop you have focused on writing stories that you already know.

Later on, you will be spending time creating your own new stories. As authors, you want to create stories that will be interesting for your readers, so that they will be motivated to read even more.

In many cultures, good stories follow a sequence similar to this:

1. Introduce the characters and the place where the story takes place.
2. The action of the story begins, and the main problem develops.
3. The problem or tension in the story grows.
4. The story reaches the most exciting point. This is called the climax.
5. The problem is resolved, and the story ends.

We can visualize these steps on a diagram like this:



Challenge

Choose one story that you wrote earlier in the workshop. Read the story again. See if you can identify each part of the story.

Volunteers can read their stories and share their answers about the parts of the story with the group. Try to identify what makes the story an interesting story (e.g., the climax is exciting, the characters are interesting).

Change: Based on what you have learned about the structure of good stories, would you like to make changes to anything you have written in this workshop so far?

Module 6: Choosing an audience

Objectives:

- Learners will describe the characteristics of potential audiences for their writing

- Learners will tailor the writing they plan to publish for a specific audience

Why:

Many community-based literacy programs need to reach a wide audience, including children, youth, and adults. Workshop participants may need to produce different types of materials to meet different needs and interests.

Materials and Preparation:

- Newsprint/ chart paper

Learning Activities:

<p>Connection</p> <p>Imagine you were writing a story about your experience at this workshop to someone who had never travelled to the city. What might you have to tell them so that they could understand your story?</p> <p>Now imagine you are writing a story for some small children about what life was like in your village 20 years ago. What information would you need to put in your story to help the children understand things they might not have experienced themselves?</p>					
<p>Content</p> <p>During this next part of the workshop, we are going to focus on learning some skills that will help you become a better writer.</p> <p>One of the things a good writer does is keeping in mind the people he is writing to when he writes a story. A good writer writes to someone he wants to read and understand the story.</p> <p>The writer may want to think about one particular person, remembering them in his mind and writing so that the person will understand everything. What details will the person need to know to understand the story?</p>					
<p>Challenge</p> <p>Think about all of the possible audiences you may want to write for (e.g., children, adults, farmers, Christians, new readers, youth). Use one newsprint sheet for each target audience. On the top, write the audience, on the left create a column for what this audience might like to read, and on the right create a column for other notes or things to remember. Give learners a marker, and allow them a few minutes to walk around to each sheet and add their ideas.</p> <p>Eg.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Children</th> </tr> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p><i>What they like to read</i></p> <ul style="list-style-type: none"> • Children like to read books that are funny • Repetitive books are good for young children • Children like to read animal stories • Some children like to read comic books </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p><i>Things to remember</i></p> <ul style="list-style-type: none"> • It is important to write about things that young children know about so they understand well • Children like to read books with interesting pictures </td> </tr> </table>		Children		<p><i>What they like to read</i></p> <ul style="list-style-type: none"> • Children like to read books that are funny • Repetitive books are good for young children • Children like to read animal stories • Some children like to read comic books 	<p><i>Things to remember</i></p> <ul style="list-style-type: none"> • It is important to write about things that young children know about so they understand well • Children like to read books with interesting pictures
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<p>When everyone has had a chance to write on all of the sheets, discuss the ideas all together.</p>					

Are there any other ideas that you would like to add to the charts?

Change: For what audiences will you write books during this workshop? What things do you want to remember from this session to help you write better for them?

Module 7: Adding interesting characters

Objectives:

- Learners will be able to create relatable and interesting characters by describing the character's physical characteristics and personality

Why: Readers may be more easily engaged with stories that have characters to whom they can relate.

Materials and Preparation:

- 2-3 photos of people that the participants can describe.
- Web diagram for developing characters (learner handout)

Learning Activities:

Connection

Think about a story that you have read or heard. Now think of one character that you remember particularly well from that story.

Write down everything you can remember about that character (e.g., Did the author describe what that character looks like? What is their personality like?)

Share what you remember about that character with the larger group.

Why do you think this character was some memorable for you?

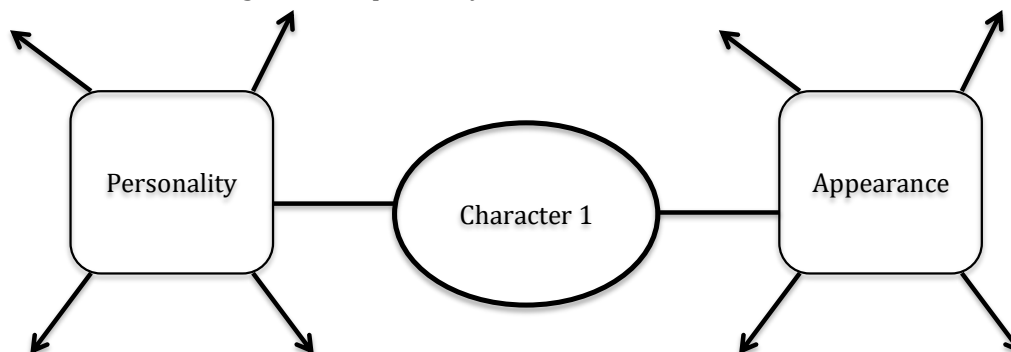
Content

Every day we meet interesting people. Your stories should be filled with the same interesting characters. Then your readers will feel like they have "met" these people as well.

When you create characters for your stories, there are two main areas you can think about:

1. Is there something about the character's physical characteristics in the story? How can you describe that person so that the reader can "see" them in their mind.
2. Is there something about the character's personality in the story?

You can use a web diagram to help create your characters.



Challenge

Let's practice creating some characters.

Look at these pictures of people (note: prepare in advance to show to learners). For each picture, make up a character. Give the person a name, and write the characteristics of the character's appearance and personality on a character web.

Share your characters with the whole group. Who do you think will relate well to the characters you have created?

Choose one or more of the characters you have created. Write a short story (at least 8-10 sentences) with that character.

Change: Is the character web a useful tool for you? How might you use it in the future?

Module 8: Using the five senses

Objectives:

- Learners will appreciate the importance of adding details to their stories in order to make them more interesting
- Learners will begin developing their "word bank", using descriptive words from using the five senses

Why:

Descriptive writing is much more interesting for readers. In this module, and the one to follow, the learners will focus on adding different aspects of vivid, descriptive language to their work.

Materials and Preparation:

- Work bank handout (Modules 7-13)
- Scenic picture(s)

Learning Activities**Connection**

Consider the following story:

Mani took a basket of vegetables to the market to sell. She sold the whole basket to her first customer for 100B. When she went home, her husband was angry because she could have sold them for 500B.

Is this story interesting? What would you change to make this story more interesting?

Content

In the next few modules, we will be talking about ways to improve our writing by using descriptive words.

One way to make your writing more interesting and descriptive is to use words related to your five senses: what you can see, hear, smell, touch, or taste.

Have the group look at a picture of a scene.

Imagine you were in the place you see in the picture. What words would you use to describe what you see? what you hear? what you can smell? what you could touch?

Challenge

During the next few modules, you will be able to make a “word bank” for yourself of descriptive words that you can use in your writing. Today, you will start your word bank by writing some words in your language related to the five senses.

Allow the participants time to work on the five senses section of the word bank handouts; have participants share their words with one another within their language groups.

Change: How can you remind yourself to think about the five senses as you write?

Module 9: Using emotion words

Objectives:

- Learners will develop a word bank of emotion-related words to enhance their writing
- Learners will write a short story based on a scary event, applying the descriptive writing skills they are learning

Why: Stories that capture the reader’s emotions are more likely to hold their interest and be motivating to read.

Materials and Preparation:

- Whiteboard and markers
- Word bank handout

Learning Activities:
Connection

Let’s begin with an activity to help you get thinking about the emotion words in your language. Game: “Emotion charades”

One volunteer will come to the front of the room, and think of an emotion. They will then act out the facial expressions and body movements that are associated with that emotion. The other participants will write down as many words as they can think of in their language that match the facial expression of the volunteer. Each participant who is willing can take turns to volunteer demonstrating an emotion.

Content

Emotion words are another good tool for improving your writing. What might be the advantages of including emotion words in your writing? (e.g., the reader is better able to relate to the characters).

Take a few minutes to fill in other emotion words in your word box handout.

Challenge

Now it’s time to apply some of the skills you’ve learned to writing your own original story. Think about this question: What is the scariest thing that has happened to you? You’ll have some time to write a story based on that experience. You may want to use a pre-writing strategy before you start: you may want to tell the story out loud into your recording device first, or make a storyboard like we did earlier in the workshop. Then write your story down, thinking of ways to incorporate the emotion and 5 senses words

that you have in your word bank. When you are finished, read your story to a partner and see if they can identify the ways you have used good writing skills.
At the end of the session, volunteers can share their story with the whole group.

Change: How has your writing improved by adding descriptive and emotion words. Do you want to go back and edit any stories you have written earlier to use more of these words?

Module 10: Adding details and writing descriptively

Objectives:

- Learners will appreciate how adding details to their writing will make the reading experience richer for their readers
- Learners will practice adding descriptive details to a “skeleton” story

Why: The stories that new writers create may lack the vivid detail of oral literature. Learners will improve their writing by practicing adding detail and descriptive language as they write.

Materials and Preparation: n/a

Learning Activities:

Connection

Consider the following story:

Mani went down to the river to get water. She saw a snake. She was scared and ran home.

What do you think about this story? How could it be improved?

Content

A good writer is able to describe what he is writing about so that the reader can “see” it and understand it. Writers do this by adding details to make the story more realistic. A story without details is like a skeleton, adding detail is like adding flesh to the skeleton to make it come alive.

Using specific language:

One way to make your writing more detailed is to use specific, rather than general descriptions. For example, instead of writing “The woman is nice”, you could write “The kind woman smiles at me every morning when I go to the market”. Instead of writing, “The man is old”, you could write, “The man’s hands were very wrinkled, showing his age”.

Let’s practice making these sentences more specific together:

1. The farmer is tired.
2. The baby is small.
3. The weather is hot.
4. The little girl is happy

Using metaphors

A metaphor “paints a picture” by making a comparison. Different languages make these comparisons in different ways. Here are some examples of metaphors:

1. He is the rock of his community.

2. The elephant's legs are like trees.

3. The man is a snake.

Can you create metaphors in your language? Try to write at least three metaphors.

Challenge

Write a paragraph that describes your village. Try to use all of the strategies you have learned so far: use specific language, use metaphors, as well as some of the five senses words from your word bank.

Change: How can you remind yourself to use descriptive writing in your stories?

Module 11: Using natural language

Objectives:

- Learners will begin to develop a natural written style
- Learners will understand the importance of using natural language, particularly for new readers

Why: Texts that use natural language are easier for new readers. It is helpful for new writers that they can write in a natural style, without adopting conventions of literary language from other languages.

Materials and Preparation: Simple story to revise (written on the board in advance)

Learning Activities:

Connection

Discuss the following:

Written language should be very different than spoken language.

Written language should be similar to spoken language.

Which of the following do you think is true? Why do you believe this?

Content

Some of the languages you may know have a very complicated literary style- you may have spent a lot of time in school trying to learn this style. But this may not be true of your language. You will want to think about how to write in a natural style in your language that will be both simple and interesting for those who read your books.

Writers sometimes make the following mistakes:

- trying to write too elaborately
- trying to write too simply (especially for new readers)
- trying to copy another writer's style

All of these mistakes can make your stories unnatural and will make them difficult to read.

Challenge

Consider the following story (write on the whiteboard in advance):

Daeng likes to eat fish. *Daeng* went to catch fish. *Daeng* took his father's net along. *Daeng* did not have a net of his own. *Daeng* was fishing all day.

Does this story sound natural? If not, why does it sound unnatural?
Re-write this story in your own language, making it sound natural.

Change: How has this session changed your ideas about what natural writing in your language should be like?

Module 12: Using suspense and surprise

Objectives:

- Learners will understand how incorporating suspense and surprise can increase the interest of their readers.
- Learners will write a short story that incorporates suspense

Why: Learners will continue to increase the techniques in their “toolbox” for creating good writing that captures the reader’s interest.

Materials and Preparation: Write the story starter for the connection activity on the whiteboard in advance of the session.

Learning Activities:

Connection

Read the following story-starter:

The sun was beginning to fall. Mana was walking down the hill to his house. All of a sudden, out of the dark shadows, stepped a_____

Take a few minutes to finish this story. Then we’ll take some time to share our stories with one another.

Content

Many exciting and interesting stories are written so that you are never sure what will happen next. There are always surprises and unexpected “twists” in the story.

What are the benefits of including suspense in your writing?

Do you know a story in your language that uses suspense and surprise well? If so, share that story with the group. Why do people in your community like this story?

Challenge

What is the most unexpected that has ever happened to you? (Allow time to share in language groups and/or the whole group).

Write a story about an unexpected experience. You can base your story on your own experience, or on another idea you have. Be sure to incorporate suspense and surprise.

Change: Is there a suspenseful story that you would like to write and publish during this workshop?

Module 13: Using vivid and descriptive words

Objectives:

- Learners will incorporate ideophones/onomatopoeia into their writing in appropriate ways
- Learners will consider how idioms in their language can make their writing more vivid

Why: As learners consider how they might incorporate ideophones and idioms into their writing, they will increase their repertoire of tools for descriptive writing.

Materials and Preparation:

- Word bank handout (first used in Module 7)
- Examples of idioms in the LWC/ workshop teaching language

Learning Activities:

Connection

Brainstorm for the following kinds of words.

- What do you say when you stub your toe?
- What do you say when you're surprised?
- What do you say when you want to scare someone?
- What does a chicken say? dog? cat? rooster? etc.

Content

As you saw in our brainstorming, your language has special words that are used to describe certain sounds. How can these words make your stories more descriptive? (these words are called ideophones or onomatopoeia)

Another tool you can use to make your writing more descriptive is called an idiom. An idiom is a phrase that uses words to mean something different from their usual literal meanings. The meanings of the individual words in the idiom don't help you understand the meaning of the whole phrase.

Here are some examples of idioms you may have heard (give 3-4 examples of well-known idioms in the workshop teaching language).

Do you have idioms in your language? In your language teams, brainstorm and make a list of idioms in your language. Share some examples with the larger group.

Challenge

Take out the word bank handout you started working on earlier in the workshop. Take some time to add examples of ideophones and idioms that you can use in your writing.

Change: Ideophones and idioms are often very different from one language to the other. The ones in your language make your language special and unique. Has thinking about idioms and ideophones helped you appreciate how special your language is?

Module 14: Incorporating your culture into your stories

Objectives:

- Learners will create a cultural calendar outlining major events in their home cultures throughout the year
- Learners will brainstorm ways in which they can incorporate the unique aspects of their cultures into their stories

Why: Many new writers struggle to generate ideas for stories in their mother tongues, and may rely on borrowing materials from other cultures. By considering the cultural events in their places, they can produce stories that are interesting and understandable for new readers.

Materials and preparation:

- Chart paper or student handout for cultural calendars

Learning activities:

<p>Connection When you were a child, what was the most special time of year in your village? What did you look forward to experiencing during that time?</p>
<p>Content Earlier in the workshop, you had the opportunity to discuss the features of good stories in your culture. You probably have spent some time in this workshop writing down folktales that you already know. Besides recording folktales, you also want to write some new stories. Where can you find ideas for your new stories? The special things about your culture can be a wonderful source of ideas for your writing. Your culture has many special festivals, traditions, and art forms that can be included in the stories you write.</p> <p>One tool for beginning to think about cultural information to include in your books is to create a cultural calendar. During this exercise, you will think about important agricultural activities, free time activities, games, and cultural customs that happen throughout the year.</p> <p>Work in your language teams to complete a cultural calendar. You may wish to create a calendar on chart paper, dividing a large circle into 12 months: you can add the significant activities into each section of the chart. Alternatively, you may wish to complete the cultural calendar handout together as a team.</p>
<p>Challenge Choose one significant event from your cultural calendar (e.g., a festival, a local game, an agricultural activity). Then brainstorm ideas of stories that you could write based on that theme. For example, in some places a new year’s tradition is to make special treats with sticky rice. With that theme, you could write a story of some children who learn to make these treats from their mother, a story of children who learn to share their special new year’s foods with their friends, or a recipe book of special new year’s foods.</p> <p>When you have finished brainstorming story ideas for your first theme, do the same for 2-3 other themes.</p> <p>Choose one story idea and write a first draft of that story. Share it with your other language team members.</p>

Change: How does thinking about your culture give you new ideas for stories? How do you think people in your village will receive these stories?

Module 15: Writing for new readers; Characteristics of books for new readers

Objectives:

- Learners will understand features of writing that is effective for new readers
- Learners will be able to describe the features of beginning reading materials
- Learners will write a story for beginning readers that uses repetition effectively

Why: New readers have different needs than fluent readers. Early in a literacy program, there is a need to develop materials for readers with a range of reading abilities, particularly materials for early readers.

Materials and Preparation:

- Example of a story that uses repetition effectively
- Handout on beginning reading materials

Learning Activities

Connection

Listen to the following story that was written for young children. Why do you think this kind of story might be good for new readers?

I Like Fish (Story by Liz Foerster, Payap University Linguistics Institute Training Unit, Chiang Mai, Thailand, 2010)

There is a boy named Tim whose father raises fish but Tim does not like fish.

His friends wanted him to like fish so they told him why they like fish.

"I like fish because they can swim fast."

"I like fish because they are colorful and pretty."

"I like fish because they eat mosquitoes."

"I like fish because catching them is fun."

"I like fish because they look funny."

"I like fish because they taste good!"

After Tim listened to his friends he decided he would like fish too.

He told the fish, "I want to be your friend."

But the fish said, "How can we be your friend if you eat us?"

Content

Why do you think it is important to write books for new readers?

Some things to remember when writing for new readers are: (refer to student handout)

- Pick topics that people are familiar with, within their daily lives.
- Use natural language, not stilted short sentences. Some people think that new readers need very short sentences. But actually, this type of writing is more difficult to read because it's stilted and unnatural.
- Avoid using too many unusual, borrowed or large words per story
- Use action, adventure, suspense. This keeps the reader reading, even though the task may be difficult.
- Don't make the stories too long. On the other hand, they should be long enough to give good reading practice.

- Use repetition. This is an important feature in books for new readers. The use of repetition does not mean that words are repeated in unnatural ways. Instead, it means that words, phrases and themes are repeated in natural and interesting ways. Each time the word or phrase is encountered, it becomes easier for the reader to read.

At the beginning of the workshop we talked about building a “bridge” from simple books to more difficult books. What should books for new readers be like?

1. They use familiar topics and natural language.
2. They use simple sentences.
3. Each page has a picture with the same meaning as the text.
4. Early books for beginning readers have 4-8 pages, with one sentence per page; books for later beginners have 6-10 pages, with 1-3 sentences per page. Being able to read these books all the way through gives new readers a good sense of accomplishment.

Take a few minutes to look at the handout on books for new readers. Are there any other points that seem important?

During this workshop we will focus most on writing these kinds of books for new readers.

Challenge

At the beginning of this module, we read a simple story together. Let’s take time to look at this story again. How do you see the characteristics of a good story for new readers in this story.

Your challenge for this module is to write a story that uses repetition.

Change: What ideas do you have for books for new readers? What would children like to read? What would adults who are new readers like to read?

Module 16: The writing process

Objectives:

- Learners will understand the main steps of working towards a finished story: pre-writing, writing, editing, publication, and testing
- Learners will begin to follow the steps of story creation and revision as they continue on in the workshop

Why: Learners will understand that good quality writing is a multi-step process, and begin to move their focus from drafting texts to the whole process of story development and publication.

Materials and Preparation:

- Handout on the writing process

Learning Activities:

Connection

Think about something that either you or people in your family do on a regular basis. (e.g., making a meal, planting and harvesting rice, making clothing).

Take a few minutes to write down all of the steps involved in doing that activity. Share the activity and the steps with the group.

What would happen if you left out a step or did something in the wrong order?

Content

Writing is another activity that has many steps. There are five main parts of the writing process, and each of those parts has some smaller steps.

The five main parts of the writing process are:

1. Pre-writing
2. Writing a first draft
3. Editing
4. Publication
5. Testing

Pre-writing

Pre-writing steps are done before you start writing the first draft of your story. Pre-writing is when you plan what will happen in your story. Some steps you may want to include in pre-writing are:

- a) Planning the plot of your story/ Using a storyboard to plan out the main events in your story
- b) Using a character diagram to plan the characters
- c) Telling the story to a friend/ recording the story

Writing a first draft

Once you have planned the main elements of your story, you are ready to begin writing. It is wise to write on every other line, and perhaps in pencil, so you are able to easily make changes to your first draft.

Editing

Later in the workshop, we will talk more about the steps in the editing process. Even very experienced writers do not write a perfect story on their first draft. Editing is a key process in making your story the best it can be. There are two main parts to the editing process:

- a) Editing your own writing
- b) Having others edit your writing

We will talk more about the smaller steps in the editing process in the next module.

Publication

Once your story has been edited, it is time to prepare it to be published as a book. The steps in publication include:

- a) Choosing the layout and format for your book
- b) Drawing pictures and/or working with an artist to illustrate the book
- c) Typing the book into the computer
- d) Printing and photocopying your book

Testing

After you have published some test copies of your book, you will want to test it with people in your community to see if you should make any more changes. Later in the workshop we will talk more about how to test a book.

Challenge

Consider a piece of writing that you have done so far in this workshop. List the steps of the writing process you completed so far. What did you do at each step?

What steps do you still need to complete before the story/book is finished?

Change: Were you surprised by any of the steps in the writing process? Which ideas were new to you today?

Module 17: Editing your writing

Objectives:

- Learners will understand how editing can improve their writing
- Learners will develop strategies for self-editing their work
- Learners will develop a willingness to allow others to peer-edit their work, and will develop techniques for peer-editing the work of others

Why: All writers need to revise their work before it is ready for publication. New writers benefit from learning that this process is not “punitive”, but that it is designed to help them grow as writers

Materials and preparation:

- Handout on self and peer editing

Learning Activities:

Connection

A famous quotation about writing says that, “There is no such thing as good writing, only good rewriting.” Do you think that this is true? Why or why not?

Content

Every newspaper and book printed has an editor. An editor is someone who makes sure that what is written will be of interest to the reader and that it is written so that the reader will be able to understand it. Editing makes the story better; almost no one can write a story that is perfect the first time. Even professional writers have people who help to edit their work.

There are two main steps in the editing process:

1. Editing your own work.
2. Having someone else edit your work.

After you write your first draft, it is good to take break from working on that story. Once you have had some time, then you can go back and re-read your work.

You may want to read the story out loud to yourself to help you get the “feel” of your story and identify things you might improve.

- Check the content: You may want to improve your story by adding more descriptive words, adding more details to the plot, or adding more information about the characters. Ask yourself, “Is this story interesting?” “Is everything in this story clear?” You will also want to be sure that the content of the story is appropriate for your audience. For example, some topics may not be appropriate for young children’s stories. Be sure that the content is acceptable for the age and experience of those who will read the story.
- Check the structure:
 - Are the sentences too long or too short? Are there new paragraphs in the right place?
 - Does this story sound how a good story in my language should sound?
 - Is there anything that should be added or deleted?
- Check the details: This step is also called proofreading. Look at the story carefully and check that words are spelled correctly and that punctuation is used well.

Once you have checked the story yourself, you will want to share your story with at least one other person who can suggest other improvements to your work.

Here are some questions you can ask someone who is editing your work (*Adapted from: Foerster, Liz, and Mary Beth Saurman. Overview Workshop for Producing Culturally Relevant Language Development Materials for a Mother Tongue-Based Education Program*)

1. Writing style: Was the style of language I used clear and easy to understand? Are the sentences and paragraphs in the right place? Does it sound like a good story in our language?
2. Characters: Can you 'see' the characters in your mind and describe them? Do they seem real?
3. Plot: Is this story clear? Are the events exciting or interesting? Is it appropriate and acceptable for the target audience?
4. Details: What could you 'see, hear, smell, feel, touch' in this story?
5. What did you like best about this story?
6. Do you think I can change anything to make this story more interesting?
7. Did I make any mistakes in spelling and punctuation?

Challenge

Today will be your first opportunity to practice the editing part of the writing process. Take a few minutes to choose something that you've already written in this workshop that you think you would like to publish in a book.

First, we'll take some time to edit our own work. When everyone has had enough time, pair up with a partner on your language team and peer-edit one another's stories. If you still have time, work with a second peer editor.

How did your story improve during the editing process?

Change: How do you normally react when you receive feedback from someone else about your writing? Has anything you learned in today's session changed your feelings about receiving this kind of feedback?

Module 18: Using pictures well

Objectives:

- Learners will understand the characteristics of good illustrations in books for new readers
- Learners will be prepared to work with an artist from their language community and/or produce simple illustrations for their work
- Learners will explore various methods of producing illustrations for their materials

*Note: If learners are also interested in illustrating their own materials, the trainers may wish to arrange for a short artist training either within or as a supplement to this workshop.

Why: Materials for new readers require illustrations that support the meaning of the text. Each language team will need to develop a strategy for illustrating their books.

Materials and preparation:

- Handout: Publishing your book
- Examples of illustrations in various styles

Learning Activities:

Connection

(If available, present a selection of materials with different styles of illustrations).

Which of these pictures is most attractive to you? Why?

What kinds of pictures/artwork are liked by most people in your culture? Why?

Content

So far this workshop, we've focused most on developing good writing skills. For the next few modules, we're going to focus on the steps we will take in order to produce books with the stories that you're writing.

One important step in preparing your writing for publication when you are writing for new readers is adding pictures. Why do you think pictures are important for stage 1 books?

Pictures help to:

- Help new readers understand the text they are reading
- Help to make the book more interesting

What are the characteristics of good illustrations?

- They relate clearly to what is happening in the text.
- They are drawn by someone from your language/cultural group, or by someone who is familiar with your area. This helps to make sure that the objects in your illustrations are familiar and recognizable to the readers. For example, rice fields don't look exactly the same in every place- you will want the pictures to look like the rice fields in your place. You will also want the people to look like people do in your area.
- The pictures should be simple line drawings. Pictures with too many details or a lot of shading are less clear, and may not copy well.

In books for new readers, you will want one picture on every page. In books for more experienced readers, you can have more text and fewer pictures.

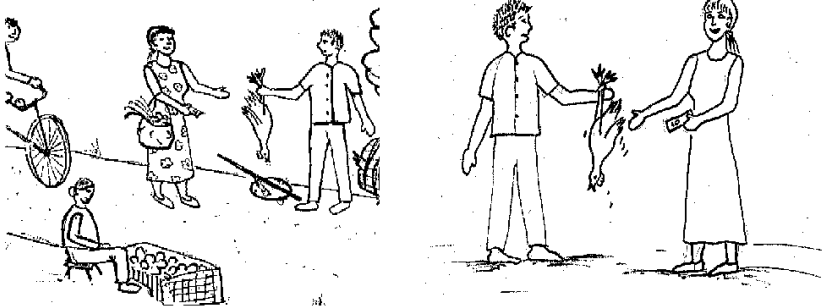
There are several ways to find illustrations for your materials. In many cases, you may wish to draw your own pictures, or work with an artist to draw pictures. Other ways of illustrating your materials include:

- Creating scenes from clay, and taking pictures of these scenes
- Taking photographs to illustrate the content of your story (some computer programs can adjust these photos so that they look like a picture that someone has drawn)

Can you think of other ways that you might illustrate your stories?

Challenge

Let's consider the following two illustrations (taken from Malone, 2013)



Which picture is better for new readers? Why?

Note: The trainer may choose to use different examples and/or draw sample illustrations on the board for learners to consider.

Change: How do you plan to illustrate your stories? Will you draw your own pictures? Is there someone else on your team that you would like to work with?

Module 19: Laying out your book

Objectives:

- Learners will discuss the features of good book layout
- Learners understand how the arrangement of text, pictures, and use of font can improve the reading experience

Why: Well-designed books will be more attractive to new readers, and will not create unnecessary barriers to reading.

Materials and preparation:

- Handout- Publishing your work
- Examples of books with different layout styles

Learning Activities:

Connection

There is a proverb that says “You can’t judge a book by its cover”. Do you think this is true? Do you judge the value of a book by the way that it looks? What advantages do attractive books have over books that may be less attractive?

Content

Show examples of different layouts, some good, some cluttered or boring. Which do you like? Why?

What is layout?

Layout is arranging the spaces, script, headings and pictures to make the book more interesting and easier to read.

What makes a book more interesting or easy to read?

- pictures
- spaces
- clear text

The cover is the first thing people will see about your book. You should make the cover so that people want to look inside. (look together at some examples)

What do you think makes people want to read what is inside the cover?

You will also need to choose the size of your book. Most of the books you make you will want to print on the printers either at the training centre or at home. It is much less work if you use a size of paper that is easy to get and copy (e.g., a full sized A4 page, or A4 paper folded in half)

Font choice is also important for new readers. Here are some things to remember

- Choose a simple, clear font
- Italics are difficult for new readers, underlining can also be difficult to read if your language has tone marks

- Bold font can help to show headings
- Books for new readers should use larger text than books for experienced readers

Make sure there is a good amount of **space** on the page. A book that has too much text or too many pictures on one page can be confusing for new readers. Make sure each page has a large margin, and that things are not crowded.

Challenge

In your language team, choose one story that a member of your team has written. As a group, design a cover for that book. Choose a font, a cover illustration, and lay out the page. Who is the intended audience for this book? Why do you think this cover will appeal to your intended audience?

Change: Are any of the ideas about book layout new to you? Which principles are most important for you to remember?

Module 20: Making and printing a PDF booklet

Objectives:

- Learners will understand the steps involved in entering their text and drawings into the computer, and preparing their layout
- Learners will consider the advantages of maintaining PDF copies of their work

Why: Language teams benefit from becoming self-sufficient in book publication. This can be achieved through training them in a simple self-publication process.

Materials and preparation:

- Handout: Publishing your work
- Learners will benefit from access to a computer (ideally, at least 1 computer for 2 learners). If available, the trainer may wish to use a projector to demonstrate the material.

Note: This module assumes that at least some participants have already completed some basic computer training. Details of specific software are not provided- contact your technical support person for recommendations of the current best software choices.

Learning Activities:

Connection

What books are usually available to people where you live? Where are they published and printed? How do you think that you will publish and print your books?

Content

So far this workshop, you've written some stories, and considered how to illustrate and lay out the books. Today we will learn the steps in putting your books into the computer and printing them so that they can be published and copied.

Here are some steps to follow (demonstrate with a projector if possible)

1. Create a new document (it is best to do this in a desktop publishing program, rather than in a normal word processor. In a desktop publishing program, you have more control of where the text and pictures are on the page). Save the document with the name of your book.
2. Leave one page for the cover, and then another blank page.
3. Create a title page. It should have the title of the book, the name of the author, the illustrator, the date of publication, and the edition number. You may need to translate this information into more than one language.
4. Leave one blank page after the title page
5. The next page is the first page of your book. Type the text that belongs on that page. Do the same until your whole story is typed into the computer on the right pages.
6. Scan the pictures that you or another artist drew. Add them to your book.
7. Add page numbers to the book.
8. Look over the book one last time. Make sure everything looks as it should.
9. Save the book as a PDF file. A PDF file is a file you can't make changes to, but it looks the same on every computer. This kind of file is easy to use if you need to print from a different place later on, as your book will always look the same.
10. Print your book. Make sure it looks as it should- if there are problems, go back, make the changes, and save the file as a PDF again.

(Note: If a template exists for booklets in your project, show the learners how to do these steps on the template they will be using).

Challenge

Now it's time to try these steps, and to prepare one of your stories to be published. You can choose to work on your own, or to work with a partner to produce a book together.

Change: What steps in this process do you know how to do well? With what steps do you still need help? How do you want to learn those skills during this workshop?

Module 21: How to test a story

Objectives:

- Learners will be prepared to conduct community testing with the intended audience for their stories
- Learners will follow a series of steps for testing story content and artwork with community members (e.g., teachers, elders, language committee members)

Why: Before printing many copies of a resource or using it in an education program, it is wise to test that the material communicates clearly to the target audience.

Materials and Preparation:

- 2 story testing handouts (testing with an intended audience/ testing with community leaders)

Learning Activities:

Connection

Have you ever read a book that had mistakes or was hard to understand? How did you feel about that book? What did you want to change about it?

After this workshop, you will go home with several new books in your language. Why might it be important to test those books before we print many copies?

Content

Once a book is written it should be read. When it is read the book should be understood. You want to make sure that the books you make will be read by your people and understood when they are read.

Testing the first draft of the books before they are produced in a large quantity is a good way of seeing whether the books will be read and understood.

What are some ways that you can test your books?

(Adapted from Malone 2013)

Here are some good strategies for testing your book:

1. It is helpful to test with two kinds of people
 - a. People who are very good at speaking your language (e.g., older people, people on the language committee), and who know your culture very well. Test the book with at least three adults who have not seen the book before.
 - b. People who are part of the audience for your book (e.g., if your book is mainly for children, test the book with children, if your target audience is mothers in your village, test the book with women who are mothers)
2. It is helpful to test both the language and the pictures in the book

Some other notes about testing

- Make sure the person you are testing the book with is relaxed and comfortable- this may be a new experience for them.
- Make sure the tester understands that they are not the ones being tested- their job is to give suggestions for improving the book.

Testing with adults who are good speakers of your language

On a sheet of paper, write the title of the book, the author, and the date tested (see learner handout)

Then, write the numbers of each page of the book.

1. If the person can read your language, ask them to read the book. On your page, mark down each place where the person makes a mistake or seems confused. If the person cannot read your language, read the book to them. Note any pages that are not understood well.
2. Ask the person: Is the language in the book good? Is there anything that needs to be changed? (Write down their specific answers).
3. Ask the person: Are the pictures in the book good? Are there any pictures that need to be changed?
4. Ask the person about the layout of the book. Do they like the cover picture? Is the font a good size?

Testing with people in the target audience (e.g., children)

1. Write down 2-3 questions about the most important content of the story. Also write down your answers.
2. Write down 2-3 questions about the pictures in the story (e.g., What is happening in this picture?) Write down your answers.
3. Read the book to the person who is a part of your target audience. Ask them the questions about the story and the pictures. Are their answers correct, or very different

from the correct answer?

If the people in the target audience do not understand the story, consider what you should change to make the story more understandable. Make a list for yourself of revisions that would be helpful.

Another way to check if the story is understood well is to ask the person to tell the story back to you. Note any parts that the person did not remember well or understand correctly.

Note: It is often helpful if the person testing the book is a different person than the author - sometimes people might be afraid to tell the author of the book if there are things they didn't like. A different trained tester can be more objective.

Demonstrate the testing process using the 2 testing handouts

Challenge

Let's take some time to practice these testing steps. Work in a team of 3. One person should play the role of the tester. One person can play the role of a good speaker of the language (e.g., community leader); work through the first testing worksheet with that person. Another person can play the role of a target audience member. Work through the second testing sheet with that person.

When you have finished testing one story, switch roles and test another.

Change: What do you imagine testing stories will be like in your village? With whom will you test the stories from this workshop?

Module 22: Distributing your books

Objectives:

- Learners will consider various channels for the distribution of their books
- Learners will prepare a preliminary plan for book distribution in their context

Why: In order to launch a sustainable literacy program, learners will need to develop a strategy for distributing books throughout target areas.

Materials and Preparation: n/a

Learning Activities:

Connection

Role play the following situations:

- One household in the village has all of the copies of a new book, while no one else has any
- Many non-readers have copies of the books, but there is no one to teach them how to read the books
- Only people of high status/ who have a lot of money are able to access the books

What do you think might cause these situations? How could they be avoided?

Content

After this workshop, you will have some new books to take home- soon you will see people read and enjoy the stories you have worked so hard to write. How will people be able to access the books. Here are some questions to think about:

- Who will print /reprint the books?
- Who will read the books?
- How will they get the books?
- Do they know how to read the books?
- Who will teach them to read the books?

For a literacy program to be effective, there needs to be a sustainable way for people to access new books on a regular basis.

- Many people may want to buy books on topics that are important to them. You will need to consider what a fair selling price for books in your area should be. The selling price should cover the cost to print the book. You may want to set up a revolving fund for book printing- when you sell a book, the money will go back into that fund to print more books in the future.
- Many people may not be able to afford to buy every book that they would like to read. Some books are only read one time. For these reasons, it may be a good idea to have a library as well for people to borrow books.
 - A library allows people to read more books than they might be able to buy, and so will help them gain reading practice.
 - You will want to consider where you will keep the library books (community centre, school, church?), and who will be responsible for the library.
 - A small library can be kept in a sturdy plastic or rubber box.
 - You may want to have a mobile library, where the library box is brought to different places on a regular basis.

Challenge

In your language teams, make an initial plan for how you will distribute your books:

How will you let people know about the books?

Which books will you sell? Where? For how much?

What kind of libraries would you like to have? Where? Who will be responsible?

Share your plans with the trainers/ other language teams.

Change: Are there problems related to book distribution that you hadn't considered before? What solutions have you discovered today?

Module 23: Assessing literature needs for your group

Objectives:

- Learners will describe the basic characteristics of literacy materials at different stages
- Learners will consider future materials development needs for different audiences

Why: Learners should understand the ongoing nature of literature development within a literacy program, and begin to strategize a plan for developing literature that will meet the needs of beginning, intermediate, and more advanced readers.

Materials and preparation:

- Handout: Stages of literacy materials
- Whiteboard, small notepaper, tape, markers

Learning Activities:

Connection

On the board, make several headings:

- Children
- Youth
- Adult men
- Adult women
- New readers
- Educated people

Distribute notepaper to participants. On each note card, write things that readers in each category would like to read. Tape the notecards under the correct headings, and read together as a group.

How are the needs of each group different? How will that affect the kinds of books you will want to produce?

Content

Remember earlier in the workshop when we discussed the “bridge” of literacy materials from simple books to more difficult books.

If a person is “walking” across the bridge and there are holes in the bridge, where is he likely to fall through first?

The biggest needs are often in stage one, the easiest stage. There are often very few books for new readers (adults) or children.

But if this part of the bridge is not strong and secure, the readers will “fall through” without ever reaching the other stages.

During this workshop, we’ve focused on easy reading materials because there are many new readers in your communities. But it is also important to consider the types of materials you will want to develop in the future- otherwise it will be difficult for your new readers to continue to improve and develop more advanced literacy skills.

There are two major factors that determine the difficulty of a book:

1. The familiarity of the content to the reader
 - a. Books about familiar topics are easiest to read
 - b. Books with new information are more difficult
 - c. Materials that are translated/adapted may be most difficult
2. The complexity (e.g., length, language use) of the text

Read together the first part of the handout – What makes a book easy or difficult? Give some examples of topics that would fit into each of these categories.

Read together the second part of the handout- Characteristics of books for intermediate readers. How are these books different from the books for beginning readers you are working on now?

So far in this module we’ve considered the following things about literature production:

1. We need to make literature that meets the needs of different audiences.
2. We need to create literature at different levels of difficulty, so that new readers can walk

over a bridge from easy to complex reading materials.

Challenge

Consider the following book topics:

- story about ___'s trip to _____
- a story that tells about what to have children drink if they have diarrhea
- a folktale
- a story from the Bible
- an old story you heard from your grandfather
- a story about how North Americans grow vegetables
- a story about how you grow vegetables

Rank them in difficulty from easiest (good for new readers) to most difficult.

Consider again the audiences you wrote on the board at the beginning of the module. Rearrange the papers under each audience column- at the top put the materials for early readers, and towards the bottom put the kinds of materials that are for more advanced readers. Can you think of any book ideas you would like to add?

Change: Consider the chart you created together of audiences and material ideas. Would you like to copy down ideas for future use?

Module 24: Planning the next steps for your writing

Objectives:

- Learners will prepare a follow-up plan for continued writing and materials production following the workshop

Why: In order for literature production to become an ongoing local activity within the community, learners will need to plan how they might continue to use their skills at home.

Materials and preparation: Notebooks and/or computers for preparing plans

Learning activities:

Connection

Dream ahead five years into the future. What books are available in your language? How were they written and published? How do you feel about your language having these new books?

Content

After this workshop, we would like you to continue to use your writing skills to make more books in your language.

Please include the following in your plan:

- what needs to be done?
- when does it need to be done?
- who will do it?
- where will it be done?
- how will it be done?
- what materials do I need to do it?

Can you think of any other questions that you will need to answer?

Challenge

In your language teams, take time to make your plan. Share the plan with other workshop participants/trainers to ask for additional suggestions.
How will you stay accountable to following this plan?

Change: What help or resources do you need to be successful with your plan? How can you access these things?

Primer Development Workshop

Objectives:

By the end of this workshop, the participants will be able to:

- Describe a balanced method of reading instruction that incorporates both accuracy-based and meaning-based activities
- Identify the target audience(s) for their beginning reading materials
- Develop an overall structure for basic reading materials (primers, workbooks etc.)
- Use primer development software to determine an appropriate sequence for primer lessons, to choose key words, and to identify teachable text
- Develop effective reading and writing exercises for each lesson
- Teach a primer lesson following a consistent sequence of steps
- Use desktop publishing software to format and publish initial drafts of their primer materials
- Test the primer lessons in the community

Prerequisites

- To join this workshop, the language should have a tentative orthography that has been approved by the community, a wordlist of at least 1000 words written in the orthography, and a small body of mother-tongue authored texts (used for primer software)
- Prepared Symphony software (see <http://call.canil.ca/> for information)

Learning Modules

1. Reading for meaning and accuracy
2. Choosing a primer format
3. Determining teaching order (frequency counts)
4. Planning the primer lessons
5. Parts of a primer lesson (writing a first lesson)
6. Choosing writing exercises
7. Preparing review lessons
8. Teaching a primer lesson
9. Practice teaching: Giving and receiving feedback
10. Testing the primer

Suggested Scheduling:

Depending on the number of elements to be taught, a team of 4-5 should be able to complete a primer or primer series within 3-4 weeks.

Week 1: Modules 1-6: Participants will determine the overall structure of their primers, use Symphony to plan the content of each lesson, and begin writing primer lessons.

Week 2: Module 7: Participants will continue writing primer lessons, and will prepare review lessons.

Week 3: Participants will finish preparing primer lessons. Depending on the pace of the group, they may move on to Module 9 and practice teaching.

Week 4: Module 10: Participants will prepare for primer testing and teaching the primer to a small test class

Expected Outputs:

- Teams will prepare the draft/test version of their primer materials (and workbooks, if applicable)
- Participants will test the primer materials in the community before attending the next workshop (Teacher Training)

Sources:

Rempel, Robin. "Fast, Easy, Effective Primer Making! Multi Strategy Economy Model." READ 39.1 (2004).

Barnwell, Katherine. "A Workshop Guide to Primer Construction." 1985

SynPhony: The Search Engine for Literacy. <http://call.canil.ca/>

Software

SynPhony is a primer development software program that helps teams develop primers more efficiently, while maintaining, or even improving, the quality of the curriculum produced. One of the more difficult aspects of primer development is generating key words, sentences, and texts that incorporate only material that has already been taught. SynPhony is able to search the wordlists and texts that have already been produced in the language to suggest good keywords and to find readable material for learners. This frees up the primer development team to focus on the creative tasks of producing quality curriculum- such as writing interesting stories, producing artwork, and generating meaningful learning activities. Using SynPhony can significantly reduce the time needed to produce basic primers, without losing quality.

What does SynPhony do?

SynPhony can:

- Generate frequency counts (these can be based on a much larger corpus of text than can be used for manual frequency counts).
- Find words within a large text database that contain only letters that have been previously taught (very useful for finding appropriate key words for each lesson).
- Check primer stories to make sure that only previously taught letters have been included.
- Search for readable text (useful for generating ideas for student read stories).
- Create simple exercises (particularly for Roman-script orthographies-e.g., word search pages).

Preparing to Use SynPhony

SynPhony is a web browser based tool. This means that it works like a webpage that can be opened on any modern web browser, without needing to install special software. SynPhony tools are created by producing a web page, following a series of simple steps. The trainers can either choose to complete this process themselves, or work with the computing team. The basic steps in the process are:

1. Obtain the latest version of the SynPhony software files (e-mail norbert.rennert@sil.org)
2. Gather a wordlist and texts in the language (e.g., wordlist files from FieldWorks, stories from a Writer's Workshop, translated scriptures etc.). The wordlist should be at least 1000 words in length.
3. Open the segmentation.html file from the SynPhony package, and follow the instructions to input data and create the SynPhony pages.

It is wise to allow sufficient time in order to seek any needed assistance, and to ensure that the software works correctly. Beginning the process one month before the intended workshop date is recommended.

After the SynPhony webpage is created, the training team and participants only need to interact with the finished software (not the segmentation pages). Before the workshop, the training team will also want to practice using the features of the software that will be used during the workshop. The program functions like a typical webpage, and can be learned with only a small time investment.

The folder with the SynPhony pages should also be transferred to any project/participant computers at the start of the workshop. Workshop participants with basic computer skills can also become users of this software with only brief training.

Using SynPhony in this workshop

The trainer's notes for this workshop have been developed with the assumption that the trainers are using SynPhony primer software. The steps presented will be kept fairly general, as the software is continually being refined and improved. However, you will be directed to the basic functions that will be needed each step of the way, with instructions on how to incorporate the software into the learning modules.

For languages with very new orthographies, and teams that are new to writing, it is important to be aware that there may be errors in the SynPhony data (it can only read the data it has been given!). Learners should be aware, for example, that some of their own previous spelling mistakes may be present in the data generated, and that they will have to adapt accordingly. Users of more standardized orthographies should not experience this problem.

Primer Formats

The primer development process outlined in these workshop materials is based around integrated approaches to teaching reading. It is based upon the idea that a methodology that incorporates two "tracks" - one that is meaning based and one that focuses on accuracy - is the most effective way to promote strong early reading skills.

Because these training materials are designed primarily for community-based literacy programs, it is likely that both local resources and time for teacher training is limited. For these reasons, the literacy materials are also intended to be simple, with minimal teacher training time and easy distribution to remote areas. Along with the teacher training approach presented in the Teacher Training workshop materials, the primer component is most similar to the Multistrategy Economy Model (MSEM), developed by Robin Rempel. An outline of the main features of this model can be found above in the workshop sources. In this model, both meaning and accuracy based reading activities are included in the primer materials.

In the primer model described in these materials, lessons begin with a teacher-read story. This story includes the lesson's key letter/words, but is not otherwise restricted for content. The other main meaning-based component is found in the student-read story, which is restricted only to previously taught items (this is not a typical feature of the MSEM, but has been found useful in providing students with additional opportunities for successful independent practice). Instruction focused on accuracy is provided in reading drills, and writing exercises.

Sample Lesson

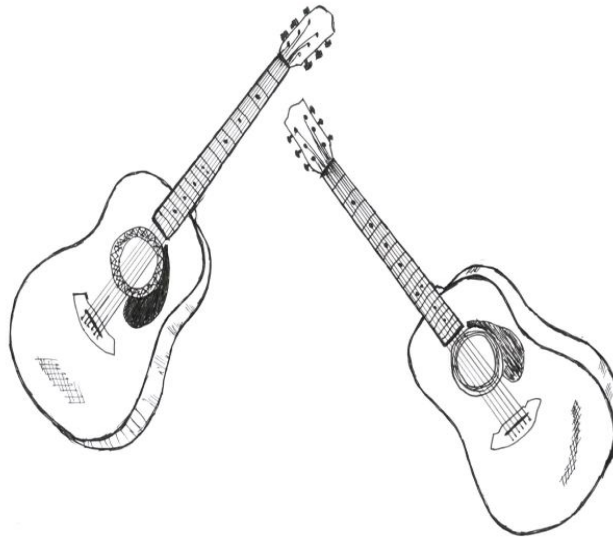
suan: to: pawt 6

i

Key letter

pax ting sawng: an:. ting ak cee heen: meen i kaam:.
ting ma teum ak lum meen i ngo:. kai: eng taw pax tee
no: seng: kun: ma ceux. va ic kaw ti: ting kai: sawng:
an: tin. meen ic, meen see meux kaw ii: pan: tee fang:
seng: ting tin saeng:.

Teacher read
story



pax ting sawng: an:.

Key sentence

ting

Key word

ing

i

Key word broken down to the key letter

ting
ing
i

i i
im ki
im: kit

Reading drills

ting	im:	kit
------	-----	-----

Word reading practice

1. tiam lat meun: ma tang thex heen neu:.

4
|

im:

ting

Handwriting practice

2. khel: to: ma ko: huangx yaen law: ma meux
meun: ka tix kaw khit lat cu ma ti neu:.

i	m
k	n
m	aa
n	k
aa	i
ng	o
o	ng

Reading and
writing
practice
exercises

3. khel: to: ma tiam un: ual: ngaai: yaen keun law:
ma meux meun: eun: kaw khit heen: no: mawn: neu:.

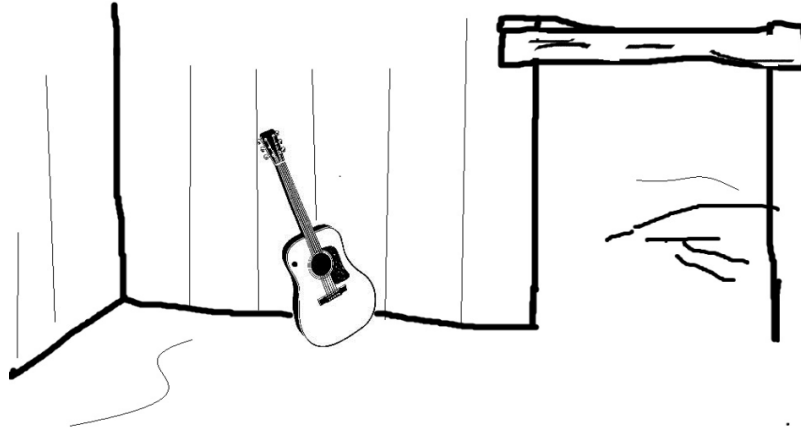
1. im: = mi im: im ngi
2. kit = ki it kit kim
3. ting = tin ing ni ting

ii: no: om: ko: kaang: naa:.
ii:

Functor
lesson

ting ngot ko: kaang:.

ii: ngot ko: kaang:.



Student read story

Note: Primer formats may vary (e.g., some groups may have workbook components separated from the reading exercises in the primer; groups with non-Roman scripts will use different drill formats). There is some flexibility within the broad structure of the method.

Module 1: Reading for meaning and accuracy

Objectives:

- Learners will understand the importance of including targeted instruction for both meaning and accuracy.
- Learners will understand how an integrated approach that addresses paragraph level, sentence level, word level, and phonological information can be used in basic instructional materials.

Why: Effective instructional methods for community programs may be somewhat different than what learners have experienced in their own education. Understanding some basic reading theory will help learners make good decisions as they develop their curriculum, and be able to train others well.

Materials and preparation:

- Module 1 learner handout (Reading for meaning and accuracy)

Learning activities:

Connection

What do you remember about learning how to read? How do you think you came to be a good reader?

If you were to teach someone else how to read, what do you think you might do?

Content

Learning to become a good reader (and to write well) involves two main tasks:

1. Understanding how the symbols in the written language represent the spoken sounds in your language. Being able to do this is called decoding.
2. Being able to understand the meaning of what you read. This is usually called reading comprehension.

What enables us to read is not simply the visual information (what lies on the page) but also our knowledge of the world and language that we bring to the task.

Fluent readers can decode the text and understand the meaning simultaneously - but both skills need to be taught to beginning readers. They need to be taught to identify and blend:

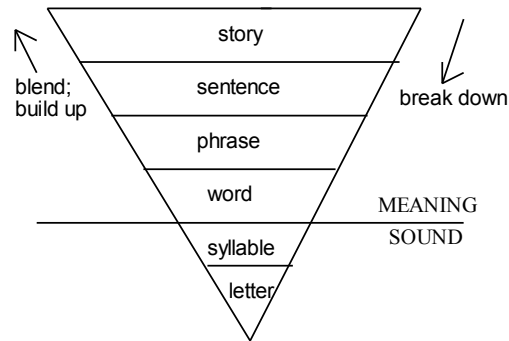
letters /syllables → words → sentences → stories

and be able to see that

stories → are made of → sentences → words → syllables/ letters

There are many different methods, models, and theories as to the best way to do this.

- Some methods begin with parts of words and build up to the story.
- Some methods begin with the story and break down to parts of words.
- Some methods begin with the word and build up to the story as well as break down to parts of words.



Some methods begin with the letters and build up to the story.

Some methods begin with the story and break down to the letters.

Some methods begin with the word and build up to the story as well as break down to the letters.

An integrated approach (Glenys Waters)

In this approach, the primer lesson is taken from a meaningful text which people want to learn to read. Within that context whole units are divided into smaller parts (until the smallest unit that can be written in that orthography) but are then quickly put back into words, sentences, paragraphs, and so kept within a meaningful context.

whole---- part---- whole

text (paragraph/story)
sentence
word

parts of words (syllable/letter)

word
sentence
text

The principles that we want to follow when we develop reading lessons are:

1. Our learners always read for meaning. We always use real words, and each lesson has a text or story that is meaningful.
2. Our learners always practice putting together sounds and symbols. Focusing on small units helps them to develop this skill.

Later in this workshop, we will learn together how to incorporate both if these principles into our lessons.

Challenge:

Let's practice breaking down a text into smaller units.

1. Write a short story on the whiteboard.
2. Break the text into sentence, phrase, and word units
3. Consider the smallest unit for breaking down words in your language:
 - a. Break the words into syllables
 - b. Can you break words into letters easily in your language? What is the smallest unit that you can read? (typically languages using alphabet scripts (e.g., Roman script) will be able to break down into letters, whereas in non-Roman scripts the syllable is often the smallest readable unit).

Change: How did your idea of how people learn to read change? How will this impact how you consider teaching others to read your language?

Module 2: Choosing a primer format

Objectives:

- Learners will be able to articulate the basic learning objectives of a primer series/ basic literacy curriculum.
- Learners will be exposed to a variety of sample literacy materials.
- Learners will choose an overall instructional format for their basic literacy curriculum, based on the needs of their main target audience(s).

Why: Learners need to consider the factors that will shape their design of a primer series, in order to produce a curriculum that will meet the needs of their local situation well.

Materials and preparation:

- Examples of good quality basic reading materials (primers, workbooks etc.)
- Chart paper/ markers

Learning Activities:**Connection**

Do you remember using primers when you learned to read any of your languages? What do you remember about these primers?

What should be included in a good primer? After studying a primer, what should the learner be able to do?

Content

Our objective for this workshop is to produce the books, workbooks, and other curriculum that you will use in the first literacy classes in your community. Often we refer to these types of materials as primers. By themselves, they are not enough to help someone become a good reader- as we talked about in the writer's workshop, to become a fluent reader, learners also must have the opportunity to read many different books, progressing from easiest to more difficult.

So where does a primer fit into the process of learning to read? By the end of a primer or primer series, the learners should be able to:

- read every letter in their alphabet

- write every letter in the alphabet
- read a simple story on a familiar topic (8-10 sentences)
- spell familiar words correctly
- write sentences on familiar topics

Can you think of anything else you would add to these objectives?

This provides a basic foundation for learners to progress to reading more difficult materials on things that are interesting to them.

Though all primers will have similar goals, not all primers have the same format. In order to determine the best kind of teaching materials for your community, there are several questions to consider:

1. Who will be using the primer? adults? children? mixture? (If the primer is only for a specific audience, you will want to include content that is relevant and interesting to them. If the primer is for a mixed audience, you will want to find a balance- making sure it is neither childish nor too difficult for young learners)

2. Do many or most potential learners already read another language? If so, it may be more beneficial to produce a transfer primer, which builds on the learners existing skills and helps them transition to reading their mother tongue.

3. Who will be teaching the primer? How much training do they have/they will have? (Many local classes are taught by people who aren't normally teachers. The lessons should be easy to learn how to teach)

4. Where will it be taught? school? home? church? (If it is for school, are there specific requirements?)

5. Will it be taught in small groups? big groups?

6. Is it difficult to transport materials out to where the teaching will take place? (It is often easier to have all of the materials needed for the class available in a single book)

7. Do the people have money to buy materials? (Choose a format that is inexpensive to produce)

8. Will the primer be re-used, or will each person buy their own materials and keep them?

9. Is it easiest to have one book or several books? (One book may be simpler to transport, but may be more expensive to purchase or look difficult to new readers. Multiple books can give learners a sense of achievement as they complete each volume and are less expensive, but there needs to be an organized system of making sure the books are distributed to the learners).

10. How will the book be printed? (Some groups have access to publishing services, but others need to self-publish. If self-publishing, the format needs to be easily reproducible- e.g., standard size, looks attractive when photocopied).

Look together at some sample materials for primer classes. With a partner, spend some time reviewing the materials. Answer the following questions on a piece of chart paper:

1. Who is the audience for this primer?
2. What do I like about this primer? Do I see things I would like in the primers for my language group?
3. What elements of this primer would not work well in my situation? What reasons would you give?

Once each pair has finished evaluating a set of primer materials, share responses with the whole group.

Challenge

At this point, in your language teams you need to make some basic decisions about the overall format of your primers. On a piece of chart paper, make the following chart:

	Our decision	Why?
How many books (one or several?)		
Separate workbooks or exercises within the primer?		
Primer size?		
Our target audience(s)		
How will we print and sell the books?		

After completing the chart, trainers can provide feedback and further suggestions.

Change: How did this session help you better understand your goals for this workshop?

Module 3: Determining a teaching order

Objectives:

- Learners will discuss different options for sequencing the order of lessons in a basic literacy curriculum.
- Learners will consider the advantages of ordering lessons according to symbol frequency.
- Learners will view a frequency count of sounds in their language, and evaluate its suitability as a teaching order for their primer.

Why: Teaching according to symbol frequency may differ from other methods of reading instruction learners may have experienced in the past. Understanding the concept of frequency counts and their value in planning a sequence of reading instruction will help them make an informed decision about their lesson structure, and share the reasons for their decisions with others.

Materials and preparation:

- Generate and print a frequency count chart/graph from SynPhony for each language group and/or prepare to show the frequency counts using a projector.

Learning Activities:

Connection

The next task you have in this workshop is deciding what to teach in each lesson. In the primers/reading books you have seen, what is usually taught in the first lessons? Why do you think this is? How do you think you will decide what to teach in your first lessons?

Content

One way to decide what to teach in your lessons is to do what is called a frequency count. This is a way of discovering what symbols (letters or tone marks) are used the most often in your language, and which are less common. You can then use this to decide what to teach in each lesson: the most frequent symbols can be taught first, followed by those that are less common.

What might be the advantage of teaching the most frequent symbols first? (more meaningful words can be taught sooner, the learners will be able to read many things, even if they don't yet know the uncommon symbols).

Are there any disadvantages? (people may be used to following alphabetical order and/or teaching all consonants first; the new approach will need to be explained to them).

How are frequency counts done?

A frequency count is done by looking at a section of text in the language (e.g., a common story), and counting how often each symbol (letter/tone) occurs in that text. (demonstrate by counting a few letters in a short text). As you can see, this process may take a long time, even if only working with a small amount of text. Computer software is now able to help us with doing frequency counts. One advantage is that the computer is able to do frequency counts very quickly on a larger amount of text, so these counts are even more accurate than counts you could do by hand.

Note: In your language, there may be times when two letters are used together to represent one sound (give examples of consonant and vowel digraphs in the language). We count these together as one symbol when we do frequency counts, and teach them as one symbol together in the primer lessons.

Challenge

For this workshop, we have prepared software that will help with different steps in the primer writing process. Today, we will look at the frequency count charts that this software has produced for us.

- Tell the learners what the counts are based on (e.g., all of the text from the Writer's workshop)
- Distribute and/or project the charts

What do you think about these charts? Do they seem true to your experience? Looking at the most frequent symbols at the top of the chart, do you think these should be taught early in the primer?

Change: How does ordering lessons by frequency compare to other methods you have seen? What do you like about this method?

Module 4: Planning the primer lessons

Objectives:

- Learners will understand the characteristics of good key words, teachable words, and functor words.
- Learners will use SynPhony software to identify key words and other teachable words for their primer lessons.

- Learners will complete an overall primer lesson chart that includes the key letters/sounds for each lesson, a key word, other teachable words, and functors.

Why: Having an overall plan for the primer will facilitate developing individual lessons after they complete Module 5.

Materials and Preparation:

- SynPhony software Wordlists page (displayed either via a projector, and/or installed on language team project computers)
- Primer chart learner handout
- Sample primers from other language groups

Learning Activities:

Connection

The following are some examples of principles for developing good primer materials:

- The primer should include text that is interesting and meaningful for the readers
- The primer should follow a consistent method that is easy for teachers to use
- The primer should help learners see the relationships between sounds and letters/symbols in their language

With a partner, choose one of these principles to discuss. How can you follow that principle as you produce your primer materials? Share your ideas with the larger group.

Content

The next step in the primer design process is to outline what items will be included in each lesson. By the end of today, we will work together to make a chart that will guide the content for each lesson. The chart will include:

1. The key letters/symbols to be taught for each lesson. Usually there will be one key letter. In beginning lessons, you may need to teach 2-3 letters/symbols in order to have meaningful words to read.
2. The key word. This word will form the theme for the stories in your lesson. The key word should always be a “picture-able word”: this means that you should be able to draw whatever you choose as the key word. In your primer, you will have a picture that illustrates the key word.
3. Other teachable words: These are other words that you can make with the key letter and other letters that the learners already know from previous lessons. They can be used in stories, drills, or other exercises in the primer lesson.
4. Functor words: These are words that are needed in the grammar of your language to make good sentences. These are taught as “sight words”, and can have letters that the learners haven’t used. These words are frequent in your language, and need to be used in order to make sentences and stories that are grammatical and meaningful. For this reason, you may need to teach some functor words in early lessons.
 - *Make a small list of possible functor words in the project language to ensure that learners understand the concept well.*

We will use SynPhony to help us choose good key words and teachable words for our lessons. This tool helps us by searching all of the texts you have written before (and that we have put into the software) for words that use only the letters that have been taught. When you see these words, you may also think of other words you can use- you can add these to the primer chart as well.

Challenge

Let's start working on the primer chart. The frequency graph from last module will be our starting place as we begin with the first lesson.

1. In the SynPhony Wordlist tool, let's select the consonant, vowel, and tone mark (if applicable) that are most frequent in your language. Are there any words that use only these symbols? Are these words picture-able? If so, choose one of these words to be the keyword for lesson 1.
2. If there are any other words that can be made with these letters, add these words to the *Other teachable words* column on the chart.
3. Is there a simple sentence that you can make in your language using only these words? If not, what functor word would allow you to make a sentence? Add that functor word to the chart for lesson 1.

Note: If the most frequent symbols do not allow for any picture-able/teachable words, choose another combination of very high frequency symbols for lesson 1. SynPhony allows the group to experiment with different combinations by unselecting one letter/symbol and selecting a new one in its place. Work with the group to find the sequences that will be the most productive for the early lessons. The reports section of SynPhony also allows you to create a productivity chart, which may be helpful.

Select the next symbol with the Wordlist tool, and repeat steps 1-3 for each primer lesson, until the chart is complete (note: functor words will likely not be needed for all later lessons, when learners have already been taught the higher frequency letters).

Note: After working through a number of lessons with the trainer, the language team may be able to continue outlining the primer lessons more independently.

Assignment: Complete the primer planning chart.

Change: Look over your completed chart. Is there a good plan to teach all of the elements of your written language? Do you want to make any adjustments before beginning to write lessons?

Module 5: Parts of a primer lesson (Writing a first lesson)

Objectives:

- Learners will experience a demonstration of a primer lesson that follows an integrated method (MSEM format or similar).
- Learners will name the major parts of a primer lesson, and understand the basic form of each.
- Learners will work together to write their first primer lesson.
- Learners will use the Story Checking tool in SynPhony as they write a student-read story.

Why: By experiencing a primer lesson, learners will better understand the function of each part of the lesson before they begin writing, and will have a stronger grasp on how the materials being developed will be used. Learning the parts of the primer lesson, and applying this knowledge to writing their first lesson will prepare learners for the main task of the workshop- completing their basic literacy curriculum.

Materials and Preparation:

- Demonstration lesson (prepared on the board, related student workbook materials etc.)
- Completed primer chart
- Student handout: Parts of a primer lesson
- Examples of primers from other projects

Learning Activities:**Connection**

By the end of this module, you will have finished your first primer lesson. What questions do you still have about how you might do this?

Before we begin this task, it will be helpful to you to see how a primer lesson might be taught in the classroom. You'll experience the lesson first, playing the role of students. Then you will have time to ask questions about the different things you experienced.

(Present demonstration lesson: Include background information about the project, reasons for some of the choices made in that particular primer. Note: The demonstration may be provided by another experienced literacy trainer/manager- if a trainer from a closely related language is available, this may be most helpful to the learners).

Content

As you observed in the demonstration, a primer lesson has several steps:

1. Teacher-read story: This is a short (paragraph length) story that the teacher reads to the students at the beginning of the lesson. It must include the key word, and should include many other words with the new letter (without making the story sound unnatural). If there is a functor in the lesson, it should also be included. The teacher read story can contain letters and words that the student doesn't yet know.
2. Key sentence/phrase: This is a sentence or phrase chosen from the teacher read story that also contains the key word.
3. Key word (with a picture to illustrate).
4. Drills: These give the learners practice breaking down the word into smaller parts, and combining smaller parts together to make words.
Note: **Make sure that the drill formats reflect the small language unit that is natural and acceptable to native speakers (e.g., if vowel diacritics are never written by themselves in the script, avoid presenting them by themselves in drill exercises)
5. Word bank: Learners practice reading whole words that use the new symbol and other letters that they have previously learned.
6. Exercises: Usually a handwriting exercise to give the learners practice writing the new letters, and 2-3 other exercises that provide reading and writing practice. In the early lessons, these exercises will be very simple, and they will gradually become more difficult in the later lessons.
 - Handwriting exercises show the learner how to form the letter correctly.
 - Other reading and writing exercises should only use words that the learner already knows (with the exception of the instructions for the exercise)
7. Functor lesson (if needed): This is based on a key sentence that uses the functor. The sentence is broken down to the word level.
8. Student read story: This is a sentence or short story that can be read by the learner by themselves. It only contains symbols and functor words that have already been taught. In the early lessons, these stories will be very short and simple (perhaps only one sentence). In later lessons, these stories will be longer. There should be an illustration that also shows the meaning of the student read story.

You will also want to consider how the teacher read and student read stories will include meaningful content. Teacher read stories in particular are a good way of teaching valuable cultural information to your learners. Consider what cultural themes you may want to include, and the information that you want learners to understand as they read the literacy lessons. Lessons that include interesting, meaningful content (as opposed to random stories) are likely to keep the learners more interested in learning, and will help them understand how reading allows them to learn interesting and useful information.

How do these steps relate to the idea of reading for meaning and accuracy that we discussed in the module at the beginning of the workshop?

Do you have questions about any of these steps?

Challenge

We're going to write the first primer lesson together as a group.

(Note: It is likely best not to start with lesson 1 for this exercise, as the earliest lessons are most difficult to write. Lesson 10 may be a good starting place for learners to begin writing lessons).

1. Write a teacher read story that includes the key word, other teachable words, and functor.
2. Choose a key sentence/phrase, and break this down to the key word.
3. Break the key word down to the smallest readable language unit (letter/syllable)
4. Choose letters/words for the handwriting exercises
5. Choose 2-3 other relevant exercises. (the trainer may wish to provide a selection of 5-6 appropriate exercises for the early primer stages).
6. Develop the functor lesson (if needed).
7. Write the student read story. After creating this story, open the Story Checking tool in SynPhony. Explain how to select the target letters, and add sight words into the page. Type the story, and demonstrate how the symbol inventory can be checked using this tool.

Change: What steps of this process are becoming comfortable to you? What steps do you still have questions about?

Assignment:

1. Draw pictures to accompany the primer lesson.
2. After completing the first lesson with the trainer, work with a partner to write another lesson. The trainers will help to answer any questions you have, and will check the lesson when you are done. Remember to use SynPhony to write and check your student-read stories.

Notes: At this stage, you may wish to have the learners continue practicing writing primer lessons, either in pairs or individually (depending on their preferences and the overall size of the group). You may also wish to begin working with the learners on inputting their lessons into the computer.

Module 6: Choosing primer exercises

Objectives:

- Learners will be exposed to a range of primer exercises, and can select those that are appropriate for their primers.
- Learners will be able to sequence exercises appropriately from simple to more difficult, and will learn to select exercises that are appropriate to the stage of development of their learners.

Why: For primer exercises to be effective, they should cover a wide range of reading/writing skills, and should be developmentally appropriate to the current ability of the learners (neither too easy nor too difficult).

Materials and preparation:

- Learner handout on primer exercises

Learning Activities:

Connection

So far, you have had the opportunity to develop a few primer lessons. What exercises have you included so far? How will these exercises help the learners to become better readers and writers?

Content

In your primer, you will want to have a balance of different types of exercises.

- Handwriting exercises help learners form the shapes of letters correctly.
- Some exercises help learners pay attention to how the shapes of letters are similar and different.
- Other exercises give learners practice spelling words.
- Other exercises will give the learners practice understanding the meaning of what they read.

You will want to include exercises of different types so that learners are able to practice all of these skills.

Another factor to consider when choosing exercises is the current ability of the learners. If exercises are too difficult, the learners may be frustrated. If the exercises are too easy, the learners may easily be bored. In general, in the first lessons learners will do well with exercises where they match pictures to words, write single letters, or write short words that they already know. As the reading and writing skills of the learners improve in later lessons, they will be able to write more words, put words into short sentences, and answer simple comprehension questions (e.g., “fill in the blank” answers). In the final lessons, the learners may be able to write short sentences and answer questions about longer texts.

The final factor to consider is having enough variety in the exercises, without having too much variety. It can be hard for inexperienced teachers to learn how to use too many different types of exercises. But using the same exercises every class will be boring for the students. You may wish to use a similar set of exercises for a set of five lessons, and then change to a new set of activities.

On your handout, there are some exercises that you may want to consider for your primer (*spend time going through the exercises and explaining how they are taught*).

Challenge

Spend some time looking through the handout with a partner. Choose 5 exercises you would use in the early lessons of the primer. Choose 5 exercises you might use in later primer lessons. Explain to the group your reasons for liking/choosing these exercises, and the reasons they might work well for your language group.

Change: What new ideas did you gain for your primer lessons? How will you include these in the lessons as you write?

Module 7: Writing review lessons

Objectives:

- Learners will understand the importance of regular review to student learning.
- Learners will determine an appropriate schedule of review lessons for their primer materials.
- Learners will develop an initial review lesson.

Why: Regular review helps learners consolidate what they have learned, and ensures that they are not exposed to too much new material before older material has been mastered.

Note: There should be a break between modules 6-7 in the primer workshop; learners should proceed to this lesson only when they have collectively developed the majority of their primer lessons.

Materials and Preparation:

- Sample review lessons
- Handout of primer exercises

Learning Activities:**Connection**

Have you ever had an experience in a class where you felt that you had to learn too much new information? How did you feel in that situation?

Do you think that it is possible for new readers to try to learn too much at one time? What might happen if this is the case?

Content

Learning how to read is a complex process. Even though we try to introduce only 1-2 new symbols in each lesson, some learners might become overwhelmed once they begin to read complex words with more letters. In order to prevent this, it is helpful to have opportunities for learners to review what they have learned. This helps them to consolidate the old information (making sure it is learned well and in their long-term memory) before learning another set of new items.

Review should be incorporated throughout the curriculum.

1. Each day, the teacher should be instructed to review the previous day's lesson with the learners.
2. It may also be helpful to have special review lessons regularly spaced throughout the primer. Having a review lesson every 5-6 lessons may be useful.

Review lessons can include:

1. A cumulative review of learned readable words from the previous lessons.
2. Reading and writing exercises that include all of the new letters from the previous 5-6 lessons. You may want to include some “special” exercises (such as crosswords or reading games) in the review lessons.
3. The opportunity to practice reading the student read stories from previous lessons.
4. A new student read story that highlights all of the sounds taught in the previous set of lessons.

Challenge

Choose a set of five lessons that you have already developed for the primer. Make a list of all of the new items taught in these lessons, as well as some key words you can use.

Choose a set of about 5 learning activities that you would like to use for your review lesson (e.g., a word bank, and a set of exercises). You can use exercises from the primer exercises handout- be sure to choose those that are appropriate for the ability level of the learners.

Work with a partner to develop the review lesson. When you have finished share your lesson with others in your language team as well as the instructor to gain feedback and additional ideas for improving the lesson.

Input the lesson into the computer.

Change: Do you have any new ideas about the importance of regular review? How will you train teachers to include a lot of review?

Module 8: Teaching a primer lesson

Objectives:

- Learners will begin practice teaching primer lessons.
- Learners will prepare a guide for teaching primer lessons, to be printed as part of the primer.

Why:

1. The “How to use this primer” guide will explain the overall primer teaching structure to those who may encounter the primer outside of the regular teacher training program (e.g., local officials, those learning the primer in an ‘each one teach one’ format).
2. In order to train local teachers, the learners in this workshop must become proficient in teaching the primer lessons. They will use this skill in the community during primer testing.

Materials and preparation

- Sample “How to use this primer” handout

Learning Activities:

Connection

As you’ve written the primer lessons, have you imagined teaching them in your community? What do you think this will be like? What parts will be easiest for you to teach? What might be more difficult?

Content

At the beginning of this workshop, you experienced a demonstration of a primer lesson being

taught. Now that you've written most of your primer lessons, it is time to begin practice teaching the lessons you have developed. From your experience writing, you've become more familiar with what is included in each lesson. Let's review how to teach each step:

1. Teacher read story

Show the picture and discuss with the students. (e.g., What do you see in this picture? What do you think this story may be about? Have you seen something like this at your house?) Introduce the theme of the lesson. Then the teacher reads the story to the students. If the story is written on the blackboard, the teacher should point to each word as it is read, which still being sure to read in a natural, fluent manner. Discuss the story and ask comprehension questions. The teacher can then read the story again.

2. Teaching a new letter

The steps for the presentation of new letters are similar to the example below (the exact method/presentation will vary slightly based on the language and orthography characteristics)

Lesson: teaching the consonant "n"

Lesson Part	Teacher	Students
1. Key sentence	Read the key sentence to the students.	The students echo the teacher's reading, as the teacher points to each word.
3. Key word	Break the key sentence down to the key word. "Can you find the word mena elsewhere on the page?"	"mena" (They find the word.)
4. New letter, n , in the word mena mena na a	Break the key word down to the key letter/syllable. "This is the part of mena that says na . What does it say?" (If appropriate for the language/script, break the syllable down to a letter)	"na"

3. Drills

Read from top to bottom, then from left to right.

The teacher points at the words one by one and reads first, and then the students read.

4. Reading and writing exercises

The teacher explains the questions and the students do the exercise. The teacher may circulate throughout the room, helping individual students as necessary. The exercises may be reviewed as a full class on the blackboard.

When teaching letter and word writing:

- The teacher shows how to make the letter correctly in the air and on the blackboard.
- The students write letters and words in their books.
- The teacher should check that students make the letter correctly.

5. Functor lesson (if needed)

The functor is taught as a sight-word. The teacher introduces the functor and asks students to find the functor in the student-read story.

6. Student read story

Students should be able to read the student story by themselves.

- Give the students time to read the story silently.
- The teacher and students read aloud together.
- Students read aloud together.
- Have individual students read aloud. (if appropriate for the students culture/age)

7. Finish with the teacher read story again

- The teacher reads the teacher-read (first) story again.
- With the teacher's help, the students find words that they know. They can also find and point to the new functor and review old functors.
- The teacher reads the story again, and encourages the students to read along out loud. As there are many words and letters that the students don't know yet, they will probably read just behind the teacher. This is good and should be encouraged by the teacher.
- Students should NOT be asked to read the teacher read story alone.

After later lessons, students should be encouraged to go back and silently read stories from earlier lessons for extra practice.

Challenge

1. In your primer, you will probably want to include a "how to use this book" section. This is not the same as a full teacher's guide, but will explain to someone who sees the book how each step can be taught. This can be useful when showing the book to local leaders, or for those who may want to learn on their own or in a small group. For your assignment for this module, you will work as a language team to write this section for your book. Your handout provides an example, which you will need to adapt to match the specific features of your primer.
2. Later on, you will take a part in a teacher training workshop. But before you leave this workshop, we'd like to be sure that you know how to teach the primer books you are producing. We will spend some time each day for the rest of this workshop practicing lessons. Please choose a lesson that you would like to teach (begin with a lesson between lessons 10-20), and sign up with the instructor for your practice teaching slot.

Change: Which parts of the lesson are you confident teaching? Which areas would you like to continue to practice?

Module 9: Practice teaching: Giving and receiving feedback

Objectives:

- Learners will experience the process of teaching primer lessons.
- Learners will practice giving and receiving feedback on their teaching skills.

Why: Before primer testing, learners will need to be confident teaching primer lessons to a small group. As future trainers, they also need to grow in their ability to give feedback to others on their teaching performance.

Materials and Objectives:

- Practice teaching feedback sheets

Learning Activities

<p>Connection</p> <p>Can you think of a time that you have received helpful feedback from someone else? How did it help you become better in your work? Was anything hard about receiving that feedback?</p>
<p>Content</p> <p>Later today you will begin your practice teaching. It can be very intimidating to do this in front of your colleagues, especially as you are first learning new skills and methods. In order to become better teachers, you will receive feedback on your practice teaching, and give feedback to your colleagues on their teaching. The instructor team will also be preparing a written sheet with feedback for you to review.</p> <p>Here are a few things to remember about feedback:</p> <ul style="list-style-type: none">• The feedback that you give should focus on specific behaviours that the teacher did during the lesson. Feedback that is very general (“that was very good”, “you need to do better”) is not helpful. More specific feedback (e.g., “remember to speak loudly”, “you explained how to write the new letter very clearly”) is more helpful.• Feedback should focus on actions- it is not a judgment of the person’s character or worth.• It is sometimes easy to be defensive when receiving feedback. It is important to learn to receive feedback gracefully thanking the person for the help they are giving you. You will want to consider and evaluate the feedback you are given- some feedback may be very helpful to you, while some feedback you are given may not be completely accurate. You may want to evaluate the feedback you are given with a trusted friend or colleague.• If you don’t understand the feedback you are given, ask the giver to clarify or give you more information. <p>Later on, you may find yourself in the role of trainer/instructor. Practicing giving feedback to your colleagues during this workshop will help you to be more effective in that role.</p>
<p>Challenge</p> <p>For this module, your challenge will take place during practice teaching. Try to give at least one item of feedback to your colleagues after each practice teaching session.</p>

Change: What do you find hardest about giving or receiving feedback? How would you like to grow in this area?

Sample Practice Teaching Feedback Sheet

Name: _____

Lesson: _____

1. Teacher read story
2. Key sentence/key word
3. Drills
4. Word box
5. Exercises
6. Functor
7. Student read story

Strengths:

Areas to improve

Module 10: Testing the primer

Objectives:

- Learners will plan to test the content of the primer with local leaders/good language speakers (e.g., language/literacy committee).
- Learners will plan to hold test classes to evaluate primer lessons for teachability and effectiveness.

Why: Before mass producing the primer and launching classes more broadly, the literacy team will want to ensure that the primer is free from major errors, and that it is effective for the target student population.

Materials and Preparation:

- Module 10 learner handout

Learning Activities:

Connection

How have you tested other materials you have made in the community (e.g., the materials from the writer's workshop). Which ways of testing were most effective? Will you use any of these same approaches for testing the primer?

Content

Testing the primer involves two main steps:

1. Testing the language for accuracy. You will work with good speakers of the language to do this (if you have a literacy/language committee, they should be involved in this stage of testing).
2. Holding at least two test classes in the community, with learners similar to those you expect to be in literacy classes when you launch the program.

Here are some recommendations for these stages of testing: (Adapted from Barnwell, Katherine. 1985. A workshop guide for primer construction)

Stage 1 Testing: Testing with local language speakers

In the stage 1 testing, you should check through the test edition of the primer with at least two other native speakers of the language. At least one person should, if at all possible, be someone who is not highly educated and has not been heavily exposed to other cultures.

Sit down with the person who are helping you (it will not be helpful to have them read the book on their own). If they can read your mother tongue, have the person read through the primer while you are together with them. If they cannot yet read their mother tongue, read the primer aloud slowly to them, allowing them to say when they notice any areas that may need for corrections. You will learn a lot just from listening. If there are places where he is puzzled or reads something wrongly, take a note of this and check that place carefully. It may well be that there is something unnatural there. Also, allow the test group to give comments about the pictures in the primer, and to suggest any changes (e.g., a picture may be unclear, or not reflect the local culture clearly).

Note all comments and suggestions carefully, even if you do not always agree with them. Later you can think them over and ask opinion of others before making your decision.

The following things are important to mention to the testers:

1. Explain that you are preparing the primer and that you are looking for corrections, and suggestions for improvement.
2. Explain the basic principle of the primer. This will help your helpers to understand why you have done what you have done at certain points.

Stage 2 Testing: Holding test classes

The next stage in testing the primer is to test it out with a test class. The class should cover all of the material in the primer series.

- At least 2 test classes for the target group should be organized.
- One of the test classes should be taught by the author of the primer. The other class may be taught by another person, so that the author of the primer can observe how successful the primer is when taught by someone else. It is probably best if this person is not a trained teacher. The author of the primer should go over the teachers' notes carefully with this other person (also checking the teachers' notes in this way). Remember that the teachers' notes also need to be tested.
- About 8-12 people is probably the right number for each class. The members of the class should be people who cannot yet read at all.
- The test class should meet at least three times each week. Five times a week is ideal.
- The teacher should note any errors they observe in their copy of the primer (e.g., spelling mistakes, unnatural language)

Here are some problems that you might observe, with possible solutions:

Are there dialect problems?	Can these be avoided by using other words?
Can the learners read the "student-read stories" for themselves?	If they can, this is a good indication that the lessons are effective. If not, this indicates that some revisions may be necessary.
Do people enjoy the primer?	If people are bored, the primer stories may need to be made more interesting or relevant to the needs of the learners. Be sure the stories are acceptable to the culture of the people.
Are the pictures accurate to illustrate the key words?	Check that the learners can recognize the pictures and that their initial response to the picture is the word in the lesson.
Certain lessons have too much in them, so the learners become overwhelmed because he has too many new ideas to learn at once.	Remedy: Divide such lessons into two, so that one thing is taught in one lesson, and another thing in the second lesson.
The primer seems to move too fast so that learners do not have time to absorb what they learn fully.	Remedy: Add some extra review lessons.
Learners tend to confuse certain letters This probably arises from the fact that two letters of similar shape may have been taught too close together.	Remedy: Rearrange the primer so that the two letters concerned are taught several lessons apart, or Add some extra drills so that the learners have more practice in recognizing the two letters and distinguishing them.
Learners have trouble reading certain	Remedy: Check that grammar used is natural

grammatical constructions	
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Another important way to test if the primer series works well is to use a pre-test and a post-test. All learners in the test class should complete a pre-test, which is kept by the teacher. At the end of the primer series, each learner completes a post-test. If the students are successful on the post-test, this is an indicator that the materials successfully help the learners to read. If the learners are weak in particular areas, additional exercises may need to be added (e.g., if learners can read accurately but are weak in spelling, additional exercises focusing on how to spell specific sounds and sound combinations may be needed).

Pre-tests and post-tests should include exercises in both reading and writing. Reading exercises should include words, sentences, and simple paragraphs. Writing exercises should include spelling words and writing simple sentences.

Before mass-producing your primer, you will want to compile the results of all of these tests, and make revisions to the primer (with the help of your instructor or another literacy consultant if necessary). It is also wise to have a literacy consultant who has not been involved in the project look at the primer to provide suggestions that the team may not have considered.

Challenge

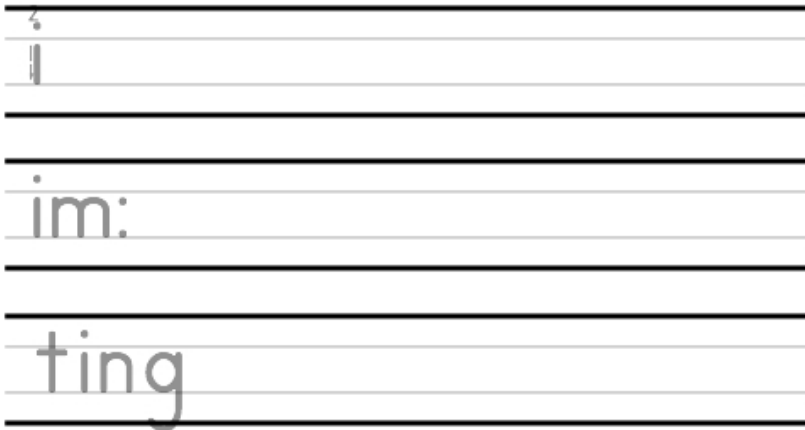
1. Make a plan for testing your primer (stage 1 and stage 2 testing). Decide who will be involved in what stage of the testing. Share your plan with your instructor.
2. With your instructor's help, prepare a pre-test and post-test for the primer curriculum. With a partner, practice giving the tests.

Change: What do you hope to learn from each stage of the primer testing?

Appendix: Exercises to Build Reading and Writing Skills

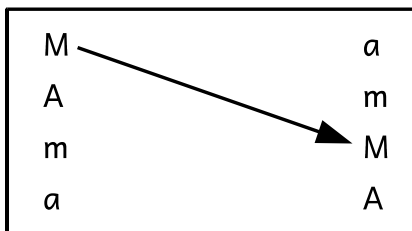
1. Handwriting

Goal: To teach learners how to form newly learned letters correctly; to provide practice spelling new words.



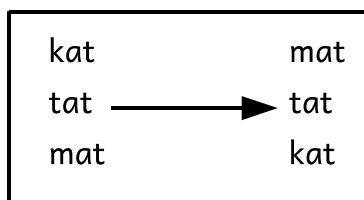
2. Find the same letter/word

Goal: To improve the learner's visual discrimination skills, particularly in the very early stages of learning to read.



ngo = ong mong ngo ngong









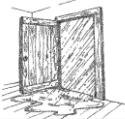



ngong: = ngo ngong: ngom ngong



3. Match the picture to the word

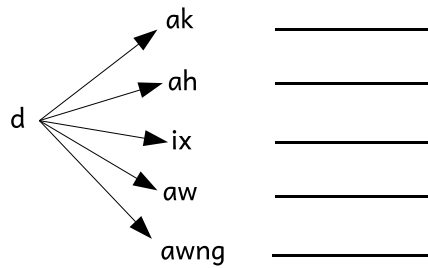
Goal: To provide a very simple comprehension exercise where students can read single words for meaning

Note: This exercise can be used to help learners discriminate between very similar words (e.g., words that differ by only one sound)

1. 	<p>ມະ ມ້າ</p>	2. 
3. 	<p>ບຸ ບຸ້າ</p>	4. 
5. 	<p>ຕີ ຕີ້າ</p>	6. 
7. 	<p>ຕະ ຕ້າ</p>	8. 
9. 	<p>ແປະ ແປ້າ</p>	10. 
11. 	<p>ແຕະ ແຕ້າ</p>	12. 

4. Combine initial consonants with different word endings

Goal: To give learners practice blending sounds



5. Combine initial consonants with vowels/tones to form syllables

Useful decoding practice for non-Roman scripts

	မ	မ]	မ]	မ]	မ]	မ]
1.	၀					
2.	၁					
3.	၂					
4.	၃					
5.	၀					
6.	၁					

6. Fill in the missing letter:

Goal: To provide additional handwriting and spelling practice in the early stages of learning to read and write.

ting	awt	tawng	tih	ngaw
t_ng	aw_	_awng	ti_	__aw

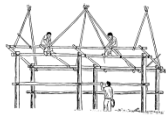
Useful format for when not many sounds have been taught yet:

H A' I' t m m h a' a i

1. Ma' tah __ih.
2. Ta' a__ ah ti' ta__.
3. __a' mah ah a__ maam.
4. __ am ah t__.
5. __ am g__ taat g__.

Goal: To help learners discriminate between similar sounds (more difficult).

5. ຫຽນ ຕື່ມ ເປາຍ ສລະ ອໍ' , ອໍ , ອໍອໍ ດະ ກິຣລັອຫ ຕໍ່ ຍ້ອຫ ກິ ອັນ ທີ່ ກ ຕາມ ຫຽບ



1. r__



2. __h



3. m__r







4. t__m



5. h__m



6. __r

<p>1.</p>  <p>ມ້ ____</p>	<p>2.</p>  <p>ເມີ ____</p>
<p>3.</p>  <p>ຫີ ____</p>	<p>4.</p>  <p>ປ້ ____</p>

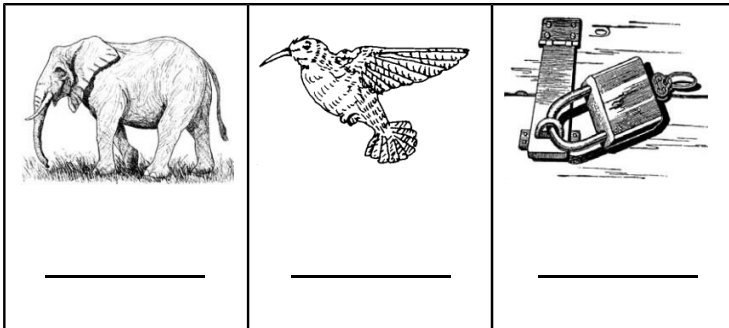
7. Circle the word the teacher says

Goal: To provide spelling practice by helping learners discriminate between similar words.

- | | | | |
|----------|------|----------|-------|
| 1. yo' | yoh | 6. rô' | rôh |
| 2. dôôr | toor | 7. daang | doong |
| 3. yaang | yông | 8. oor | ôôr |
| 4. dar | diir | 9. tôm | tôôt |
| 5. rông | rong | 10. yat | yaat |



8. Write the word that describes the picture

Goal: To give learners additional practice spelling known words.



9. Draw a picture to match the word

Goal: To provide basic reading comprehension practice (best for children).

10. Choose letters from a big box to form words

l	a
ng	aw
u	m

1. _____
2. _____
3. _____

11. Match two parts of a phrase/sentence together to make a meaningful whole

- | | |
|-------------------|-------------------|
| 1. phreungx | pax thawx praeng: |
| 2. con: | cuangx naw: |
| 3. phra | ngot ko: kon: |
| 4. suk tee khing: | tee prax |

12. Choose the correct word to form a meaningful phrase/sentence

		
1. ຫາງ ____ ມີ ຫນ້າ ເລລຍ	2. ເຜີ້ ກຣິບ ____ ໂມຍ ໂຕ	3. ແງ່ດ ຍັດ ເກວິຍ ____
		
4. ____ ເລືອງ ອູນ ເຕ້ຈ	5. ມັດ ປູ່ລ (4) ____	6. ຫລັກ ແຮ້ງ ບາຣ ____



- (1) Dai: Iet Kat kied _____.
- (2) Sai Ka ang sang _____.
- (3) _____ Ai Ka ih kax.
- (4) _____ koe daux ma:
- (5) _____ ang ih kax.

13. Fill in the blank with the correct word (where word choices are very similar, differ only by one letter)

Goal: To build reading comprehension; to help learners discriminate between visually similar words (Can be used to highlight an area that is particularly difficult for learners- e.g., minimal pairs that differ only by tone marks)

1. (ບ້ອຍຫາ ; ບ້ອຍຫາ) _____ ມັກ ບ້ອຍ ; ເດັ່ນ _____ ຕະ
2. (ບ້ອຍຫາ ; ບ້ອຍຫາ) ແຕບ ຕັກ _____ ; ມະ _____ ຫົມ ກອນ
3. (ຕຸ່ຫາ ; ຕຸ່ຫາ) ຫະ ອັນ ກອນ ແຍະ ຫອຍ _____ ; ເດືອງ ແຮງ ແຫລ _____
4. (ລ້ອຍຫາ ; ລ້ອຍຫາ) _____ ເລີ ເບີ ລຳ ; ຢະ _____ ແຕບ ນັກຫຼຽນ
5. (ເອື້ອຍຫາ ; ເອື້ອຍຫາ) ປຸ່ຫາ ໄດ _____ ; ແຫມ ໂອະ ລ້ອຍຫາ ວາຣ _____

Fill in the blank (no choices supplied)

For more advanced learners; ensure that answers required are familiar words that learners already have learned to write.


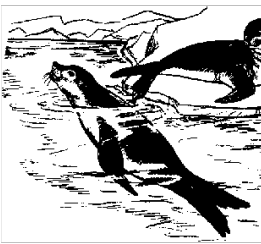
- (1) Kawn sim ot daux _____ piang khaox.
- (2) Ai Rang _____ simie tix it.
- (3) Hax koek ceep _____ liak.
- (4) _____ mawh pa ting ceu son ju ex.
- (5) Yex Kat _____ ka kawn tix.

Fill in the blanks within a paragraph

1. Fill in the blanks based on a text read by the teacher (focus on spelling).
2. Fill in the blanks based on a text in the primer (focuses on both spelling and comprehension)

ស្ត្រីម៉ែណាវសាត់ _____ អនសែន ណាវស្រវសែនអនម្ចតមុងចៀត្រង់
 សុចកាប់ សែនប៉កអែលអាវប្រ្រង់ពាក់ លូកចៀអែលអាវ ង្កាវ _____ ប្លែង
 ណាវ ក្បាម៉ែ៖ “ ម៉ែចូវណែក៏ង្កាវសុចប្លែង ! ” ម៉ែណាវសង់ចូវ ។ សែនណាវ
 _____ តួនប្លែង តួនចាក់ ម៉ែណាវអនចៀ _____ មុង សែនណាវ
 កម្ពុក់ _____ អាភ្នងមុង ។ ប្រាងម៉ែណាវអនក្លយតាក់ត្រង់អនសែនចា អន
 ណាវ _____ តតួចចាក់ ។

14. Look at a picture and answer a simple question

	<p>Yex Ka yuh pa tix?</p> <p>_____</p>
	<p>Phix moh tix ih pa tix?</p> <p>_____</p>

15. Arrange the words to form a meaningful sentence

tee mix neu: prang: ai: khel:

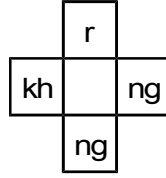
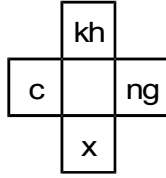
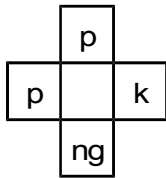
1. _____

khee teuk lat phreungx mix lex naa:

2. _____

16. Crosswords

puing puik caing khaix khang rang



							1			
				2						
			3							
4					5					
			6							
7										

baet
seec
pee seuny:
khiit
tee vaai:
laeo
chaang:

17. Read a text and provide short (1-2 word) answers to comprehension questions

ດະຍາມ ງ້ຽ້ອ ອັ່ຫ ມະ ມານ ໂມຍ ມະ ພວມ ມານ ກອນ ເລັຫ ຈີ ມູມ ອົມ ວາຣ. ນາ ເລົາ ເຢາະ ຍົງ ສັຫ ເດ ຈຸ ເບີ ອັຫ ເຍືອຣ, ໂຫຈ ຍົງ ນາ ຕັງ ອອຣ ແຫມ ນາ ຍ້ອຫ ດົມ ດະ ກິດ ເກາະ ໂຕ ເຍືອຣ. ຍົງ ນາ ຍ້ອຫ ເບືອນ ບາຣ ມີ ແຕ ອຳ ດະ ເບືອນ. ຍາມ ຍົງ ປະ ແຫມ ພວມ ຈີ ເວັຈ ພໍດີ ເມັຈ ສຽງ ສັຣ ພວມ ໂອຣ ຈຸ ຍອນ ວັດ ກັບ ທີ ບັງ ປາມ ອູນ ເສືອງ ເດະ. ຍົງ ປະ ແຫມ ອອຣ ເຢາະ ດັຣ ຍ້ອຫ ຈັບ, ໂຫຈ ທັບ ອັນ ຫານ ແລະ ບຸຫ ເວັຈ ດະ ກຸງ. ຍາມ ຍັດ ເລັຫ ກຸງ, ຍົງ ປະ ແຫມ ເມັຈ ກອນ ກຸງ ແຫາດ ເລົາ ສັຫ, “ແຢງ ອິຫ ກອນ ເມ ມູມ ອົມ ວາຣ ຕັງ ເດ ໂຫຈ ໂນ!” ເມືອ ຍົງ ເບືອນ ເມັຈ ແນວ ນີ ຕັງ ບາວ ດັຣ ເວັຈ ເຢາະ ກອນ ເຈັ້ນ ເລີ ອວດ ເລີຍ.

1. ແມ່ມານຄົນນັ້ນຢາກກິນຫຍັງ? _____
2. ພໍ່ຂອງລາວພາໃຜໄປນຳ? _____
3. ເມື່ອເຂົາສອງຄົນກຳລັງຊີກັບ ເຂົາເຈົ້າໄດ້ຍິນສຽງຫຍັງ? _____
4. ໃຜເປັນຄົນບອກພໍ່ວ່າລູກສາວຂອງລາວເກີດລູກແລ້ວ? _____

Example of short answer questions placed after a text:

9) ສຸຊາສ່ຽງຜູກຍ້າກຜື່ນູ້ ພ ? ສຸຊາສ່ຽງຜູກຍ້າກຜື່ _____ ັ
10) ໃຍ່ຜູກສຸຊາສ່ຽງເຫຼັງ ຫ້າ ຕ່ ສຽງ ຜູກ ຜື່ ຜູກ ຜື່ ຜູກ ຜື່ ຜູກ ຜື່ ? ໃຍ່ຜູກສຸຊາສ່ຽງເຫຼັງ ຫ້າ ຕ່ ສຽງ ຜູກ _____ ັ
11) ເກີ ຕູ້ ຜູກ ຜູກ ຜູກ ຜູກ ຜູກ ຜູກ ຜູກ ຜູກ ຜູກ ຜູກ ? ຕູ້ ຜູກ ຜູກ ຜູກ ຜູກ _____ ັ

18. Read a story and respond to questions with a sentence
Requires more developed writing skills: for use very late in a primer series or in post-primer materials.
Questions follow a text.

1. muai: kai: miao: fo ee co: ka tix lat a meux?

2. muai: ee tix laat taw see meux?

3. miao: ee tix laat taw see meux?

19. Use a given word to form a sentence

Provides practice spelling newly learned words, along with free writing practice.

Make a sentence with each of the following words:

village vine drive

1. _____

2. _____

3. _____

20. Finish the sentence (when given a sentence starter)

Goal: To provide opportunity for simple creative expression

1. i kham: lat _____.

2. ael: _____.

3. lek _____.

21. Fill in missing tone marks

Useful for Roman script languages that use diacritics, particularly if the system is complex and many minimal pairs are distinguished only by tone marks.

a. Learners are given a picture with the word written underneath, and must add the tone marks to produce the correct spelling.

b. Learners add missing tone marks to a sentence to give it the correct meaning.

Teacher Training: Teaching Primer-level Literacy Classes

Objectives:

By the end of this workshop, learners will have:

- Discussed the importance of mother tongue literacy
- Explained the value of a literacy model that incorporates reading and writing with accuracy and for meaning
- Described the characteristics of a good teacher
- Developed strategies for meeting the needs of children, youth, and adult learners in literacy classes
- Reviewed the steps in teaching a lesson from their primer books
- Practiced leading experience stories and other group writing activities
- Practiced ways of encouraging students in free writing activities
- Developed games that reinforce reading skills and add enjoyment to literacy classes
- Developed activities that incorporate cultural arts into the classroom
- Practiced teaching lessons that incorporate 6-steps of the MSEM model
- Developed systems for classroom record keeping
- Produced a teacher's guide to accompany their primer materials

Prerequisites:

To take part in this teacher training workshop, the literacy team should already have completed and tested their primer materials (or have a set of primer materials already available to them). If they have completed the primer workshop, they may already have some practice teaching primer lessons; if not, extra time will need to be included for primer practice teaching before introducing the full MSEM method (see modules 8-10 from the Primer Development workshop).

Learning Modules:

1. What makes a person fully literate?
2. 4 parts of learning to read and write
3. What makes a good teacher
4. Knowing your students: Characteristics of children, youth, and adult learners
5. Games for literacy learning
6. Leading experience story writing
7. Creative writing activities
8. 6-steps of a literacy lesson: Making a plan for a literacy class
9. Incorporating your culture into literacy classes
10. Developing a print-rich environment in the literacy classroom
11. Teaching mixed level classes
12. Producing a teaching guide
13. Keeping class records
14. Community and parent involvement in literacy class

Expected Outputs:

- Learners will produce a test edition of a teaching guide to accompany their primer series
- Learners will be prepared to lead classes for beginning learners

Suggested Schedule:

This workshop can be taught in a minimum of three weeks, though some groups may need more time to complete the teaching guide.

Week 1: Modules 1-11; review of primer teaching, module 12

Weekend 1 Homework: Begin writing lesson plans for the teaching guide

Week 2: Mornings: Practice teaching (based on teaching guide lessons that have already been completed); Afternoons: Work on teaching guide

Week 3: Mornings: Practice teaching, modules 13-14; Afternoons: Work on teaching guide

Week 4 (if needed): Continue practice teaching and teaching guide production

Sources:

Foerster, Liz, and Mary Beth Saurman. Overview Workshop for Producing Culturally Relevant Language Development Materials for a Mother Tongue-Based Education Program: Workshop Information and Handouts (Version 2 – March 2013). Chiang Mai: Linguistics Institute, Payap University, 2013.

Rempel, Robin. "Fast, Easy, Effective Primer Making! Multi Strategy Economy Model." READ 39.1 (2004)

Stringer, Mary D., and Nicholas Faraclas. Working Together for Literacy: A Guidebook for Local Language Literacy Programs. 2nd ed. Kangaroo Ground: SIL Australia, 2001.

Module 1: What makes a person fully literate?

Objectives:

- Learners will create a definition of literacy to guide their work as teachers
- Learners will begin to consider how reading and writing for meaning can affect long term learner literacy outcomes

Why: In some situations, literacy is equated with learning the alphabet or primer materials (resulting in semi-literacy, and skills that are easily lost). By considering a definition of literacy that incorporates long-term meaningful use of written text, learners have a goal to inform their literacy work.

Materials and preparation:

- Small papers, markers

Learning activities:

Connection

Brainstorm a list of all of the things you use reading or writing skills for in your daily life. Are there other things that literacy is used for in your community?

What obstacles might a person who doesn't have literacy skills face when trying to do the activities you have mentioned?

Content

Take a few minutes, and write a definition to answer the following question "What is literacy" (allow time for learners to write their definitions). Post the definitions, and combine the major points into one definition.

Now, consider the following questions:

- If I can read, but don't understand what I read, am I fully literate?
- If I can read my language, but not write it, am I fully literate?
- If I have learned to read and write, but never do so (eventually losing some or all of my skills) am I fully literate? e.g., children who go to school for 3-4 years, but never use literacy skills afterward.
- If I can read and write, but never use it for any significant purpose, am I fully literate?

One popular definition of literacy says that a literate person is someone who can read anything they would understand if they heard it, and can write anything that they would wish to say. Other definitions of literacy define a literate person as someone who can use their skills for life-long learning, and to improve themselves economically (e.g., being able to read about farming techniques and as a result grow more crops, having improved health because of reading about how to prevent diseases). Another definition of literacy focuses on literacy as a way of helping people think more critically about their own situations, and so be empowered to make changes in their lives and in their community.

All of the above definitions talk about ways that people use literacy skills meaningfully. When we developed the primers, we talked about the reasons for using a method that allows people the opportunity to read accurately and for meaning. What activities in the primer allow people to gain these skills?

Research also shows that learners who learn to read in a class that gives them opportunities to practice reading and writing meaningful texts are more likely to use their skills after they finish the class. Particularly for older youth and adults, it is important to include the kinds of activities that will continue to be important for their lives after the class ends.

Challenge

Let's take another look at the definition of literacy you worked to develop at the beginning of the module. Is there anything you would like to add or change in your definition?

Change: What might happen to a learner who does not learn how to read and write meaningful texts in literacy class?

Module 2: 4 Parts of literacy

Objectives:

- Learners will review the concepts of reading and writing for meaning and accuracy from the primer workshop
- Learners will explain the importance of each of the four parts of literacy
- Learners will brainstorm activities that correspond with each element of literacy instruction

Why: As learners progress through the workshop, they will learn the steps in an MSEM literacy lesson. This lesson will prepare them particularly for the experience story/group writing and creative writing portions of the lessons.

Materials and preparation:

- Chart paper and markers

Learning activities:

Connection

When you were a child, was there a story that you enjoyed reading? How did reading enjoyable stories or books help you to enjoy reading?

Content

When planning for literacy classes, it is best to have a balance between four different activities:

- Reading whole stories
- Reading smaller parts of words
- Writing creative stories
- Learning to spell and write accurately

Reading whole stories is important because it:

- Helps the student to read for meaning and therefore enjoy reading
- Helps the student to become a fluent reader
- When the student reads whole stories he or she will be able to use their knowledge of the order and meaning of his mother tongue and therefore will become a fluent reader

faster.

- Helps the student learn how to follow the text throughout the book (e.g., reading from left to right and top to bottom)

Reading parts of words and letters is important because it:

- Helps the student to understand the relationship between letters and sounds
- Helps the student to read new words by combining the sounds they already know together
- Helps the student to spell accurately

Organizing lessons in a way that introduces only a few new symbols each day helps students learn to read more easily by following a progression from the easier sounds and smaller words to harder words.

Creative writing is important because it:

- Helps the students to share their thoughts and feelings
- Helps the students to correct themselves and learn from their own mistakes
- Increases the students' confidence as they are able to share their own ideas and stories

Learning to write and spell accurately is important because it:

- Helps the student to remember the shapes of each letter and therefore to become a better reader.
- Allows others to read the text that the student has written

Allow learners time to list any additional ideas they would like to add to these four lists.

Challenge

In your language teams, spend time brainstorming activities that could be used in class to teach each of these four parts of reading.

Change: How might a class that incorporates each of these four parts be different from a literacy class you may have participated in as a child? What would be the benefits of a class that incorporated all of these four skills?

Module 3: What makes a good teacher?

Objectives:

- Learners will identify the knowledge, skills, and attitudes that are needed to be a good teacher
- Learners will choose areas in which they want to grow before beginning their work as teachers

Why: Considering the qualities of a good teacher will help the learners set goals for their own future development. As well, it may help them select the right individuals as local literacy teachers in their programs.

Materials and preparation: Small papers and markers

Learning activities:

Connection

Have you had a teacher that made a significant impact on your life and learning? With a partner, share what you remember about that teacher. After both partners have shared, brainstorm a list of qualities that your good teachers had. Share these qualities with the group.

Content

A good teacher can make a big difference in the lives of their students. A poor teacher can make learning discouraging for the students.

Listen to the following suggestions for characteristics of good teachers. On the list you brainstormed earlier, put a checkmark beside any items mentioned in this list.

A good teacher...

- Believes that everyone can learn and grow
- Is able to listen to their students
- Gives positive encouragement to students
- Is flexible and can make adjustments based on what the students need
- Creates a positive atmosphere in the classroom
- Has clear objectives for each lesson
- Communicates well with parents and community members
- Reflects on their own work and keeps trying to improve and grow
- Learns the content they teach well
- Is creative and willing to try new things in class
- Takes time to prepare for each class session

Some of the items on the list relate to knowledge and skills that the teacher needs to have. Other items relate to attitudes that a good teacher needs to develop and show in the classroom.

On the board, make a heading for knowledge/skills, and another for attitudes. On small papers, write suggestions for knowledge/skills that a good teacher has (from the items discussed, and from the brainstorming at the beginning of the module, as well as any additional ideas you may have). Also write suggestions for attitudes that a good teacher has. Tape the small papers under the correct heading on the board.

Challenge

Take some time individually to reflect on what becoming a good teacher will mean for you. Choose 2-3 areas from the items on the board that you would like to focus on growing in. Write these down in a notebook, along with any thoughts you have on how you will grow in these areas.

If you are comfortable, share your goals with the group, and ask your instructor for any suggestions on how you could grow in the areas you have identified for yourself.

Change: How will you keep track of your progress in these growth areas?

Module 4: Knowing your students

Objectives:

- Learners will list the characteristics of children, youth, and adult learners
- Learners will consider ways in which each group of learners typically prefer to learn in their culture
- Learners will consider how to modify their teaching strategies to fit the group of learners they are teaching

Why: The concept of learning is often identified most closely with school-based learning for children. In order to serve adolescent and adult learners, different teaching styles and activities are needed. As well, teachers of children need to understand how to meet the needs of their students at the current stage of their development.

Materials and preparation:

- Chart paper and markers

Learning activities:

Connection

How has learning in the literacy training workshops been different from your experiences in a classroom as a child? Would the kind of learning you experienced as a child meet your needs as an adult now? What reasons would you give?

Content

Set three pieces of chart paper in different locations around the room. On one, write the heading “Characteristics of children as learners”. On the next, write the heading “Characteristics of youth learners”. On the last, write the heading “Characteristics of adult learners”. Give each participant a marker, and allow the group time to brainstorm characteristics of learners on each chart, moving from chart to chart and reading what has been written.

Read the lists together, and decide if there are any other items to be added.

Discussion points:

Characteristics of child learners to consider:

- Children have more limited life experience, so it is especially important to relate new content to what they already know
- Children are usually less self-conscious, and more willing to try new things without fear of embarrassment
- Children are driven by short-term goals, and are usually willing to follow the teacher’s goals for learning
- Children have shorter attention spans- lessons should be relatively short, with times for active learning included
- Children learn well through concrete activities
- If the language is not strong in the community, children may not have fully developed their knowledge of the language taught in class, and will need to further develop their oral language skills in order to learn to read well

Characteristics of adult learners to consider:

- Adult learners have more life experience than children. This life experience gives them more with which to connect their new learning. Adults have already learned how to be

responsible for other aspects of their lives (such as working, caring for their families, and participating in the community life), and so also take responsibility for learning things that they need or want to know to achieve their life goals

- Adult learners are self-motivated and self-directed. They participate in learning because they expect it to help them in their daily life
- Adult learners need to decide together with the teacher what the goals of the class should be
- Adult learners may be more self-conscious when learning a new skill

Youth may have characteristics of both children and adult learners, depending on their age and life experiences. What characteristics are likely to be true of youth in literacy classes in your community?

Another factor to consider is the preferred learning style of learners in your culture. Do children normally learn by watching others, or by being told what to do? Do adults prefer to learn by discussion, or by observing another skilled person? Though not all individuals in a culture prefer to learn in exactly the same way, there may be some patterns that are normally used for learning in your culture. These will also influence the way in which you will choose to teach, in order to make your literacy instruction effective for the learners.

Challenge

Let's consider how these characteristics will influence how we design classes for each group of learners. In small groups, answer the following questions for each group: children, youth, and adults.

1. How should the classroom be designed? (e.g., where will students sit, what will be displayed in the room)
2. What learning activities should each class include? What would happen in a typical class?
3. What topics/ kinds of materials would be most relevant to the students?
4. What should the teacher's attitude and way of communicating with the students be like?
5. When will classes be held?
6. What is the typically way in which the group (children, youth, or adults) prefer to learn new skills in your culture? How will that influence the way you will teach?
7. Any other points?

Share your answers with the larger group and with your instructor.

Change: How do you plan to give opportunities for adults to learn to read? What should the classes be like?

Module 5: Games for literacy learning

Objectives:

- Learners will describe the benefits of include games in a literacy class
- Learners will experience playing some new literacy games
- Learners will prepare literacy games that fit their cultural/class situation

Why: Many learners in the workshop may have experienced classroom environments that did not incorporate a wide variety of active learning activities. Experiencing games, and

considering the benefits that these activities may have for the students will help the learners prepare more creative activity-based lessons.

Materials and preparation:

- Supplies for games
- Handout on literacy games

Learning activities:

Connection

What traditional games are often played in your culture? When are they played? Who plays the games? What do people enjoy most about playing these games?

Content

Have you ever used games in classes that you have taught in the past? What were the benefits of using games? Some benefits of games might be:

- To create a positive atmosphere in the classroom, so that learners view literacy class as enjoyable
- To help students learn to work together
- To provide a fun way of reviewing content that the students have already learned

In literacy class, you can use traditional cultural games, or add a new element to traditional games that allows the students to practice reading and writing. You can also introduce some new games to the students.

Let's play a few literacy games together now (Choose a few games from the ideas below to play with the learners)

1. Build a sentence puzzle

A sentence, such as the key sentence, is constructed with each word on a separate card. The puzzle is to arrange the words to make the sentence.

2. Find your partner

Give half the students in the class a card with a word written on it and the other half of the class a card with the picture of the word on it. The children walk around the room while the teacher claps or beats a drum. When he stops, the students with the words have to find their partner who has the picture to match this word. Each student stands with his partner.

3. Match words and pictures

Cut some cards. On each card draw a picture and write the word for it. Cut each card in the middle in a different way. Each student has a set of cards and he fits the word and picture cards together.

4. Have the students stand in a circle. Put word cards in the centre of the circle (one less word card than students). Have the students walk around in a circle until the teacher says "Stop". When the teacher says "Stop" the students run to the centre of the circle and take a word card. The student without a word card is "out". The other students should read the word on their card. Then remove one word from the set, and play again (continue until only 1 student is left).

5. The teacher will think of a word or phrase, and write blank spaces equal to the number of letters in the phrase on the blackboard like this:

The students will then take turns guessing a letter. If the letter is in the phrase, the teacher will write it in the correct spot in the word. If the student does not choose a letter that is in the

phrase, the class gets one point. The goal of the game is for the students to guess the phrase correctly before they earn 10 points. If they score 10 points, the teacher wins and the game is over.

6. Divide the class into small groups. Give each group a set of 10 letter cards. Each group tries to make as many words as they can from those letters within a two-minute time limit. When the group thinks of a word, they write it on their paper. The group with the most words on their list at the end of two minutes wins.

7. (For more advanced learners; young people): Give each student a piece of paper. Have the students write the beginning of a story on the paper for 2 minutes. When two minutes are up, the students must pass their paper to the student on the right. Each student then silently reads what has been written, and continues to write the next part of the story for 2 minutes. Continue passing the story to the right for 4-5 rounds. At the end, return the paper to the first writer. Have the students read the stories out loud.

8. Divide the students into small groups. Choose one letter that the students have already learned. Give each group 3 minutes to think of as many words as they know that start with that letter, ask the students to write down a list of the words. The group with the most words is the wins the game.

Challenge

From this point on in the workshop, we will spent some time each day playing new literacy games. Each learner will have at least one opportunity to teach a new game to the group. Your task to finish this module is to develop at least one literacy game, and to prepare the materials needed to play it in a later session this workshop.

Change: Which of the games played today do you think would be best liked by people in your home area? How will playing these games benefit literacy students?

Module 6: Leading experience story writing

Objectives:

- Learners will participate in the process of writing an experience story
- Learners will write a list of possible topics/activities for experience stories

Why: Experience stories provide a source of meaningful text for literacy classes, beyond the primer materials. In situations where limited materials are available, they are a useful way of ensuring that students practice reading for meaning in each class session. Experience stories also provide a way to incorporate cultural activities into the class.

Materials and preparation:

- Supplies as needed for the experience story activity

Learning activities:

Connect

What are some ways that you can help students have meaningful materials to read? What are some of the challenges to providing reading materials in literacy classes?

Content

Literacy learners need exposure to a lot of meaningful text in order to become good, fluent readers. But one challenge we often face when beginning literacy programs is that there are not many books in the language that are at the student's level. Though continuing to make books is important, there are also other ways of creating meaningful text for the students to practice reading in class.

One of these ways is called an experience story. The steps to creating an experience story are:

1. Lead the students in a meaningful activity. For example, in class the students may have read a primer story about fish. If there is a pond or stream nearby, the teacher can take the students there to observe the fish. In another class, the teacher might invite someone from the community to come and tell the students about traditional clothing or songs. In another class, the teacher and students might visit the rice fields and watch rice being transplanted.
2. After the activity, the students, together as a whole class, create a story about the experience they just had. The students tell the teacher what they want to write, and the teacher writes this text on the board or on chart paper. In the primer class, the experience story might be 3-5 sentences in length.
3. After writing the story together, the teacher and students read the story together in the following way:
 - a. The teacher reads the story to the students
 - b. The students and the teacher read the story together
 - c. The teacher reads the story with individual students
 - d. Individual students read the story
 - e. The teacher and students read the story together one more time
4. If possible, the story should be displayed in the classroom for the students to return to and read as they have spare time. If the class does not have a permanent meeting space, the teacher should write the story on chart paper, and keep it with their other teaching supplies.

Let's experience these steps together.

Trainer note: Prepare an experience story topic ahead of the session, and lead the learners through the full process

Note: Depending on how much time the class has to meet, you may want to introduce a new experience story only in every other lesson. The next lesson, the students can read the experience story from the previous class.

Note: You will want to make sure that the experience story topic is relevant to the age and experience of the learners. For example, group writing for youth and adult learners could include topics such as nutrition, health, and ways of saving money.

Challenge

In your language teams, brainstorm a list of possible topics for experience stories. You will use this list later on as you prepare the teacher's guide for your primer classes.

With a partner, choose 1 experience story topic to demonstrate for the group. Do the activity, and practice leading writing and reading the story.

Change: How might experience stories help to make class culturally relevant for the students?

Module 7: Leading creative writing lessons

Objectives:

- Learners will appreciate the benefits of including free writing time in literacy lessons
- Learners will brainstorm a list of possible topics for creative writing lessons

Why: Including creative writing in the literacy class will be a new idea for many learners. Incorporating meaningful writing opportunities into the class increases the likelihood that writing skills will be meaningfully used and therefore retained after the class ends.

Materials and preparation:

- Chart paper/markers

Learning activities:

Connection

As a group, brainstorm all of the ways in which writing is used in your community. Put a star beside the examples where the writer must write down their own thoughts. (e.g., when filling out a form, the writing task is not creative; when sending a text or writing a letter, the writer must put their own thoughts and ideas into words)

Content

What are the benefits of including opportunities for meaningful writing in literacy class?

- The learners understand that they can express their own ideas through writing
- The learners are more likely to use their writing skills after they finish the class (compared with classes where only a primer is taught)
- Learning to write supports and strengthens reading skills
- Good stories from literacy students can be published for others to read, helping the community create more reading materials
- Being able to write one's own thoughts helps to increase the self-confidence of the learners

Are there any benefits you would add to that list?

Because of the benefits of learning to write meaningful text, it is helpful to include an opportunity for creative writing or free writing in each literacy class. This can be done by giving the students time to write their own stories on the same topic as the experience story.

For young children, you can do the following:

1. Talk about the experience story theme with the children, and ask them to imagine their own stories.
2. Ask the students to draw a picture and write the stories.
3. Have the students write their name on their papers.
4. Ask the students to tell their stories to the teacher or the class.

During creative writing time, the focus is on writing down the students' ideas; the teacher should not correct spelling or grammar. At the beginning, it is very likely that the students' stories only have a few words written. At the beginning the teacher should not worry about this, and should encourage the students' creativity. As the reading and writing of the students improve, they will be able to write more each time. This is similar to the way children learn many other things. For example, a young child may try to imitate their mother cleaning the house or cooking food. At the beginning, the child does the task very poorly, but as the child matures, their work becomes better and better. In the same way, the teacher praises the student's efforts, and by practicing each day the students will become better and better at

writing good stories.

For youth or adults, the teacher may want to suggest a topic for free writing in notebooks. Older learners will probably be more self-conscious than children about making mistakes. The teacher may wish to give more direction helping the learners write keywords that they wish to remember about the lesson during their first free writing lessons. A good activity for older learners in the beginning lessons is to ask them to create a symbol that represents what they learned in that class, and to write some keywords under it.

Challenge

Take out the list of experience story topics you prepared yesterday. Create a list of creative writing topics that would fit well in the same lessons as the experience stories.

Change: How has this lesson changed your ideas about creative writing?

Module 8: 6 steps of a literacy lesson

Objectives:

- Learners will adapt the 6-step literacy lesson model to their situation as appropriate
- Learners will prepare to practice teach lessons incorporating the 6-step model (or a variation developed with their instructor)

Why: The 6-step model (based on the principles of the Multistrategy Economy Model) provides a simple and practical structure for incorporating reading and writing for accuracy and meaning into each lesson.

Materials and preparation:

- Lesson planning templates

Learning activities:

Connection

At this point in the workshop, you will have practiced a number of different literacy learning activities- primer lessons, games, experience stories, and creative writing. How do you imagine that each literacy class will be organized to include these activities?

Content

Earlier in the workshop, we discussed four parts of literacy learning:

- Reading whole stories
- Reading smaller parts of words
- Writing creative stories
- Learning to spell and write accurately

Of the literacy activities you've learned so far, which activities address which parts of learning to read and write?

In this module, we will be combining the literacy activities you have learned into a single lesson. The model for this lesson has six parts:

1. Opening game or activity
2. Reviewing the previous lesson

3. Teaching the new primer lesson
4. Experience story
5. Creative writing/free writing
6. Closing game or activity

This lesson design is meant to make sure that each class is balanced between activities that focus on accuracy (such as the primer lessons), and activities that focus on reading and writing meaningful text (such as the experience story and creative writing time). Using the same structure for the lessons each day is especially helpful for new teachers. As new teachers are first beginning their roles, it can be difficult for them to be very creative or make up many new lesson patterns. By doing the six steps each day, the teachers only need to learn to follow the steps in one lesson pattern.

The six steps of the literacy lesson will often take between 2-3 hours to complete, depending on the age of the students (for example, older learners may be able to complete all of the steps in one 2 hour class, though this may be more difficult for younger learners). In some cases, there may be less than 2 hours available for class time. If this is the case, you will want to develop a strategy for making sure that all literacy skills are covered well. Some options may include:

- Teaching a new primer lesson one day, and in the next class reviewing the previous lesson, and then doing an experience story and creative writing activity
- Reducing the number of steps used in the classes, focusing more on the primer (though this is not considered ideal, as it provides students with less practice reading and writing for meaning).

How do you find the 6-step structure? Are there any changes you would make to it? If not, let's try using the 6 steps to develop a full literacy lesson.

Challenge

As a language team, develop a plan for a full literacy class that includes activities for each of the 6 steps.

Tip: Try to choose a theme that fits with the primer keyword or one of the primer stories. For example, if the primer story is about a boy who goes fishing, the experience story and creative writing activities could also be about fish or fishing.

After writing the lesson, demonstrate teaching it. Divide the parts of the lesson between members of your group.

Change: Which steps are you most comfortable teaching? How can you plan to practice the steps that are still challenging for you?

Module 9: Incorporating your culture into literacy classes

Objectives:

- Learners will review the worksheet of cultural forms completed in the Writer's Workshop (or complete the worksheet if they did not attend that workshop)
- Learners will brainstorm cultural arts and activities that can be included in their literacy class lesson plans

Why: Considering the unique aspects of their culture will help learners create lesson plans that incorporate their cultural arts, values, and practices. This can increase the relevance of the lessons to learners, and instill a sense of pride in their heritage.

Materials and preparation:

- Cultural calendar worksheet
- Cultural art forms worksheet
- Chart paper and markers

Learning activities:

Connection

In the writer’s workshop, you had the opportunity to complete a cultural calendar chart of the significant activities and traditions in your area. How did this influence your story writing? How can that chart help you to develop ideas for games, experience stories, and writing activities that incorporate the unique things about your culture?

Content

Adapted from information by Mary Beth Saurman, in *Overview Workshop for Producing Culturally Relevant Language Development Materials for a Mother Tongue-Based Education Program*

Every culture has two components: their own language, and their own art forms. Both of these are used for communication. Art forms like music, drama, dance, and spoken arts (such as poetry, storytelling, and chanting) can be used to express cultural values. They are also ways that local wisdom and knowledge are taught to each new generation. Cultural art forms also speak deeply to the hearts of people within a culture.

Like language, art forms also are ways of communicating meaning. Here are some examples of art forms that communicate meaning in different cultures:

- In Mon dance, every hand movement carries specific meaning. Mon dances are structured in ordered to sequence the hand movements to tell a story
- Hmong have embroidery stitches that each carry different meaning. So, for one design, not only does the overall larger pattern itself carry meaning, but each of the stitches have meaning as well
- Tibetan language groups tell stories of their history and important lessons through a combination of visual art, dance, and song
- The Hmong have history songs about their people, songs about the creation of the world and songs about world events.
- In India and Pakistan some groups tell epic tales in song. Some of these songs can last all night.

What are some of the benefits to using cultural art forms in literacy classes?

Using relevant cultural and art forms in literacy classes gives students a chance to learn through the language and culture they know and experience every day. Through using the structure and forms that carry meaning within the culture, art forms can assist students to learn new concepts and ideas quickly and efficiently.

Incorporating cultural aspects into the literacy program also increases the value of a culture’s language and art forms, in the eyes of the people in the community, as well as to the people around them. As well, most cultures are united in their identity around their art forms, and

sharing these art forms together can help to increase people's sense of worth and value in their cultural identity.

Let's take some time now to consider the art forms in your culture. Discuss the following categories:

- Songs
- Dances
- Dramas
- Visual arts (includes traditional clothing or crafts)
- Verbal arts (include poems, proverbs, storytelling)

These categories can be broken down into smaller units. For example, under the larger category of songs you can include songs for the New Year, harvest songs, planting songs, children's songs, religious songs etc. After listing the types of art forms, list their purpose or use in your culture. Complete the chart in your language teams, and share with the larger group when it is completed.

Challenge

The next step is to consider how your cultural forms can be used in your literacy class plans. If you still have the cultural calendar from the writer's workshop, take out that worksheet as well. Using the cultural calendar, as well as today's worksheet on cultural arts, consider how these themes can be incorporated into your literacy lessons.

Divide a piece of chart paper into three columns:

- Games/Activities
- Experience stories
- Creative writing/free writing

Brainstorm cultural activities that fit under each of the three headings. Remember to keep this chart, as it will be useful for preparing lesson plans and the teacher's guide.

Appendix: Cultural Art forms: Types and Purposes

Directions: Make a list of some Art Forms in your community. Break one Art Form into various styles (for example, Songs can be broken into specific types of Songs: Women's Songs, Men's Songs, Children's Songs, Festival Songs, New Year's songs, Harvest songs, etc. Define the types based on the cultural divisions of forms. Each of these types, then, may be broken down further: Festival Songs: Harvest Songs, Planting Songs, etc.). Remember that these styles and types of categories depend on the cultural contexts.

	Type/Name	Purpose/Use
Songs		
Dances		
Dramas		
Visual arts		
Verbal arts		

Module 10: Developing a print-rich environment in the literacy classroom

Objectives

- Learners will consider how silent reading/small books can be incorporated into the literacy class
- Learners will list the materials that could be kept/displayed in the classroom in order to create a print rich environment

Why: In order to become fluent readers, learners need exposure to a wide variety of meaningful and appropriate materials at their current reading level.

Materials and preparation:

- Chart paper and markers

Learning activities:

Connection

Besides primers, list all of the things that students might read while they are in the literacy classroom.

Content

From what you've already learned in the workshop, what are some things that help students become fluent readers? One of the most important things that predicts successful reading is access to a lot of meaningful text. Many languages that have been written for many years have many books, and can also be written in many places- such as on signs, in newspapers, on forms, or on advertisements. People who speak languages that haven't been written for many years, or that have a smaller number of speakers may not have as many opportunities to read their language on a day-to-day basis. If your language is in this group, it will be especially important to work hard to make sure learners have as many chances to read their language as possible.

In literacy classes, teachers can help their students by creating a print-rich environment. This means that there are many opportunities to read in the classroom. For example, a teacher may put an alphabet chart in the classroom, and display a poster of words that the students already know how to read. The experience stories that the students have already written can also be posted in the classroom. Books that have already been published that are at the student's level can also be kept in the classroom. If learners have extra time during the class, they can be encouraged to find a book to read. The teacher can also hold times of silent reading during class, where students are given about 15 minutes to read any book that is of interest to them. After the reading time, the teacher can ask the students to share what they have read.

In some cases, literacy classes may not have a permanent classroom. In these cases, the teacher may need a storage box for keeping books, charts and posters. At the beginning of the class, the students can help the teacher remove the items from the box, and display them in the classroom.

Having a print-rich community environment (outside of class) can help to support the literacy learning that happens in class. What are some ways that print can become a part of the community life?

Challenge

Look again at your list from the beginning of the module. What things might you add to your list? Beside each item, list some ways that these items can be used both inside and outside of literacy class to create a print-rich environment.

Change: How might having written texts in the mother tongue displayed in the community change how people view their language? How might it change how they view the importance of reading?

Module 11: Teaching mixed level classes

Objectives:

- Learners will discuss strategies for teaching classes with mixed age or mixed ability levels

Why: In many village settings, literacy classes are not homogenous by age or ability. Developing strategies for managing this situation will help to ensure that the needs of all learners are met.

Materials and preparation:

- Sample pre-tests
- Chart paper and markers

Learning activities:**Connection**

In your community, who do you imagine the literacy students might be? Are they all of the same age, or are there different ages? Have all had the same experiences with schooling, or might the students have different ability levels?

Content

Often, in village situations, the learners who wish to attend literacy classes might be of different ages and ability levels. This can be a challenging situation for teachers to handle, as some students might become bored if the class moves too slowly, while other students might not master the material as quickly as others.

Some strategies for dealing with these differences among learners include:

- Group students by age, holding different classes at different times (perhaps an adult class on a regular basis in the evenings, while a children's class could be held during the school break).
- Use a pre-test to discover the ability level of students before beginning the class. Group students according to their ability level, rather than strictly by age (this is likely to be better for children, as adults may not wish to be grouped in this way).
- Keep good records of which learners have already completed basic literacy classes, and provide a more advanced class for these learners.
- Teach the older or more advanced learners first, and then have these learners help as teaching assistants, working with the younger or less advanced learners.
- Pair more advanced learners with weaker learners, having the more advanced learners

act as tutors or assistants.

- Have different learning centres in the classroom for different groups. Teach a lesson to one ability group, while others work on an activity (such as completing primer exercises, or writing a story). Then move to the next group of learners.

Challenge

Consider which students are likely to attend literacy programs in your community. What strategies might be most appropriate for the mixed level classes teachers might encounter. Make a list of which groupings are likely to occur, and which strategies you could use for each of these situations.

Change

How will you help teachers in your program to manage mixed level classes?

Module 12: Producing a teaching guide

Objectives:

- Learners will discuss strategies for training new teachers to use lesson plans
- Learners will begin producing a teaching guide to accompany their primer materials, incorporating the 6-steps of a literacy lesson

Why: Experience has shown that new village teachers (particularly those who are not professional teachers) struggle to generate student-centered lessons in their first teaching experiences. Producing a teacher's guide provides new village teachers with a structured and balanced plan to follow, which they can later adapt as they gain proficiency.

Materials and preparation:

- Example lesson plans

Learning activities:

Connection

Have you ever had experience teaching? (e.g., at church, in the community) What do you remember about your first teaching experiences? What fears did you have? What challenges did you experience?

Content

Being a new teacher can be overwhelming. In many literacy programs, the village teacher may be quite new to the role of a teacher. What new skills does a village teacher need to implement when leading classes?

- Reading and writing in the mother tongue
- Creating a positive classroom atmosphere
- Leading primer lessons
- Leading reading and writing activities
- Leading games
- Managing class records
- Anything else?

As new teachers are first learning these skills, we want to see them succeed in their roles, and

provide good quality instruction for their students. One way to help new teachers be successful is to provide them with a clear, well-writing teaching guide that will give them instructions and activities for each of the 6-steps in the literacy lesson.

What are some of the advantages of having a teaching guide?

- Having a teacher's guide means that the new teachers need to learn only how to do the activities; they are not responsible for developing activities themselves yet. As teachers gain more experience, they typically become more creative and competent, and can begin to modify these lesson plans and perhaps develop their own plans. Experience has shown that it typically takes most new community teachers 2-3 years before they are comfortable enough not to rely so much on the teaching guide.
- A teaching guide can help to make sure that the lessons are balanced between different types of activities, and include reading and writing for meaning. New teachers often make the error of focusing too much, or only on the primer lesson. Having plans for each of the 6-steps can help the teacher remember to include each part of the lesson each day.
- Having a teaching guide can help to make sure that new skills are taught in a sequence from easiest to more difficult. Because those developing the teaching guide have a good view of the progression of the whole program, they can plan activities that fit well for each stage of instruction.

Are there any other advantages to having a teaching guide?

When developing a teaching guide, you will want to consider the ages and other characteristics of the learners. For example, if you will have one class for children and one class for adults, you will need to have lesson plans for each group.

What are the steps to writing a lesson for the teaching guide?

1. Consider the key word and story theme of the primer lesson. From these, can you choose a theme for the day's activities? (Don't forget to consider themes from your cultural calendar and cultural arts charts).
2. Develop an experience story/ group writing activity that fits with the theme.
3. Develop a creative writing/free writing activity that fits with the day's theme.
4. Choose one game/activity for the class opening, and one game/activity for the class closing.
5. Put the lesson on the lesson chart. Each chart includes:
 - a. Objectives for the lesson (what the students are to learn to do that day)
 - b. Any materials and special preparation the teacher must do for the class (e.g., supplies to bring)
 - c. A chart with instructions for each of the six steps:
 - i. Opening activity/ game
 - ii. Review
 - iii. New primer lesson
 - iv. Experience story/ group writing
 - v. Creative writing/ free writing
 - vi. Closing activity/ game

Fill out one chart for each age group for whom you plan to hold classes.

Challenge

In your language teams, look at some examples of lesson plans for a teacher's guide. Describe what you observe.

With a partner, choose one lesson, and write your first plan for the teacher's guide. After

writing, show it to your team and instructor for feedback and suggestions. Once your first plan has been checked, edited and revised, continue writing the next plans. Create a new document in the computer for your teaching guide, and add each plan to the document.

Change: How do you want to organize your work as a team in order to complete your plans by the end of the workshop?

Appendix: Sample Lesson Plans for a Teaching Guide

Lesson: 3

Audience: Children ages 6-10

Objectives:

- Learners will practice reading the register marker -x
- Learners will recognize their names, and practice writing them
- Learners will review the symbols m, ng, a, and :
- Learners will write an experience story about their mothers

Opening Activity: Reading names

After the learners have entered the room, the teacher will take attendance by holding up the student's name cards, one by one. As the learners see their names, they will stand up and collect the name card from their teacher.

Review

Review the sounds m, ng, a, and : with the learners by reading the word boxes in lessons 1-2
Review the student read story from lesson 2

- Have learners read the story together with a partner
- Allow learners who wish to read the story to the class

New Lesson

Complete the reading and writing activities from lesson 3 in the primer book

Experience Story

Ask each learner to share one thing they appreciate about their mother.
Lead the class in writing an experience story on the theme "Our Mothers".
Practice reading the story together with the students. Ask the students to search for letters they can recognize in the story.

Creative Writing

Have the learners draw a picture of their mothers, and write the word "mother", as well as any other words they wish (assist learners as needed, do not correct spelling)

Closing Activity: Writing and Reading Names

Give each learner a small piece of paper. Ask them to write their name in large letters on the paper (they may copy the name card that the teacher has prepared). After the learners have finished writing, shuffle the name cards and distribute one to each learner
Have the class sit in a circle. Have one learner at a time hold up the name card they have; the student who it belongs to can stand up, collect the card, return it to the teacher, and leave the classroom.

Lesson 20

Audience: Children ages 6-10

Objectives:

- Learners will practice reading the sound *ao*
- Learners will review sounds from primer book 1
- Learners will write an experience story about bamboo
- Learners will write a short text about bamboo

Note: This is the first lesson in primer book 2

Opening Activity: Picture Cards

As the learners enter the room, hand each learner two small pieces of heavy paper. On one paper, the learner should write one word that they know how to spell from previous lessons. On the other card, the learner should draw a picture to match the word. As the learners finish, they should hand the completed cards to the teacher

Review

Ask learners to list all of the symbols they now know how to read. As the learners name a symbol, ask them to write that symbol on the board. Under each symbol, ask the learners to name the words they know that use that symbol, as the teacher writes the words on the board. After listing the word, the class reads them together.

New Lesson

Complete the reading and writing activities from lesson 20 in the primer book

Experience Story

If there is a place nearby where bamboo is grown, take the learners to that location. Ask them to pay careful attention to everything they can observe. Return to the classroom, and write an experience story about bamboo. After reading the story together several times, ask learners to circle any words they know how to read, and then to write those words in their notebooks.

Creative Writing

Ask the learners to write their names on their papers, and create a story and picture about bamboo. Learners may share their stories with the classes (do not correct spelling/writing)

Closing Activity: Match the Words with the Pictures

The teacher should shuffle the words and picture cards made at the beginning of the class period. The cards should then be distributed to the learners, who need to find the word cards that match the picture cards in their hand. Once the cards have been matched, the learners may practice reading the words aloud.

Lesson 21

Audience: Youth ages 12+

Objectives:

- Learners will practice reading the sound *ia*
- Learners will create a group text about the benefits of raising chickens
- Learners will spend 10 minutes on free writing in their notebooks

Opening Activity: Sentence Scramble

Before the class period, the teacher should write sentences with words that are known to the learners (e.g., sentences from previous lessons) on long strips of paper. The strips are then cut into smaller parts. In small groups of 3-4 learners, the students should work to put the

sentences back into their correct order.
Review Learners should review the reading activities from lesson 20
New Lesson Complete the reading and writing activities from lesson 21 in the primer book
Group Writing On the board/chart paper, the teacher leads the learners in a discussion of the benefits of raising chickens. Learners should share what they know about good ways to raise chickens (e.g., what to feed chickens, how to gather/sell eggs). After the brainstorming session, the learners work with the teacher to write a group text on the theme of raising chickens. Practice reading the text with the learners, and allow them time to copy the parts of the text they wish into their notebooks.
Free Writing Allow learners about 10 minutes for free writing in their notebooks. After that time, any learners who wish may share their writing/ideas with the class.
Closing Activity: Sentence Scramble Working in groups of 3-4, the learners should write sentences on long strips of paper, cutting them into pieces (as the teacher did in the opening activity). Each group should prepare 3-4 sentences in this way, and then trade their sentences with another group. The groups then work to assemble the sentence strips they have been given.

Lesson 43

Audience: Youth ages 12+

Objectives:

- Learners will practice reading the sound *ch*
- Learners will write a group text about clean water
- Learners will spend 10 minutes on free writing in their notebooks

Opening Activity: Word Building Have the learners work in small groups. Give each group of 3-4 learners a set of 10 letter cards. Have each group work to write as many words as they know that use only those letters. The group with the most words wins the game.
Review Learners should review the reading activities from lesson 42
New Lesson Complete the reading and writing activities from lesson 41 in the primer book
Group Writing Ask the learners if they are aware of any illnesses that come from drinking/using water that is not clean. Then ask the learners to discuss any ways they know to make water safer to drink (e.g., boiling, filtering). After the discussion, the teacher works with the learners to create a group text on the theme of clean water.
Free Writing Allow learners about 10 minutes for free writing in their notebooks. After that time, any learners who wish may share their writing/ideas with the class.
Closing Activity: Guess the Word Learners should work in the same groups as in the opening activity. Each group should choose one word from the list they wrote in the opening activity. One group at a time, the group

comes to the board and writes a space for each letter in the word (e.g., _ _ _ _ _ for a word with five letters). The other learners take turns guessing on letter each. If they are correct, the letter is written in its space, and the learners may try to guess the whole word. Continue until the word is guessed correctly.

Lesson 45

Audience: Children ages 6-10

Objectives:

- Learners will practice reading the clusters khl, gl, and bl
- Learners will write an experience story about traditional clothing
- Learners will write a short text about traditional clothing

Opening Activity: Scramble

Before the class, the teacher should write words that are familiar to the learners on small cards. The same word should appear at least 2-3 times (e.g., if “house” is one of the words, there should be 2 or more cards that say “house”).

As students arrive, give one card to each student. Ask the students to sit in a circle. Call out one of the words that is written on the card. The learners who have that card must stand up, and switch places with one of the other learners who has the card. After each round, the students should pass their cards to the person on their right (so they have a new card each time).

Review:

Learners should review the reading activities from lesson 44

New Lesson:

Complete the reading and writing activities from lesson 45 in the primer book

Experience Story:

Ask a community member to come to the class to talk about traditional clothing (e.g., clothing for men, for women, any symbols/meaning in the clothing).

After the discussion, the teacher should work with the students to write an experience story about the traditional clothing in their language group.

Practice reading the story together, and allow learners time to write the story in their notebooks.

Creative Writing:

Ask learners to write a short story about traditional clothing. They may draw a picture to accompany their story (do not correct spelling/writing).

Closing Activity: Scramble

Before the class, the teacher should prepare a second set of cards that contains only new words from the lesson. Play the Scramble game from the opening activity again, but with the set of new cards.

Module 13: Keeping class records

Objectives

- Learners will adapt and translate forms for class attendance, student information, and literacy class reports for village teachers to use
- Learners will plan how to gather and record the information from class records

- Learners will explore ways in which the class attendance time can be used to help students learn to read their own names

Why: Village teachers need to be trained to keep regular and thorough records of student information, attendance, and progress. These are a tool for monitoring and evaluation.

Materials and preparation:

- Example teacher forms for translation

Learning activities:

<p>Connection When you were a child in school, how did the teacher take attendance? What other records did the teachers keep about the students?</p>
<p>Content One of the responsibilities of the teacher is to keep records of the class. The teacher should have:</p> <ul style="list-style-type: none"> • A class list • A class attendance sheet • A record of the lessons/ classes taught • A summary record of the literacy class after it has been completed. <p><i>Trainer note: Spend some time looking over the forms and allowing learners to ask any questions</i></p> <p>The teacher is responsible to fill out these forms each day. The literacy manager or trainer can then collect these forms from the teacher when they do their class visits, and then record this information for their literacy program reports. When the class is finished (e.g., at the end of the primer class) the teacher is responsible to fill in the literacy class summary report. Some examples of these forms are on the next pages. The coordinator is responsible to make sure that each teacher has enough copies of these forms.</p> <p><i>Reading Names</i> Especially in the first literacy classes, the teacher can use the attendance taking time creatively to help the students learn to read their own names.</p> <ul style="list-style-type: none"> • The teacher may hold up a card with the name of the student, to which the student must respond by raising their hand, instead of reading the student's name aloud. • The teacher may also dismiss the students by holding up name cards one at a time. When the student sees their name, they are free to leave the classroom. • When the students enter the classroom, they are to find their name from the group of name cards that the teacher has laid out at the front of the classroom. When the teacher calls the student's name during attendance time, the student then returns their name card to the teacher.
<p>Challenge Look together at the example teaching record forms. For your literacy program, you will want to create a class attendance form, a student record form, a class record form, and a literacy class summary form. Translate and adapt these forms to your own language and program situation. After you have finished, write answers to the following questions in your language team:</p> <ul style="list-style-type: none"> • How will you train village teachers to use these forms?

- How will you collect the forms from the village teachers? Where will you keep these records?

Change: What problems might arise if class records are not kept?

Appendix: Literacy Class Forms

Literacy Class Summary Report

*When a literacy class is done, the teacher should fill in this form and submit to the coordinator.

Reported by:

Date:

Class name:

Location:

Teacher(s):

Duration:

Class time:

No. of enrollment:

No. of completion:

No. of student passing the final test:

Teaching materials used:

Problems:

Needs:

Follow- up / Future plans:

Other comments:

Literacy Class Teaching Record
Teacher's name: _____
Village: _____

Date	Time	# of students present	Lesson taught	Comments (successes, problems, questions)

Module 14: Community and parent involvement in literacy class

Objectives:

- Learners will list ways in which community members can be involved in literacy class
- Learners will role-play ways in which parents can be encouraged to be involved in their child's learning

Why: Parent involvement in their child's learning has been shown to improve learning outcomes. Rooting literacy learning in the whole community context will help the learning process to be more relevant to learners, and better understood by community members.

Materials and preparation:

- Small papers and markers

Learning activities:

Connection

Make a list of all of the people in your community who could be involved in literacy classes.

Content

What are some reasons for involving the community in the literacy class?

- It increases their knowledge of what happens in the literacy class
- Community members can partner with the teacher in promoting literacy
- Community members can share their knowledge and skills with the students

How could they participate?

Here are a few ideas of how community members can be involved in class:

- Community members can be involved in writing books and producing materials for the literacy class
- Community members can be invited to share their special skills and knowledge (the class can then write an experience story about what they learned from their visitor)
- Parents can be encouraged to observe the class sessions (if culturally appropriate)
- Community elders can tell traditional stories to the students, or teach traditional songs
- Literate community members could read stories to the children

For children's classes, it is especially important to involve parents in the literacy class.

Research shows that if parents are involved with the learning that their children do, the children do better in the class.

Sometimes, parents who can't read well feel excluded from the classroom environment, and it is harder for them to support their children as they learn. For this reason, it is important to find ways for the parents to understand that they too are important teachers for their children; that their children learn important skills and knowledge at home.

What are some ways of involving parents?

- Allow them to observe the literacy class
- Have regular parent meetings where the teacher shares what the students are learning
- Ask parents to share special skills with the class

- Give students assignments that involve the parents (e.g., *Ask your parents to tell you a story they learned when they were little. Write down the story and draw a picture*).
- Regularly send books home with the students. Encourage parents to read together with their children.
- At the end of the class, hold a special celebration for parents to attend. Have the children prepare special readings and songs for their parents.

Let's do a role play together. First, demonstrate what happens when a teacher does not involve parents in the literacy class. Second, demonstrate better teaching practice, where the teacher encourages parent involvement in class.

Challenge

In your language teams, create a mind map called "Involving the community in literacy class" (put this heading in the centre circle). From the centre, create branches to show the different people who could be involved, and the ways in which they could be involved.

Change: Write down 1-2 ideas from today's module that you would most like to implement in your own village.

Appendix: Practice Teaching

Much of the workshop time will be spent in practice teaching. If learners are not fully comfortable teaching the primer lessons, the first practice teaching sessions should focus on this. Once the learners have mastered teaching the primer, they should practice teaching lessons following all of the 6-steps. After each practice teaching session, the learners receive feedback from the instructors and their peers. Instructors may want to provide written feedback for learners to review after the session.

Sample Guideline for Evaluating Practice Teaching

Games/Activities

All needed supplies were prepared and available:

The game is appropriate to the learner's ability:

Instructions are clearly given:

Review

Key sounds and drills from the previous lesson(s) are reviewed

New lesson

All steps in the primer teaching method are followed appropriately

Experience story

The topic chosen is appropriate for the learners

Student ideas are gathered for the story

The teacher leads the students in reading the story following an appropriate method

Creative writing

The topic chosen is appropriate for the learners

The teacher provides encouragement

Learners are encouraged to share their writing

Other observations:

Key strengths:

Focus area for growth

Intermediate Writing Skills and Materials Production

Objectives:

By the end of the workshop, learners will have:

- Conducted an assessment of the literacy materials currently available in their language
- Observed demonstrations of the production and use of a variety of literacy materials, including: big books, bilingual picture dictionaries, pre-reading materials, non-print media, and shellbooks
- Selected (from the above) those materials that are most needed for their current programming, and developed a strategy for beginning production of those materials during the workshop
- (If producing shellbooks or other translated/adapted materials): Practiced adapting materials to their mother tongue, following the principles of good translation (clear, natural, accurate, acceptable, consistent).
- (If producing shellbooks or other translated materials): Practiced checking translated materials with peers in the workshop, and produced a plan for checking these materials in the community prior to their use
- Written non-fiction texts for early/intermediate readers, including procedural and persuasive texts
- Considered literature production strategies that involve community members
- Developed a strategy for ongoing literature production

Prerequisites:

To participate in this workshop, participants should be able to write their mother tongue fluently. At least some participants from the group should also have basic computing and word processing skills. Generally, it is assumed that the participants have already completed the basic Writer's Workshop, have practiced their writing skills regularly since that workshop, and are then prepared to produce a wider range of texts and more complex materials.

Learning Modules:

1. Assessing our current materials
2. Producing big books
3. Developing a bilingual picture dictionary
4. Pre-literacy materials
5. Using technology in your literacy program
6. Developing a community newsletter
7. Writing non-fiction: Persuasive writing
8. Writing non-fiction: Procedural writing
9. What are shellbooks? How can I use them?
Interlude: Setting goals for the workshop
10. Basic translation skills: Making clear translations
11. Basic translation skills: Making accurate translations
12. Basic translation skills: Making natural translations
13. Basic translation skills: Making acceptable translations
14. Basic translation skills: Making consistent translations
15. Checking translated materials

16. Involving the community in literature production
17. Planning for future materials development

Expected Outputs and Trainer Notes:

The materials production workshop has two basic aims: exposure to a variety of literacy materials, and production of those materials that are most needed at the current stage of the literacy program. After being exposure to a variety of literacy materials, it is expected that the participants will choose 2-3 key areas of focus for the workshop. They are not expected to become proficient at producing all of the material types, but, with the assistance of the trainer, should choose those materials that will be of greatest benefit to their communities, gain skill at producing these, and plan to continue production at home after the workshop. The material types will be introduced in introductory modules, with additional instruction and support given if the form is chosen as a focus for the workshop.

Each language team should aim to produce a minimum of 10 new literacy resources for testing and use in the community.

Suggested Scheduling:

Days 1-3: Assessment of current materials, exposure to literacy material types (Modules 1-9)

Days 4-5: Training in materials production (Modules 10-14 if applicable, training in other computer/materials production skills if needed)

Week 2- end of workshop: Continued production of chosen material types

Final 1-2 days: Involving the community and planning for future production (Modules 15-17)

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Wendell, Margaret M. Bootstrap Literature: Pre-literate Societies Do It Themselves. Newark, DE: International Reading Association, 1982.

Module 1: Assessing our current materials

Objectives:

- Learners will assess the current materials available in their language
- Learners will identify key target areas for future materials development

Why: During the workshop, learners will be exposed to several different types of literacy materials. In order to make good choices about production priorities, they will need to evaluate what is currently available, and select areas that should be the main focus for the next steps in their work.

Materials and preparation:

- Small papers and markers, chart paper

Learning activities:

<p>Connection How have you noticed people using the materials you have produced so far? Which types of materials have been most effective?</p>			
<p>Content In previous workshops, we discussed different levels of books that should be available in a literacy program. Do you remember what levels we discussed? In your language teams, take some time to review and brainstorm everything you remember about the characteristics of different levels of literacy books. Divide a chart paper into 3 parts:</p> <ol style="list-style-type: none"> 1. Books for new readers 2. Books for intermediate readers 3. Books for more advanced readers <p>Include characteristics such as how long the book should be, how much text should be on each page, how to use pictures, and good topics for books at each level.</p> <p>Besides books of different levels, it is also good to have books that fit specific audiences. Most books won't interest every person (maybe with a few exceptions like an alphabet book and picture dictionary). Some books will only interest children, while other books will only be appropriate for youth or adults. As you consider your plan for materials production, you will want to plan to produce books:</p> <ul style="list-style-type: none"> • For every reading level • For every audience/group in your community 			
<p>Challenge To begin, write the title of every book you now have in your language on a small piece of paper (note: for any groups with a longer tradition of literature/more titles, more general categories may be used). Create a chart with the following rows and columns:</p>			
	Easy reading materials	Intermediate reading materials	Books for advanced readers
Children			
Youth			
Adult men			

Adult women			
-------------	--	--	--

Place each small paper with a book title into the category on the chart where it best fits. Which categories have the most titles? Which categories have the fewest?

Looking at your chart now, which categories most need new materials at this stage in your literacy program? For these categories, list a few possible literacy materials that might meet these needs.

After finishing your chart, place it somewhere for safe-keeping, as you will use it later on in your planning during this workshop.

Change: What materials do you most hope to produce during this workshop? What help or training will you need to do this?

Module 2: Producing Big Books

Objectives:

- Learners will observe a demonstration lesson with a big book
- Learners will choose a good format for a big book in their context
- Learners will decide if they should produce big books in their materials development plan

Why: Learners will be able to evaluate if big books would be a useful supplement to their primer class materials, particularly in classes with children.

Materials and preparation:

- Example big book in a language understood by the learners

Learning activities:

Connection

Have you ever spent time reading aloud to children? What books/materials did you read to them? Which did the children seem to like most?

Content

Demonstrate a lesson with a big book (in a language the learners know/understand).

After the demonstration ask:

- How is using the big book similar to other reading activities in your literacy class plans? How is it different?
- How might big books be a valuable tool to supplement the activities done in literacy class?

Big books provide a way for teachers to read aloud to the students. The books are large enough that the class can see the pictures, and follow along with the text. Research shows that reading aloud to students helps them to become good readers. Pointing to text on a page while reading also helps to build reading skills.

These are the characteristics of a big book:

- A simple story with short sentences
- Large text
- A picture on each page

There are several different ways to make big books:

1. Some groups choose to write the text and draw illustrations on large papers, and then to make a cover for the big book with heavy cardboard. The cardboard is meant to make the book more durable.
2. Other groups choose to use plastic folders (the kind where plastic sheet protectors are attached to a plastic cover) to make their big books.
3. Other groups choose to print/photocopy their big books similar to how small books are made, except that a larger size of paper is used. The covers of these books are usually made from card stock, and tape binding might be used.

What are the advantages and disadvantages of each method? (e.g., cost, durability, ease of production). Which of these methods might be best in your situation?

Challenge

Do you think that big books would be a good addition to your program structure? If so, consider the following:

- Who will make the books?
- How will they be distributed to the classes?
- How can teachers be trained to use the books?

If you would like to consider using big books, choose the format that works best for your situation. With a partner, try producing a big book.

Change: If you will use big books, who might be involved in producing them in the future? How will you train teachers, artists, and writers?

Module 3: Developing a bilingual picture dictionary

Objectives:

- Learners will observe and evaluate several examples of picture dictionaries
- Learners will evaluate whether a picture dictionary would be useful for their program at this time
- (Optional): Learners will develop a plan for producing a picture dictionary, and will choose appropriate tools for doing this task

Why: Picture dictionaries can be a valuable tool, particularly for bilingual/biliterate learners as they bridge between languages. Having a simple dictionary can also help to raise the status of the mother tongue in the eyes of community members and outsiders.

Materials and preparation:

- Examples of picture dictionaries
- Software/templates for picture dictionary production

Learning activities:

Connection

Have you ever used a picture dictionary as part of your studies? If so, what did you like about it?

Content

One kind of literacy material that can be helpful is a picture dictionary. This can be useful because it:

- Can help to raise the status of your language.
- Can be useful to bilingual learners. For example, children who are learning a second language in school can use a picture dictionary to help them learn to read their mother tongue as well. Those learners who are learning to read their mother tongue first can use the picture dictionary to help them learn to read other languages that are important for them.
- Can create interest in learning to read your language.

Spend some time looking at a few examples of picture dictionaries. With your team, make some notes of what you observe. Is there any format that you particularly like?

If a picture dictionary is something you would like to prepare, you will need:

- A list of words that can be pictured (in alphabetical order, or organized into categories)
- A source for pictures that are culturally understandable (some kinds of pictures from the computer/internet can be difficult to understand for people who don't have much experience away from their home area)

You will also need to decide which languages are most important for your picture dictionary to use (the mother tongue + 1-2 other languages)

Challenge

With your team, decide if a picture dictionary is something you might like to produce during this workshop. If so, your trainer can show you some ways that this can be done on the computer. Decide who on your team can be responsible for this project. Also, decide what languages you would like to include in your dictionary (picture dictionaries often have 2 or 3 different languages).

Trainer note: SIL's Bloom software contains a template for picture dictionaries; it can be connected to an image database.

Change: If you choose to produce a picture dictionary, how do you image it being used in the future?

Module 4: Pre-literacy materials

Objectives:

- Learners will evaluate potential needs for pre-literacy materials in their programs
- Learners will describe the features of sample pre-literacy lesson plans

- (Optional): Learners will produce a teaching plan and worksheets for pre-literacy lessons

Why: In some communities, literacy class participants may not have had previous experience with reading and writing before attending class and/or class members may be young children who are attending mother tongue classes as their first educational experience. These students require additional preparatory classes before beginning literacy learning.

Materials and preparation:

- Handout with sample lesson plans
- Examples of pre-writing worksheets

Learning activities:

Connection

With your team, consider the following question:
 What does a person need to know *before* they can learn to read and write?
 Brainstorm your answers with your team.

Content

When learners have had little or no involvement with books, we cannot expect them to be able to pick up one and be immediately ready to learn to read. Nor can we expect them to be immediately ready to learn to write when they rarely write. There are things we can do to help them become ready. These are called reading and writing readiness activities.

What are some examples of pre-reading and pre-writing skills?

- Learning how to hold a book and turn the pages
- Learning how to take care of books
- Learning how to hold a pencil
- Learning how to form lines and circles (the shapes that make up letters)
- Learning how to listen for small sounds (syllables/letter sounds)

In your situation, if many of your learners have never had the opportunity to learn these skills, it will be important to have some lessons before beginning the primer that will prepare them for learning to read and write.

Spend some time looking at the example pre-literacy lesson plan. With a partner, make a list of the things you observe. (What kinds of activities are done? What might be the purpose of these activities?) Make observations about the example pre-writing worksheets. How would these shapes prepare learners to write letters?

Challenge

In your situation, will pre-literacy lessons be necessary? Why or why not? (for example, if most of the learners have already attended another school setting, pre-literacy lessons would not be needed).

If these lessons are needed, work with your team to produce a lesson plan for the teacher, as well as worksheets to accompany the lessons. How will you train the teachers to use these lessons?

Change: Before today's lesson, did you ever consider what skills might be needed before learning to read and write? What new ideas did you gain from today's module?

Appendix: Example pre-literacy lesson plans

Lesson #	Pre-reading	Pre-writing	Pre-reading activities	Creative writing
1	<p>Teach learners about books. Give each student a book. Show them how to hold the book and turn pages (going from front-to-back).</p> <p>Show the students how to take care of books:</p> <ol style="list-style-type: none"> 1. Do not fold the books; 2. Do not write on the books; 3. Keep the books clean. 	<p>Show students how to hold pencils.</p> <p>Teach students to write different types of lines, one type a lesson.</p> <p>E.g.,: straight vertical lines.</p> <p>Draw 2 rows of straight vertical lines on the blackboard.</p> <p>Show the students how you are writing from left-to-right and from top-to-bottom.</p> <p>Students copy in their exercise books:</p> <p>Note: Use the features that are most common in your language.</p>	<p>Do an action song. Teach the students an action song.</p> <p>Tell a story. Tell the students a story from the traditional culture.</p>	<p>Students draw pictures. Each student draws a picture about the story.</p>
2	<p>Introduce name cards. Make 2 sets of name cards for each student. Give each student the card with her name.</p> <p>Hold up one of the name cards and read the name. Ask the student with that name to bring her card to you. Show her how the names on the 2 cards match.</p>	<p>Teach a type of lines</p>	<p>Story telling. Students re-tell and change the Lesson 1 story.</p> <p>Ask students to think about the story. Students say what happened in the story.</p> <p>In small groups, students change the story by changing the characters, the events, or the place. They share their</p>	<p>Students talk about their pictures. Students draw a picture of their favourite animal and talk about it in small groups.</p>

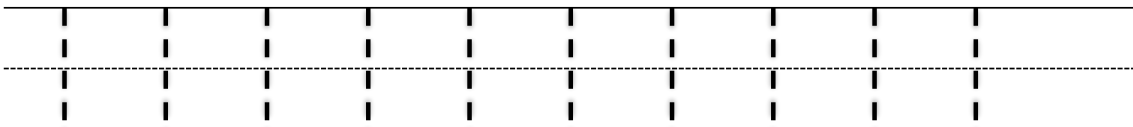
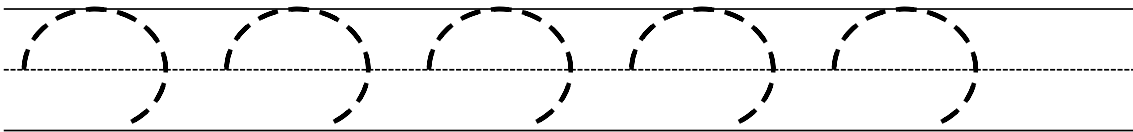
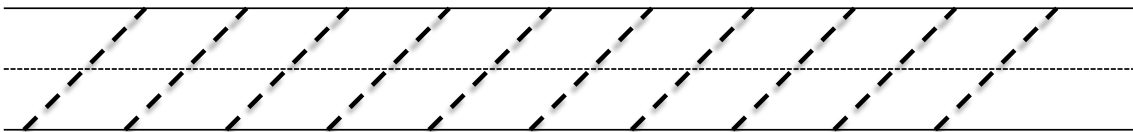
	Do this with all the students.		stories with other groups.	
3	Match name cards. Put all the students' name cards on the floor or table. Students come and match their own card with one on the floor. If correct, they give the second card back to you.	Teach a type of lines.	Singing. Review action song. Teach the students a new song.	Students talk about their pictures. Students draw a picture of their favourite fruit and talk about it in small groups.
4	Use name cards. Ask the students an easy question. Hold up a name card. The student with that card answers the question. e.g., What did you eat today?	Teach a type of lines/curves	Students act out story. Act out the story from Lesson 1&2. Action songs. Sing songs from Lesson 1&3.	Students talk about their pictures. Students draw a picture of their favourite flower and talk about it in small groups.
5	Teach about pictures in books. Give each student a book. Look at the pictures together. Ask questions about the pictures, using name cards to call on different students.	Teach a type of lines/curves	Teach a traditional song. Choose an easy learning one. If possible, teach a dance to go with the song. Read a familiar story.	Students talk about their pictures. Students draw a picture of their house talk about it in small groups.
6	Sort objects. Put different objects (leaves, stones, seeds) on the floor. Ask students to sort them into categories. (Leaves together, stones together, etc.) Identify the same pictures. Students look at a row of pictures - two of the same things, the other 3 of different things. They point	Teach a type of lines. Students practice writing names. Each student looks at their name card and copies the name in their exercise books.	Action songs. Teach a new action song. Teacher reads a big book with students.	Picture stories. Students draw a picture story about their village. They talk about their picture story to others in their small group. Encourage them to point to different parts of their picture as they talk. (The idea is for them to practice "reading".)

	<p>to the two that are the same.</p> <p>Identify sound #1. Students close their eyes. Tap your pencils on different objects; shake different object (stones) in tins. Students identify the sounds.</p>			
7	<p>Find the picture that is different. Students look at a row of 5 pictures - 4 of the same things, one of a different thing. They point to the one that is different.</p> <p>Identify sound #2. Students close their eyes, listen to and name sounds they hear outside the classroom.</p>	<p>Teach a type of lines.</p> <p>Students practice writing names. Each student looks at their name card and copies the name in their exercise books.</p>	<p>Read the big book from Lesson 6 again.</p>	<p>Draw pictures. Students draw a picture of story from lesson 6.</p>
8	<p>Find the picture that is same. Same as #6, but with designs.</p> <p>Identify sound #3. Before class, choose 5 students to make the sound of an animal (but they should not tell others.) All students close their eyes. Each one makes the animal sound and the others guess what it is.</p>	<p>Teach a type of lines.</p> <p>Students practice writing names.</p>	<p>Teacher reads a new big book with students.</p> <p>Songs. Students sing song from lesson 6 and all other songs they learned.</p> <p>Teach the students a new song.</p>	<p>Students talk about their pictures. Students make a picture story of their father and mother or caregiver. They talk about their picture in their small groups.</p>
9	<p>Review name cards.</p> <p>Find same and different pictures & design.</p>	<p>Teach a type of lines.</p> <p>Students practice writing names.</p>	<p>Read the big book from Lesson 8 again.</p> <p>Songs. Students</p>	<p>Students talk about their pictures. Students make a picture story of their</p>

			sing all the song they have learned.	friend(s). They talk about their picture in their small groups.
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- *Adapted from *Teachers' guide for children's basic education in the L1 using the 2-track approach* by Susan and Dennis Malone. 2005.

Example pre-writing activities



Module 5: Using technology in your literacy program

Objectives:

- Learners will evaluate samples of non-print media from other projects in their region
- Participants will consider how non-print media can complement the print media in their literacy program
- Participants will make a plan to produce any non-print media they desire for their program

Why: Non-print media can support and enhance the literacy class experience. Additionally, some potential learners may be more motivated to learn if literacy materials are presented in formats that connect with their technology and media use.

Materials and preparation:

- Examples of VCD/DVD, website resources etc.

Learning activities:

Connection

What technology do people use in your village today that wasn't available 10 or 20 years ago (e.g., texting, internet, VCD players)? Who uses this technology? What do they like about it?

Content

Most of our work in materials development during these workshops has focused on producing books for the literacy program. This is important; as we've learned earlier, learners need access to a large amount and variety of books to develop good literacy skills.

In today's world, literacy skills are also needed to access different types of media and technology. Many people, especially youth, are motivated to learn and use these new technologies. Adding non-print media to your program can motivate people who might not otherwise be interested in literacy to learn. As well, reading and writing text in any format can support literacy skills that people are developing.

Here are some ideas of ways that people have creatively used new technology to support literacy:

- In many communities, people like to watch VCD/DVD videos of songs in their language. When they lyrics of these songs are a part of the video, there are good opportunities for reading practice.
- In some communities, people are beginning to use the internet and social media more frequently. Web pages and social media sites can encourage people, especially youth, to read and write in their mother tongue. Websites and social media can also be a way to distribute community newsletters if many people have internet access in your community.
- If it is possible to use text messages in your language, this can also support reading and writing skills. In some literacy programs, leaders send out a question or short text by phone to the learners, who then have to write their response and send it in by text. If this is accessible and affordable in your area, this can be a good way to motivate learners to practice reading and writing on a daily basis.

Spend some time looking at examples of how other language communities have used new technology in your program. Which strategies would be accessible and interesting for people in your community?

Challenge

Are there any non-print media that would be useful to have in your community? If so, work in your language team to make a plan for producing and introducing these media in your community. Consider the following:

- Who will be the audience?
- How will they access these resources (e.g., if your strategy requires people to use a cellphone, do most families in your community have access to this?)
- How will you produce this resource?
- What training and support do you need?
- How can you fund this resource in a sustainable way?

Change: How did today's module expand your ideas for how literacy can be used in your community?

Module 6: Developing a community newsletter

Objectives:

- Learners will brainstorm the content that could be included in a community newsletter
- Learners will consider whether a newsletter would be an appropriate literacy tool in their community
- (Optional): Learners will plan a strategy for gathering content and publishing a community newsletter

Why: Having a regular source of new written information can help to sustain motivation for literacy.

Materials and preparation

- Chart paper and markers

Learning activities:

Connection

Imagine that there was a newspaper/newsletter for your village. In your language team, brainstorm a list of what it might include.

Content

Adapted from: Newsletters. Wendell, M. M. (1982). *Bootstrap Literature: Preliterate Societies do it Themselves*. Newark, DE: International Reading Association.

One of the challenges in beginning a literacy program is making sure that there are materials that are new and relevant to the learners published on a regular basis. Besides publishing new books, another way of meeting this need is to consider publishing a community newsletter or newsheet.

What are some advantages of producing a newsletter for your community?:

- Newsletters are inexpensive to produce
- They are encouraging to new literates or semiliterates— they provide small chunks of reading material, and new readers are encouraged when they can completely read a whole publication
- They can be produced quite quickly
- They can start small and grow

Newsletters can include both local content about what is happening in the community, as well as new information that would be important to the readers. Consider the following ideas for content:

- Information from local village leaders
- Dates of upcoming holidays
- News about people arriving or departing the community (e.g., students returning home)

- Activities of local organizations
- Local proverbs or riddles
- Short stories
- Obituaries
- News about literacy classes or other learning activities
- Short articles about health or agriculture
- Important national or international news

Who might be involved in producing content for the newsletter?

- Participants in a writer's workshop may be asked to produce an article or story on a regular (e.g., monthly) basis for the newsletter
- Literacy or village teachers could produce announcements
- A writing contest can be held and the winning texts published in the newsletter
- Literacy class students can share their writing in the newsletter (e.g., a group writing activity or experience story could be published)
- Song writers could publish the lyrics of their newest songs
- Artists could create comics/cartoons

Other questions to be considered:

- How often should the newsletter be published?
- Who will be responsible for gathering the newsletter items, putting them into the computer, and printing the newsletter?
- Should the newsletter be sold? By whom and for how much?

Challenge

In your language team, discuss whether a newsletter would meet the needs of your community at this time. If so, work together to make a plan for beginning your community newsletter. During the materials production time in this workshop, produce the first issue of the newsletter.

Change: How has this module helped you to consider ways to publish new material on a regular basis?

Module 7: Writing non-fiction – Persuasive writing

Objectives:

- Learners will identify areas of change that could be addressed in persuasive writing
- Learners will discuss the steps needed to create a persuasive writing piece
- Learners will write a short persuasive text
- Learners will evaluate and edit persuasive texts written by their fellow learners

Why: Leaders in literacy programs often express the desire to produce materials that educate community members on key topics. Learning strategies for research and persuasive writing can help learners meet this need.

Materials and preparation:

- Handout on persuasive writing

- Examples of persuasive texts

Learning activities:

Adapted from: SIL Sudan. Writer’s Workshop Manual. Introductory and Intermediate Materials with Teacher’s Notes and Supplemental Materials. Kenya: SIL Sudan, 2000.

Connection

Is there something in your communities that you think should be changed? What? Who should change it? (What things could the people themselves change? What things could outside people and groups change?)
What kind of things do you want to convince people to do?

For example:

- Education: [children should go to school, our language should be valued]
- Health: [wash your hands before preparing food]
- Family life: [respect for traditional culture]
- Other: [using motorcycle helmets, drinking]

Content

Many new readers look for books to read that will help them to improve their lives. You, and other community leaders, may also want to share information through writing to help change things for the better in your communities. Writing texts that help people change is called persuasive writing.

The goals of persuasive writing include:

- Changing the reader's attitude
- Influencing behaviour

Good persuasive writing uses:

- Logical arguments
- Examples of problems
- Demonstrates consequences of not changing
- Treats the reader as a responsible adult

Persuasive writing can incorporate other styles of writing, such as:

- Personal experience or other stories
- Informative writing
- Descriptive writing
- Traditional styles such as proverbs (e.g., "A stitch in time saves nine" to convince people that acting early enough will prevent greater problems later).
- It can have different forms, such as:
 - Stories (personal experience, folk/traditional)
 - Articles (newspaper editorials, letters to the editor, magazine articles)
 - Posters or magazine advertisements
 - Tracts, leaflets
 - Songs, etc.

A good argument uses rational thinking and logic, but also should have some emotional appeal. The reader must want to change something after reading your article -- adults need to change their opinion before they change their behaviour.

Spend some time in your groups considering the following persuasive texts. What change to the authors want people to make? How do the authors write to convince people to make this change?

Oral Health

Text used by permission from International Cooperation Cambodia.
Originally written by the Health Editors Group in Ratanakiri province

OBJ

This is the story of Soriya. Soriya is a 12-year-old girl. She likes to go to school and visit her friends' houses every day. She especially likes to go to the snack shop because she likes to buy candy. **OBJ** One day, Soriya didn't want to go to school. She couldn't sleep the night before because she had had a horrible toothache. Her mother went to the pharmacy to buy medicated plaster tape and put it on Soriya's mouth where her teeth hurt. The tape only helped her a little bit, and she still had a lot of pain. When she went to school all of her friends said that they sometimes had toothaches as well. Soriya's toothache lasted three or four days. Then, her mother took her to see the dentist.

The dentist looked at her teeth and he saw that Soriya's teeth had cavities and her gums were swollen. The dentist gave her some medicine to help her swollen gums. And he taught Soriya how to take good care of her teeth. The dentist explained to her that teeth are very important for biting, chewing food, and helping us speak clearly. If our teeth are clean, it gives us a pretty smile. But you need to take care of your teeth properly to make sure that your teeth and gums are healthy. The dentist also said: "Brushing teeth is the most important thing that we can do to help our teeth and our mouth healthy. Brushing teeth cleans the little pieces of food that get stuck between our teeth and protects them from cavities." He said: "If you don't have a toothbrush, you can also use grass or different things that are fairly soft like bamboo leaves, a soft tree branch, or the fiber from dry coconut husks to brush your teeth. We need to brush our teeth two or three times every day." The dentist said that food like vegetables, fruits, fish, and meat will be healthy for our teeth. There are some foods that are good for our teeth and some that are bad for our teeth too. The bad foods for teeth are candy, sugar cane, and soft drinks. So, we need to really be very careful to clean our teeth after we have had those things.

Soriya's mother listened very well about how important it is to take care of teeth, and decided to start to teach her children how to clean their teeth, because all of her children had brown teeth, cavities, and bad breath. She knew from the dentist that if she and her children didn't take good care of their teeth, they would have toothaches. As well, they will easily lose their teeth when they are old and waste a lot of money to treat their teeth. After Soriya went to see the dentist, her brothers and sisters started to brush their teeth. Now they no longer have toothaches, they can speak clearly, and they have pretty smiles.

Dengue

Text and used by permission from International Cooperation Cambodia.
Originally written by the Health Editors Group in Ratanakiri province

OBJ How Do We Get Dengue Fever?

OBJ Dengue is from one kind of "virus" that is transmitted to a person by one kind of mosquito that lives around houses. This kind of mosquito usually bites in the daytime.

What Are the Signs of Dengue Fever?

1. Fever
2. Severe headache, with pain around the eyes, muscles, and joints. The person may also have nausea and vomiting.

3. Sometimes red spots appear on the skin. The person may have a fat red rash on their body.

How to Treat Dengue Fever At Home

1. When you have fever, you may take paracetamol (Don't take any aspirin because this may cause bleeding to worsen).
2. Drink lots of clean water and other fluids. If the inside of your mouth is dry, you should be especially careful to drink a lot.
3. Rest a lot.

When We Should Go to the Hospital

If your children have the symptoms described below, they could have the kind of dengue that causes internal bleeding. Take your children to the hospital quickly.

1. Signs of circulatory failure/blockages: Restlessness

- The body is extremely pale and cool
- Fast heartbeat
- The person is very weak

2. Signs of bleeding: - Red spots on skin - Nosebleeds

- Black excrement

3. Fever and shock

How to Prevent Dengue Fever

Don't let mosquitoes bite you. Be sure to cover your body when you sleep or put up a mosquito net. The mosquitos that cause dengue bite during the day, so if you are having a nap or sleeping during the day, you should use your mosquito net. Mosquitoes stay in stagnant water. So, cover the pots that have water in them tightly, both inside and outside of the house. If there is any place inside or outside of the house with stagnant water, please clean it out or cover it with dirt. If mosquito eggs are in the stagnant water for four days they will hatch. Clear all areas where mosquitoes tend to live:

Throw away old cans, vases, and broken pots that have stagnant water.

Chop down unneeded trees and brush around the house.

Drain water that is stagnant in holes around your house and in places close by.

Steps in writing persuasive texts:

1. Decide the target audience. This will help you decide what level of vocabulary to use, and what information would influence them.
2. Decide what change you want to see.
 - A change of opinion (e.g., people should favour the use of the mother tongue in education)
 - A change of behaviour (e.g., people should wear motorcycle helmets)
 - A change of support for or against a specific person or program (e.g., people should support the literacy program)
3. Do research.

Gather facts and information that will help you understand the situation better and give a good argument for change. What do people do at present? Why? What are their beliefs about the matter? Will people really understand the reasons for the proposed change? (Adults need to understand the reasons for change.) Will the change benefit the whole community? What are possible negative consequences of the change and how can they be dealt with?
4. Decide the approach you will recommend for making the change.

What part of the problem will you start with? Whom will you target? Who are the leaders in making changes like this? Who are the decision-makers in the community?

What are the benefits of the change? How will you fill any gaps that the change may create?

5. Organize your arguments.
List the main points. Under each point, list the facts and opinions that relate to that point. When you are all done, look over your arguments: Is all of your information accurate? Is there enough information under each point? Is anything missing which would make your article more convincing? Make any necessary changes.
6. Decide what form (article, song, poster, etc.) and style (personal experience, informative, story etc.) to use.
7. Write your persuasive text.
How you present your research and your arguments for change depends on the form and style you choose.
 - For articles, a good title will attract attention. The title should mention the current problem or the change you desire
 - The main body of the text should present the current situation, and the arguments for change. You should address possible objections that people might use to the challenge your argument
 - The same applies to a poster or song, though you may have to restrict yourself to using the major points only

Challenge

Consider whether you would like to produce some materials that include persuasive texts. If so, work through the following steps:

1. Think of a change that you would like to see made.
2. Discuss the present situation with others on your language team to discover their opinions.
3. Decide what approach you will recommend for making the change.
4. Organize your arguments.
5. Decide what form and style you will use.
6. Create (write, draw, etc.) your piece of persuasive literature.
7. Ask one of your language team members to edit your work. After reading their suggestions, revise your work.

Change: What changes do you think will occur in your community as a result of the literacy program?

Module 8: Writing non-fiction – Procedural writing

Objectives:

- Learners will identify a task they can train others to do through written materials
- Learners will write a short procedural text

Why: Having procedural texts available as part of the literacy program connects literacy with life-long learning.

Materials and preparation:

- Example procedural texts
- Handout on procedural writing

Learning activities:

Adapted from: SIL Sudan. Writer's Workshop Manual. Introductory and Intermediate Materials with Teacher's Notes and Supplemental Materials. Kenya: SIL Sudan, 2000.

Connection

Can you think of any new skills you learned through reading? What things might people in your community want to learn to do? Can they learn these things through reading?

Content

What are some of the purposes of procedural writing?

1. To tell how to do something, or how something is done
2. To teach others how to do something
3. To preserve knowledge of how something is done for future generations (e.g., how to weave traditional cloth, the steps in a wedding ceremony)

Parts of a procedural text:

- A. The opening words tell what procedure will be given, and may also give any cultural and historical background that the reader will need to understand the text.
- B. The next section contains the main body of instructions.
 - a. For instructions on how to make things list at the beginning all of the items needed to the activity: materials and ingredients with the amounts needed, tools and equipment, etc.
 - b. Write step-by-step details. Do not leave a step out, assuming that someone will know it. Think about what the parts of an activity are. You also need to know what the reader already knows and what needs to be explained.
 - c. The order should be based on time. You may include all the necessary details, but if they are not in good order, it will be confusing and the procedure will be difficult to follow.
- C. Use time words and phrases such as then, next, after that. You should be able to number the steps in order; this may be a way to test if the steps are in correct order or not.
- D. Finish with closing words, which include a conclusion or summary, as well as any expected results of following the procedure.

Challenge

With your language team, brainstorm a list of topics that could be used for procedural texts. After making your list, choose one topic, and write a text together. Consider how you can publish and share the text. Consider which of the procedural texts might be added to your materials development plan.

Change: What changes might happen in your community if people are able to learn new information and skills through procedural texts?

Module 9: What are shellbooks? How can I use them?

Objectives:

- Learners will evaluate example shellbook resources for their suitability in their literacy programs

- Learners will describe the basic steps in producing shellbooks

Why: Shellbooks are a useful way of quickly expanding the mother tongue literature available to a language group. Shellbooks are also available on topics such as health and agriculture that might be valuable to the language community.

Materials and preparation:

- Example shellbook files in languages the learners know

Learning activities:

<p>Connection What do you think are the biggest challenges you face in developing a library of materials in your language? What might help you meet these challenges?</p>
<p>Content One way to expand the resources available in your language is to use shellbooks. These are books that already have text in a language you know, as well as illustrations. They are meant for you to be able to adapt into your own language. This can make the process of making books- especially informative or persuasive books – much easier.</p> <p>Here are a few things that are important to know about shellbooks:</p> <ul style="list-style-type: none"> • Shellbook resources have been designed to allow others to adapt them into their own language. The creators of these materials have given permission for them to be used by other groups. Translating and publishing resources without permission is not encouraged, and can cause problems if someone is later upset that their work has been used without their knowledge. • Before using a shellbook, it is important to consider whether the materials are appropriate for your language group and target audience. Particularly for instructional books, be sure that the information is true for your region. • Shellbooks are meant to be adapted, and do not necessarily need to be translated word for word. For example, you may change the names of characters in the story to reflect local names. Illustrations may also need to be adapted to fit your situation. • Because they are translated/adapted, shellbooks might be more difficult for new readers. Producing shellbooks should not replace mother tongue writers creating their own original books. Be sure that you have a good balance between new materials written by mother tongue speakers and shellbooks. • If you decide to use shellbooks, it is important to learn some basic translation skills. If you decide to use shellbooks during this workshop, you will complete a few modules in basic translation skills before starting to work on the books. <p>Let’s look together at the shellbooks that are available for you to use.</p>
<p>Challenge In your language team, look through the shellbooks available to you. Decide if you would like to include adapting shellbooks as a part of your materials development plan. If so, in your language team, identify the first 10 shellbooks you would like to adapt. Identify the target audience(s) for each book. Also identify any changes you would need to make to the book to make it culturally appropriate. Later, you may assign the shellbook to different team members to complete.</p>

Change: How did today's module expand your ideas of how you will produce a library of mother tongue materials?

Interlude: Setting goals for the workshop

Objective:

- Learners will choose 3 key areas of focus for the remainder of the materials development workshop
- Learners will identify the target audiences and reading skill levels of their planned materials
- Learners will choose their workshop assignments

Why: After being exposed to a range of possible literacy materials, learners will need to identify their priorities, and identify a focus for the next stage of materials development. Learners should focus on those materials that are most needed in their language communities and literacy projects.

Materials and preparation:

- Chart paper and markers

Learning activities:

Connection

How has this workshop changed your thinking about the kinds of literacy materials you can develop in the future?

Content

For most of the remaining workshop time, you will develop materials that you can take home and test in your communities. Though you have been exposed to many possibilities, it will be helpful for you to identify some priorities for this workshop. Some questions to consider:

1. Who are your literacy students? If you have many adult learners, you will want to make sure you have some materials that are relevant for adults. If you have many young learners, you will want to focus on materials for children.
2. What are people in your community most interested in reading and learning? Have community members asked for specific types of materials?
3. What materials do you already have? If all of your existing materials are of one type, you may want to focus on a different type for this workshop.

Challenge

With your language team, rank the material types you have explored in this workshop according to what is most important for your program at this time, to what is least important at this time. As a group, choose about 3 types of materials that you think might be most important to work on during this workshop.

After you have chosen the materials you will produce, assign tasks to each team member. Also list any help and instruction you will need to produce the materials (e.g., assistance recording videos, translation training to produce shellbooks).

Change: How can you hold yourself and your teammates accountable for reaching your goals for this workshop?

Translation skills for shellbook development

Modules 10-14 are optional in this workshop. Any teams that plan to produce shellbooks, however, should finish this training before beginning to translate and adapt materials.

The materials in this section were adapted from the following resources:

Errington, Ellen. "Workshop on Translating Literacy and Development Materials." 2009

Wannemacher, Mark. "Translation Training Manual for Mother Tongue Translators." 1998

Module 10: Basic translation skills: Making clear translations

Objectives:

- Learners will list the five principles of good translation (clear, accurate, natural, acceptable, consistent)
- Learners will describe the characteristics of a clear translation
- Learners will practice strategies for translating difficult or unknown words into their language in a way that produces an understandable translation for the reader

Why: Some shellbook resources include concepts and words that do not have a 1:1 correspondence between the source and target language. Practicing strategies for clear translation will help learners think of good ways to express these concepts in their language.

Materials and preparation:

- Translation skills handout
- Large paper and markers/pencils

Learning activities:

Connection

Encoder-Decoder Pictionary

Objective: To see whether or not the encoder can transmit the message clearly without words and whether the decoder receives the same message with relative accuracy.

Goal: The encoder must understand that he/she needs to have a clear picture of the message himself and be able to communicate it in a way that the decoder(s) can receive the same message.

Materials needed: Sheet of drawing paper, pencil, and eraser for each group.

PROCEDURE: STEP #1

1. Divide into teams of 2-4 people each.

2. Choose one person to be the encoder (someone who wants to draw a picture).

The others will be the decoder(s).

3. The encoder is given a message. He/she reads the message to himself/herself and is given a few minutes to draw the message without using words (written or spoken).

Message

Team #1 In the evening, there are 2 women cooking food inside the house.

Team #2 In the morning, there are 2 men planting rice near a monastery.

Team #3 In the late afternoon, there are 2 boys playing ball near a hospital.

Team #4 In the early afternoon, there are 2 small girls walking to school.

4. Decoder(s) write down what they think the message is on the bottom of the picture.

5. Encoder shows the decoders the message. The group makes a comparison.

6. Encoder writes the correct message below what the Decoder(s) wrote.

ANALYSIS: STEP #2

Analyze the results of the decoders.

If the message was decoded correctly, the encoder and decoder can congratulate one another.

If the message was not decoded correctly ask the following questions:

1. What was missing in the message?

2. What was confused in the message?

3. What caused the confusion? [What were the barriers to communication?]

4. What suggestions can the decoder offer to the encoder to make the picture clearer?

In the same way, a message in words is like drawing a picture. The encoder must clearly understand the message and communicate all the details in the form that the decoder can understand.

Content

What is the best way to translate?

Good translation moves from meaning to meaning, that is, from what it means in one language to what it means in another language. The grammar and expressions of each language are different, so you cannot just translate the words one by one. You have to think of the meaning of the message you are translating. This is called "meaning based translation."

There are two steps in translating:

STEP 1: *Understand the meaning of the text* – discover the meaning of the material you are translating. Discovering the meaning takes research and study. We have to look at the whole context of the passage and not just the individual words

STEP 2: *Translate the same meaning into your language* using the words, expressions, and grammar used by ordinary speakers of your language

A good translation has the following five characteristics. It is:

1. Clear
2. Natural
3. Accurate
4. Acceptable
5. Consistent

In this workshop, we will spend one module focusing on each of the characteristics. The first one we will focus on is clear translation.

Have you ever read something that was translated that was hard to understand? Why do you think that this was so?

A clear text is one that communicates well to the reader. The reader will understand what he

reads and will be motivated and able to follow through, as intended.

Here are some things to keep in mind:

About words

- Are there unknown concepts, words that have no meaning to the reader?
- Do some words have obscure meaning – different or in an old dialect?
- Have you included borrowed words (words from another language)? Do they have the same meaning in your language?

About structures

- Is it clear who did what in the text?
- Are sentences too long, or do they contain too much information?

Impact

Do readers understand how they are meant to respond to the text

What can you do to translate unknown words into your language?"

1. replace a specific word with a general word
2. use a specific word in your language to replace a general word in the source language
3. replace with something similar
4. replace a word with a phrase
5. use a picture
6. transliterate (write the same word with your language's alphabet)

Examples: How would you translate this into your language?

- Snow (an easy word in English, but maybe not in your language)
- Milky liquid from the inside of an unripe papaya (there isn't a well-known word for this in English, but there might be in your language)
- Fibre from a dry coconut or similar plant that is can be used to scrub/clean items
- Ice cream

Note: Sometimes when your language does not have a word for something, and another language you know does have a word, you may find it easy just to use the word from that other language. But, before you do that, consider:

1. Does everyone in your language group understand that word (especially if they have not attended very much schooling in the national language?)
2. Would a new expression or phrase using words from your language be easier for people to understand? Might they misunderstand something important if a key word in the text is not in their own language?

It is quite common for languages to borrow words from other languages. But before you use a borrowed word in your story, make sure that it will be understood well by everyone reading the book.

Other strategies for translating difficult words:

1. Use two or more words to describe the difficult word:

For example: glasses- things that help you see better
yeast- something that makes bread rise
centurian- leader of 100 soldiers
wolf- an animal like a fierce dog

But: Be careful that your explanation is not too long or complicated

2. Use a compound word:

One special way of using two or more words together is called a compound word. When talking about a new thing in your language, one strategy is to use combined two old words into a new compound word. Here are some examples from Burmese:

- a. ice-stick: ice cream
 - b. good smell-white: sandalwood
 - c. heart-jumping: heartbeat
 - d. boot-shoes: boots
3. Use a word that is already in the language, but give it a new meaning. For example, in some languages, the word for lightening is also used to mean electricity.

What are some ways to check if a translation is clear?

- a) have someone read the text aloud,
- b) then ask content questions to check that they have understood the text as you intended it.

Do not ask yes/no type questions.

Do not ask, "Did you understand that?"

Ask questions about specific content in the text (Who is the main character? Where did she go? When did she plant the corn? Where did she make the compost pile? What happened when she harvested the beans? How did she feel about her neighbour's remarks?)

You may also want to ask questions such as "what do you think happened after the story ended?" or "do you think this is a happy or sad story?"

Challenge

Exercise:

In these sentences the word underlined is difficult to translate or new to most cultures. Underneath each sentence is an idea for how to translate the new or difficult word. Underline the words that are used to translate the new or difficult word.

- a) He was seated in the chariot.
He was seated in the cart pulled by horses.
- b) They planted radishes.
They planted vegetables like bitter carrots.
- c) They put a bit in the horse's mouth.
They put an iron bar in the horse's mouth in order to control it.
- d) They fastened him with chains.
They fastened him with ropes made of metal.
- e) They hung a tarpaulin over the picnic table.
They hung a cloth over the picnic table to keep off the rain.
- f) He was lost in the wilderness.
He was lost in a place where no people live.
- g) They were attacked by a cougar.
They were attacked by a wild animal similar to a big cat.
- h) The king lived in a castle.
The king lived in a huge house built to resist attack in time of war.

Module 11: Basic translation skills – Making accurate translations

Objectives:

- Learners will discuss reasons that accurate translation is important
- Learners will identify and correct examples of missing meaning, added meaning, and changed meaning

Why: Inaccurate translation can result in incorrect information being conveyed to readers.

Materials and preparation:

- Handout/exercises on accurate translation

Learning activities:

Connection

What consequences do you think there could be if a translation is not accurate?

Content

An accurate text will contain the same information as the source text. The meaning will be represented, but the form will change.

Ask yourself the questions, “Does the translation communicate the same exact meaning as the original message?” “Have I changed the meaning in any way?” An accurate translation does not have to follow the form (exact words and word order) of the source language. An accurate translation expresses the whole meaning of the source language in the form (words and word order) of your own language.

A translation is not accurate if the meaning is different in any way from the source language meaning. Problems may include the following:

Missing meaning - The translation is not accurate if part of the original meaning is missing.

Added meaning - The translation is not accurate if you add anything to the original meaning.

Changed meaning - The translation is not accurate if you change the original meaning.

Challenge

Exercise: Are the following pairs of sentences accurately translated? Do they have the same meaning? If the translations are not accurate, identify the source of the problem: is there missing meaning, added meaning, or changed meaning.

1a. It rained all night.

1b. Rain fell all night

2a. There is a book on the table.

2b. There is a book on the desk.

3a. John was very surprised when he heard the news.

- 3b. The news amazed John when he heard it.
- 4a. Mary's dress is too big for her.
4b. Mary's dress does not fit her.
- 5a. I bought cloth to make a new dress for Mary.
5b. I bought a new dress for Mary.
- 6a. I bought vegetables at the market.
6b. I bought tomatoes and onions at the market.
- 7a. My parents are well.
7b. My father and mother are well.

Change: How will you be able to check if your translations are accurate in the future?

Module 12: Basic translation skills – Making natural translations

Objectives:

- Learners will identify features that make a translation sound unnatural
- Learners will revise an unnatural text, making it sound more natural in their language

Why: Unnatural translations are particularly difficult for new readers. Considering natural translation will help new translators ensure that their translation follows the typical syntax and discourse features of their language.

Materials and preparation:

- Handout and exercise on natural translation

Learning activities:

Connection

Read this short story:

The man woke up. The man yawned. The man stretched his arms. The man stood up. The man looked around. The man picked up some sticks. The man lit a small fire.

Write down answers to these questions:

1. Is this story clear to you? _____
2. Does it sound natural? _____
3. If it does not sound natural, how could you change it to make it sound better?

What are the reasons why using natural language in translation is important? What might be the consequence for the readers if the language is unnatural?

Content

A natural text will sound like you are writing it yourself and not translating it.

Some things to consider:

Sentence structure

- Does the text sound choppy? Are there too many short sentences?
- Are there too many words in each sentence, that is, overly wordy?
- Are the sentences too grammatically complicated with too many linking words?

Discourse features

- Does the text flow well with the right linkers and connectors?
- Is there the right amount of redundancy to help the reader follow the text?
- Are new characters introduced in the correct way?
- Are the main parts and persons given the right amount of prominence?
- Has the stage been set before telling a story?

Word choices

- Has technical terminology been over-used? Is there another way to say it?
- Do words/thought fit together?
- Do the dialogue sections sound like someone really said it?

Challenge

A) Read the following story a few times.

One day Momba was hunting for a wild pig. He walked many miles to the forest and began to look for wild pig tracks. It was not long before he found some tracks and he followed the tracks carefully.

After a few minutes he spotted a wild pig digging under a tree. He crouched low, and started to move as close as he could without the pig seeing him. He was almost close enough to shoot when suddenly his right foot got caught in a hole in the ground. He fell over, and dropped his gun. The pig heard the sound, turned around frightened, and ran into the forest very quickly. Momba sat on the ground feeling sad and holding his sore foot.

B) After you have read the story several times, then translate the story into your language and write it on a piece of paper.

C) Read the story again. Next, tell the story from memory onto a recording in your own language. Don't look at the English story when you tell the story.

D) Write down the story like you told it in the recording.

E) Compare the two stories. Which one sounds better to you? Which one sounds more like the way you talk in your community?

F) Underline any parts of the story that do not sound like the way people talk. Try to change those parts to sound better.

Change: What techniques can you use to help make your translations sound natural?

Module 13: Making acceptable translations

Objectives:

- Learners will discuss appropriate ways to translate information that is potentially sensitive in their communities
- Learners will practice using euphemisms in their translated/adapted materials

Why: Communities differ in the ways they can express some subjects in writing. Learners will need to consider acceptable ways of presenting potentially sensitive information in their own culture to ensure that they do not offend readers.

Materials and preparation:

- Learner handout on acceptable translation
- Shellbook materials addressing a potentially sensitive subject

Learning activities:

Connection

Think of some topics that are not allowed to be discussed directly in your community. What words do people use to “get around” saying the things that aren’t acceptable to say?

Content

The next translation principle we will discuss and practice is acceptability. Even when materials are accurate and clear, they may not be acceptable to some people. Materials that are acceptable will adhere to community norms and won’t accidentally offend people. They will also be appropriate for the age, gender and education level of the readers.

Here are some things to think about:

- Are euphemisms needed?
- What key terms are culturally acceptable?
- Are the key terms chosen acceptable to other groups working in the area?
- Are local names spelled in a way that mother tongue speakers will recognize?
- Have we included some favourite sayings that can be easily recognized and memorized?

To consider: How would you communicate the following health education concepts in a way that is acceptable?

- The need for washing hands after using the toilet
- “We should” vs. “you should” do an action (what is the best way to encourage people to do an action, of giving polite commands/instructions)

What is a euphemism?

A **euphemism** is a figurative expression where a word or phrase is substituted for another word or expression. They are used to avoid an offensive expression or one that is socially unacceptable or unpleasant to talk about in public. All languages use euphemisms to talk about things like sex, death, the supernatural, body parts and body functions.

Questions to ask when testing for acceptability:

What is my purpose in writing this?

Who is my target audience?

Where will it be used?

When will it be used, for example, in a group or individually?

How will it be used, for example, as a lesson or for motivating the reader, etc.?

What (some questions to ask others),

e.g., "Would you be comfortable reading this to a group of women?"

"Does this sound like something you would like others to read?"

"Do you think this text is a good one to put in our community newsletter?"

Challenge

In your language teams, look at a shellbook that includes information which might be sensitive in your community (e.g., building an outhouse, diarrhea, AIDS)

Consider the following:

1. What euphemisms might be needed if we translated this book into our language?
2. Would this information make an acceptable book? If not, are there other ways of sharing this information that would be more acceptable in our community (e.g., in some communities, information that cannot be shared in books may be shared in songs)

Change: Why might it be helpful to produce books on topics that might be difficult to talk about? What steps can you take to make sure these are acceptable?

Module 14: Making consistent translations

Objectives:

- Learners will practice choosing consistent key terms for their translations
- Learners will develop a strategy for checking translated materials for consistency

Why: Particularly for languages that are in the process of standardization, there may not be clearly defined conventions for spelling and new vocabulary. If the translation is done in more than one work setting, inconsistencies in style may also appear. Editing translations for consistency will make them clearer and easier for new readers.

Materials and preparation:

- Learner handout on consistent translation
- Shellbook text that learners are working on translating/adapting

Learning activities:

Connection

List some reasons why you think it is important for the style (word choice, way of writing) of a document to be consistent throughout the whole translation?

Content

Our stories and materials should be internally consistent. They will appear unified and will not slow down the readers through inconsistencies.

Here are some things to think about:

- Is the same word spelled the same way every time it is used?
- Is there any information that does not agree with other parts of the material?
- Are the same terms used throughout the material

How do we check for consistency?

- First re-read the source text to be sure you understand it well.
- Now read the translated text all the way through.
- Go back over the text looking at just one thing at a time – are all words spelled consistently; are the same key terms used throughout; do pronouns agree, etc.

(Hint: It is good to have another person do this check for you. They will come to the materials with fresh eyes to see inconsistencies.)

Challenge:

If you have already translated a portion of a shellbook, work with a partner to check it for consistency

Change: How is checking for consistency similar to editing other kinds of writing? How is it different?

Module 15: Checking translated materials

Objectives:

- Learners will list reasons why testing translated materials is important
- Learners will develop a procedure for testing translated materials in the community
- Learners will practice following the testing procedures

Why: Translated and adapted materials can be more difficult for readers to understand than mother tongue authored materials. Testing will help to ensure that the meaning is well-understood by the target audience.

Materials and preparation:

- Learner handout
- Material for practice testing

Learning activities:

Connection

List some reasons why is it important to test books that you have translated in your home community.

Content

Before you print many copies of your book, you will need to test it with speakers of your language in your community. Here are some ways you may do this:

1. Read the translation to a group of people. Ask them if the material is
 - interesting
 - natural sounding
 - easy to understandAsk if there are any places where you might improve the translation.
2. Ask others to read your translated material. Take notes of any places where they are confused, make a mistake, or hesitate when reading. Ask the person about these places in the translation, and how they can be improved. Do this kind of test with 3-4 people of

- different backgrounds and ages.
3. Ask people to explain the meaning of the material in their own words.
 4. Ask a set of questions about the translated material. If they answer the questions incorrectly, this may indicate a need to revise the translated material.

It is also good to check that people understand the pictures and other visual content (e.g., diagrams) in the book, and that the illustrations are acceptable to those in the community.

Challenge

With your language team, create a worksheet or guide for testing your materials in the community. When you have finished, practice using this guide with some materials you have developed in this workshop (work with a partner, where one person plays the role of a tester, and the other the role of a community member).

Change: Who will take on the responsibility for testing materials in your community? When will be a good time to test the materials you have made during this workshop?

Module 16: Involving the community in literature production

Objectives

- Learners will identify individuals with local knowledge that can contribute to the materials development process
- Learners will discuss appropriate strategies for involving community members in literature production

Why: A good literature collection will include local community knowledge. Often, those with good local knowledge may not be the same individuals who are good writers. Community literature production can help writers work with other community members to document local stories and other information.

Materials and preparation:

- Chart paper and markers

Learning activities:

Connection

Think of the people in your community who is very knowledgeable about your culture, stories, and local knowledge. Do all of these people know how to read and write your language? If not, are there ways to involve them in literature production in different ways?

Content

As you already know very well, a literacy program requires a lot of different kinds of literature. One way of doing this is to train writers. But there are also other people in your community that have much to contribute to developing literature, but who may not be those who are able to read and write well. For example, there may be some elders in your community who can share information about local traditions, and how things were in your village in the past. There may be others who have knowledge of local stories or art forms. It is wise to consider ways of

including these people in producing materials.

One effective way of helping community members work together to create literature is to hold a workshop or event where elders and younger people come together to talk about stories, culture, history, and local knowledge. You may want to choose one specific focus for your materials production event. This kind of event could follow a process like this:

- Introduce the topic of the workshop.
- Pair each elder with 1-2 younger people. The younger people can ask the elders to tell stories or give information about the chosen topic. The younger writers then create a text based on that information.
- The texts can be written and shared with all those at the workshop event. The elders can help edit the language and word choice to make the texts sound more natural.
- At the end of the event, the texts can be made into books, printed, and distributed to the workshop participants, as well as in the community.

The community might choose to make time for this activity on a regular basis- perhaps a few days each year when students are not in classes. Individual writers can also develop relationships with community members, and regularly visit them to record their stories and information. At each visit, a new story, or new information could be recorded onto a file (eg. mp3 player, cellphone, voice recorder), and later made into a book.

Besides working together with village elders, what are some other sources for community-generated materials?

-Include a section in a community newsletter for stories and other information from community members

-Encourage literacy classes to work together to produce a book of their best writing, which can then be sold in the community

Challenge

With your language team, develop a strategy for including community members in literature production. Include the following:

-Who are the people who can be involved? What special knowledge do they have?

-What kind of event would we like to hold? What topics could be the focus of a materials production event?

-Besides holding events, how can we encourage the community to be involved in producing literature?

Change: Is there a topic about your own culture or local traditions that you would like to know more about? From whom can you learn this information? How can you share it with others?

Module 17: Planning for future materials production

Objectives:

- Learners will develop a plan for future materials production in their literacy programs

Why: The materials production workshop is intended to begin the process of ongoing materials development by the participants and the community. As the workshop concludes, learners will want to plan how to continue using the skills they have gained.

Materials and preparation:

- Chart of available literacy materials (from Module 1)

Learning activities:

<p>Connection Consider the chart you completed in your language teams in the first module. Add the materials you have produced during this workshop to the chart. How has your chart changed? What areas are now stronger?</p>			
	Easy reading materials	Intermediate reading materials	Books for advanced readers
Children			
Youth			
Adult men			
Adult women			
<p>Content Which categories in your chart still need to have more resources? Your task as you end this workshop is to consider how you can continue the process of materials development in your community, with other community members. It is best to produce a few new materials every year- this way there will be fresh material in the village libraries, and new things to keep people interested in reading. You've gained the skills that you need to produce these books on your own, and to train others to become writers in the future. Now your task is to develop a sustainable plan for producing new materials. Some materials you may choose to produce yourself, and should add this to your work plan for the next year. Other activities will involve community members, and you will need to consider how to mobilize and train these individuals to be involved.</p>			
<p>Challenge Make a three-year plan of the materials that you will want to produce. Include a list of materials, your strategy for producing them, and who will be responsible. Check this list against the categories in your chart: does your plan include materials for all age groups, and materials at different levels of difficulty?</p>			

Change: How will you hold yourself accountable to complete your materials development plan?

Managing Your Literacy Program

Objectives:

By the end of this workshop, learners will have:

- Reviewed the basic elements of a sustainable literacy program
- Planned quantitative evaluation strategies for their program
- Practiced techniques for qualitative program evaluation
- Conducted a review of their initial program plan
- Made initial long-term plans for the primer, post-primer, and life-long learning phases of their literacy program
- Written a budget for a planned activity
- Written a workshop proposal
- Produced a two-year program plan for the pilot phase of their literacy program
- Developed a strategy for gathering baseline data
- Developed a system for maintaining student records
- Developed a database or other recording system to log materials produced and village libraries
- Practiced strategies for managing conflict
- Planned a schedule for regular program reporting
- Developed a job description for the role of program manager

Prerequisites:

This workshop builds upon the material from *Literacy Program Planning: Elements of a Sustainable Community Program*. Normally, this workshop follows about one year after the initial program planning workshop, about the time when the initial one-year program plan has been completed.

Learning Modules:

1. Program Planning Review: What makes a sustainable literacy program?
2. Evaluation I: Quantitative evaluation
3. Evaluation II: Qualitative evaluation
4. Evaluation III: Conducting an annual review; review and planning
5. Administration I: Writing a budget and workshop proposal
6. Administration II: Reporting on a training event
7. Planning I: 3-phase literacy program progression
8. Planning II: Writing a 2-year program plan
9. Documentation I: Gathering baseline data
10. Documentation II: Class data and student records
11. Documentation III: Materials database and village libraries
12. Evaluation IV: Supervising literacy classes
13. The role of the program manager/coordinator
14. Managing conflict
15. Working with key stakeholders to implement the program plan

Expected outputs:

- Learners are expected to leave the workshop with a two-year program plan for the pilot phase of their literacy program
- Learners are expected to prepare a documentation system for their literacy programs (hard copy and/or electronic)

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Module 1: Program planning review: What makes a sustainable literacy program?

Objectives:

- Learners will review the seven major subsystems of a literacy program discussed in the initial program planning workshop (background research, mobilization and promotion, recruitment and training, curriculum development, literature development, documentation and evaluation, program management)
- Learners will share progress they have made during the first-year of their program plans in these areas

Why: The content in this workshop builds on the initial program planning workshop. Time for review will help learners remember the concepts they have already learned, and identify any areas that require further review before moving on with the workshop.

Materials and planning:

- Construction paper headings for each literacy subsystem
- Markers
- Whiteboard or chart paper

Learning activities:

Connection

About a year ago, you wrote your first literacy program plan with your team. How has that plan been helpful to you this year? What has been difficult when following the plan?

Content

During this workshop, you will be preparing another program plan that will take you through the initial 2 years of launching most aspects of your literacy program (such as holding teacher trainings, beginning to hold classes, training writers, and continuing to produce materials). We will also focus on the practical aspects of organizing and managing the program once more activities begin. Before we begin focusing on some new concepts, let's take some time to review the things you have already learned about sustainable literacy programs.

In the first program planning workshop, we talked about seven sub-systems of a literacy program- each of these is needed for a successful, sustainable program. The titles of these subsystems have been posted on the whiteboard (or on chart papers around the room).

- background research
- mobilization and promotion
- recruitment and training
- curriculum development
- literature development
- documentation and evaluation
- program management

For the next few minutes, brainstorm everything you can remember about each of these program elements: what it is, why it is important, and what tasks might be involved. Try to add at least one point under each heading, and read what your colleagues have written. Once we have spent about twenty minutes brainstorming, we'll read through the points you have written together.

If you wish, use the information you have written under the headings to make a summary chart for your own notes.

Trainer note: As the points are being reviewed, add any major points that have been missed. Spend extra time reviewing areas where participants may not have covered the key information.

Challenge

Take out your program plans for the past year. In which three subsystems have you made the most progress? List the subsystems, as well as the things you have accomplished in the past year in these areas. Share these accomplishments, and spend some time acknowledging what has already been done.

Change: In the next two years, which subsystems will required the most work and attention from you? Do you already have goals in mind for these areas?

Module 2: Evaluation I- Quantitative evaluation

Objectives:

- Learners will review the characteristics of quantitative evaluation
- Learners will develop indicators for their programs that can be measured quantitatively
- Learners will develop a strategy for measuring these indicators, and set a timeline for evaluation

Why:

Choosing clear indicators will give the learners a basis for ongoing evaluation in their programs. The information gained during this evaluation will be needed for reporting to donors, and for making adjustments to the program.

Materials and preparation:

- Chart paper and markers

Learning activities:

Connection

How will you know that your literacy program is successful? As a team, make a list of all the indicators you would use to measure success (eg. number of new readers, number of classes, number of books produced).

Our program will be successful when....

Content

In the first program planning workshop, we discussed the documentation and evaluation subsystem. Why do you think that evaluation is important to a literacy program?

Regular evaluation helps us to see that we are meeting the goals of our program. Evaluation can help us by:

- Encouraging us when the program is going well and we are seeing good results
- Helping us to identify some weaknesses or problems, and to find good solutions so that

we can improve the program

- Helping us to communicate to all of the stakeholders (for example, leaders are more likely to support the program if you can tell them: “All of the students who took the class increased their scores from __ to __”, A supporter of the program will be more likely to continue financial support if you can tell them: “Because of the teacher training, 20 new teachers were trained, and now there are 400 students who can read and write well”

Do you remember the two main types of evaluation? (quantitative and qualitative) In your language teams, divide a piece of chart paper in two. On the top of the left side, make a heading for quantitative evaluation. On the right side, make a heading for qualitative evaluation. Spend a few minutes recording the definition of each type of evaluation, and anything else you remember about each type.

As you may remember, quantitative evaluation measures change primarily by considering things that can be recorded with numbers. For example, it is possible to count the number of teachers that have been trained, the number of books that have been produced, and the number of students that have completed the primer, among other things. It is also possible to measure a difference in reading scores of learners before and after they complete the literacy program.

Challenge

Look back at the list of indicators you developed at the beginning of this module. Place a checkmark beside any that you will be able to measure using quantitative evaluation methods. Be sure that there is a relationship between your indicators and your overall program objectives.

In your language teams, make a chart with four columns:

Indicator	How this indicator will be measured	When will it be measured (e.g., every six months, each year in December)	Who will gather the information?
At least ten village teachers are holding literacy classes			
25 books for beginning readers have been published			

Share this chart with your instructor for feedback. You will also want to use this information as you make your plan for documentation and evaluation for the next two years.

Change: If you were asked for quantitative indicators of your program’s success over the past year, what information would you provide?

Module 3: Evaluation II- Qualitative evaluation

Objectives:

- Learners will participate in an exercise where they select stories that represent changes that have happened since they began their literacy programs
- Learners will plan a strategy for using similar qualitative evaluation tools in their programs

Why: It is difficult to address the question of impact using quantitative measures alone. Qualitative evaluation strategies can give teams additional tools for discovering the program the impact the literacy program is having.

Materials and preparation:

- Small papers for writing stories

Trainer note: For more information on the evaluation techniques used in this module, see Davies, Rick, and Jess Dart. "The 'Most Significant Change' (MSC) Technique: A Guide to Its Use." 2005.

Learning activities:

Connection

- Tell a story about a class or workshop that you took that really affected you.
 - What do I learn about that class/workshop from the story?
 - What do I learn about what is important to you
- Could I have learned the information you just shared in your story through quantitative evaluation?

Content

A definition for qualitative evaluation that we've used before is that qualitative evaluation uses stories to find out how local people have been affected by the program. What are some of the benefits of doing this kind of evaluation?

- Qualitative evaluation often provides more opportunities for local people to be active participants in the evaluation process. Quantitative evaluation often relies on indicators that the program leadership sets, perhaps based on information that is needed for records or reporting. In a qualitative evaluation, there are often more opportunities for local people to share what has been important to them about the literacy program.
- Quantitative evaluation can often very effectively record program outcomes, but it is harder to determine impact through numbers alone. For example, we may be able to find out that 20 students completed the primer, but how do we find out if there have been changes in their lives as a result of learning to read their mother tongue? Qualitative evaluation allows the program participants to tell their stories about what they have experienced, and what challenges they are still facing.

One technique for doing qualitative evaluation is to ask participants to talk about the changes that have happened in certain areas related to the program. This technique helps people to talk about things that are significant to their lives. The most basic question in this type of evaluation is something like:

- During the past year, what is the most significant change you have seen in your village as a result of having the literacy program?

You can also ask more specific questions about particular domains that might have been

affected by the program. For example:

- During the past year, what are the most significant changes you have noticed in how people use literacy in their daily lives?
- During the past year, what are the most significant changes you have noticed in how people use their language?

When doing these types of evaluations, you may want to gather together different small groups to share their stories together. For example, you may want to speak to a group of learners in the program, a group of parents, or a group of teachers. After asking the story-gathering questions, allow time for everyone who wishes to tell their stories. Ask permission to collect the stories, and allow the participants to write down their stories (or write the stories as participants share).

Once you have collected the stories, ask the participants as a group to choose which story is most important for them as a group- of all the stories they have told, which story represents the most significant change that has happened as a result of the literacy program? This will help you discover which impacts are most important to the program participants themselves. When you have gathered stories from several groups/ villages, as a program team you can look through the full collection of stories together. See what you learn from the stories- if there are stories of problems, these will help you learn areas that can be improved. Choose the most significant stories to share in your program reports or evaluation.

Let's practice doing this activity together.

In your literacy program, what is the most significant change you have seen over the past year?

Allow time for everyone to contribute at least one story. Once you have finished, gather the stories together and choose the most significant story. What do you learn about your program and its impact from that story?

Challenge

In your language teams, make a plan for conducting a qualitative evaluation.

1. When will you conduct the evaluation?
2. Where will you do the evaluation?
3. Which groups will you gather to collect stories?
4. What questions will you ask to gather stories?
5. What will you do with the stories you have collected?

Change: Were you surprised by the impact your program is already having? What did you learn from gathering stories of your program's impact?

Module 4: Evaluation III- Conducting an annual review

Objectives:

- Participants will engage in reflection on their previous year's annual plan, using the annual review and planning forms
- Participants will use the information from their evaluation to inform the program plan for the next planning cycle

Why: Having a regular cycle for evaluation helps teams celebrate success and make mid-course corrections. During this workshop, the participants will become familiar with a format that they can use in the future for their annual evaluation and planning cycles.

Materials and preparation:

- Annual review and planning form
- Whiteboard or chart paper and markers
- Program planning templates

Learning activities:**Connection**

On one side of the whiteboard (or on chart paper), list the reasons why evaluation is helpful. On the other side, list the consequences of failing to do evaluation.

- Which benefits of evaluation are most important?
- When should you do evaluation?

Content

Evaluation has several benefits. Some of the main reasons for doing evaluation are:

1. Evaluation informs us- is our work having the benefits we hoped it will?
2. Evaluation improves- we can make good decisions for the future based on the information we learn in the evaluation. We know what we should keep doing, and what we should change.
3. Evaluation increases confidence- we learn information that we can share with the stakeholders in the program- showing them that the program is helping people, and explaining the benefits that it is having
4. Evaluation enhances education- it shows that we are committed to doing the best we can in the program.

Monitoring and evaluation are an ongoing process- we should be looking consistently to see what is going well and what we can improve.

It is also important to understand that evaluation is not meant to make us fearful of making mistakes. Every program- even programs that do very well- have some challenges, especially when the program is new. Sharing those problems with a consultant so you can work together to solve them is a good thing- and the consultant will think well of you, not poorly of you, if you do this.

Though many parts of evaluation and planning are ongoing, there is often an annual cycle for formal reporting and planning. In your program planning, it is best to set a date where this will be done yearly. If you work with a funding agency, they may have a specific time of year when reporting and planning must be done.

Challenge

In your language teams, work through the process of recording your annual review information. Not all the categories will be relevant in the first year, but complete all of the sections that relate to what you have already done. Prepare to share this evaluation with your instructor before the next module.

Change: What encouraged you in this year's evaluation? What changes will you make for next year based on what you have learned?

Appendix: Example review and planning template

Language team: _____

Date: _____

Period covered: _____

Team members attending: _____

Part 1: Program Overview and Statistics

What were your main goals/objectives for literacy this year?

Describe the overall program type/structure: (e.g., adult primer classes, children's primer classes, adult post-primer classes, reading clubs etc.)

What literacy methods are used?

What resources are available? (e.g., primers, small books, multimedia)

Since the last reporting period:

Total no. of trained Literacy teachers: _____

Total no. of literacy classes/villages: _____

Total no. of literacy class students: _____

Total no. of passing students who finished the primer: _____

Total no. of students who dropped out: _____

Total no. of trained writers: _____

Total no. of artists: _____

Total no. of village libraries set up: _____

Part 2: Highlights and Challenges

Highlights of the past year's program: (successful classes, new classes, trainings held)

**include stories of impact

Challenges faced in the past year's program:

Part 3: Domain Specific Questions: (Answer as Relevant)

1. **Research:** Have you done research this past reporting period? If yes: What has been done? What data have been gathered?
2. **Mobilization:** Have you begun in the program in any new villages in the past reporting period? If yes, what mobilization activities have you done?
3. **Recruitment and Training:** Have you held any training events in the past reporting period (teacher training, writer's workshops etc.)? What events? Were they successful?
4. **Materials:** What materials did you develop in the last reporting period? How are they being used? Who is involved in materials development in your team?
5. **Supervision and Management:** Who has been involved in supervising the teachers? How often have they been able to visit classes? How have the visits been? How are financial records kept?

Part 3: Looking Ahead

A. Do you plan to expand the program to new villages in the next year?
If yes, outline plans in the following areas:

- a) **Mobilization**
- b) **Teacher recruitment and training**

B. Do you plan to develop any new types of classes (e.g., post-primer, Sunday school, adult health classes) in villages with existing programs?
If yes, outline plans in the following areas:

- a) **Curriculum development**
- b) **Teacher training**
- c) **Materials development** (e.g., writer's workshops, shellbook development)

C. Every program needs to produce new materials to keep people interested in reading.

a) What kinds of materials are people most interested in? What materials would be most useful?

b) How will you produce those materials? (workshops, shellbooks etc.)

D. What support do you need to make your program successful?

Part 4: Scheduling

Please make a tentative schedule of your planned program activities. Include the following areas as applicable: mobilization, recruitment of teachers/writers, training of teachers/writers, materials development, monitoring and evaluation

Personnel:

1. Who are the main trainers/ managers for the program?
2. Who have you identified that can be interns/ learners for these roles? (e.g., is there a highly skilled teacher who can start learning how to evaluate other classes and help at teacher trainings?)

Documentation:

1. Attach reports of all workshops conducted in the past year (archive copies of reports)
2. Make sure that all books are archived
3. Make sure the manager/trainer has all forms needed for reporting

Other:

Please use the information on this worksheet as a resource for writing an updated program plan. Submit a plan of activities for the next period by month, along with budgets for any areas for which you are requesting funding.

Module 5: Administration I- Writing a budget and workshop proposal

Objectives:

- Learners will write a sample budget and financial report for a workshop
- Learners will understand the main procedures for demonstrating financial accountability when using outside resources

Why: When working with outside funding agencies, program managers need to develop a system of recording financial information transparently.

Materials and preparation:

- Budget section from program plans or workshop proposals

Learning activities:

Connection

Can you remember a time when you really wanted to do something, but didn't have enough money? From where did you receive the money you needed? Did you have to do anything to show that person that you used the money well?

Content

- When you use outside funding to financially support your literacy program, very often some of those funds come from donors in another country. There are people in many different countries that care about your work, so they send money to help support your teams. Because of the way financial systems work for sending money between different countries, there are also procedures that everyone has to follow to show accountability for how the money is used. Because of this, it is important to keep very good financial records for the project.
- Before you receive outside funding for materials or for a training event, you will need to write a budget. This should include your best estimate for all costs including:
 - travel
 - food
 - facility to hold the training
 - materials
 - payment to local workers
 - small health care fund
- You will need to include the amount of funding you are requesting, as well as the amount that will be provided locally. This could either be money from the local people, or what is called an "in-kind" gift, where people provide things for the workshop (e.g., food, rice, motorcycle transportation).
- The local people should always provide at least some of the funding for the training event
- At the end of the event, you will need to provide a report of how you used the money. Whenever is possible to get a receipt or bill, you should keep that with the finance report. When you give funds to someone, they should sign a receipt. You will need to keep a detailed list of all of the money that you spent, and how much (if anything) is left over. The left over funds should usually be kept for another training or returned.

You will need to decide who will be the designated person to look after the funds (Will the language committee have a treasurer? Will another local organization receive the funds and

report on how they are used?)

During the *Training Others* workshop, you will learn one format for planning workshops and other training events. On this form, you outline both the logistical planning needed for the workshop, as well as the learning goals. A budget may be added to the form if you are requesting outside funds. You are encouraged to use this format when planning your learning events. For now, complete the Why, When, Where, and Who portions of the form, and write your budget. In the *Training Others* workshop, you will learn the other skills you will need to plan the training event.

Challenge

Look at a sample funding request and budget. Now consider an event that you plan to hold in the next year. How will your budget be similar or different than what you notice in this example?

In your language teams, write a budget and funding request for one training event (e.g., a teacher training or writer’s workshop). You are encouraged to use the Planning a Training Event form.

Change: Did you learn anything new about requesting and using outside funds in this module? How will you use this knowledge in the future?

Appendix A: Sample funding request for a training event

Application for Project financial Assistance from SIL International

Date: 7.7.2010

Project Name: LBC (Teacher Training Workshop I Group A - July 20-31)

Contact information (Email or mailing address); **abc@myemail.com**

Contact person : **SL, TTA**

The **LBC** would like to request that SIL International provide financial assistance for the activities/equipment listed below:

<u>Date Needed</u>	<u>Activity/equipment</u>	<u>Amount</u>
July 15, 2010 SIL	Food (3000/person/day x35x10 days	1050000
	Travel	155000
	Materials	250000
	Accomodation 500/person x 35 Pax	8500
	Total	1472500
LBC	Provide (rice)	105000
	Training Hall expenses	20000

Trainers Travel (5 persons)	130000
Miscellaneous	100000
Total	355000
Total amount	1827500

The **LBC** will provide and accounting report for funds spent and receipts as possible. We will discuss any variation from the description above with the appropriate SIL project manager. Any funds which are not used will be returned to SIL

Appendix B: Planning guide for a learning event

Title:

WHY is this event important? (What is the current situation that makes it important for this event to happen?)	
WHERE? (town, building, room, equipment needed)	
WHEN? ____ hours; Dates:	
WHO are the <u>learners</u> and what do you know about them?	(Roles needed, e.g., coordinator, content specialists, facilitation specialists, etc.)
WHAT are the learning objectives? (1) First specify the content in terms of ASK's (Attitudes, Skills, Knowledge). (2) Then add an action <u>verb</u> to the content, resulting in an <u>achievement-based objective</u> : "By the end of this event participants will have ... 1.	
HOW will the learning event be carried out? (General Plan and list of learning modules.)	Materials & notes:
WHAT INDICATORS do you expect to see ... OF TRANSFER?: (How will they be working differently than before the workshop?) Within one year, (<i>when?</i>) the learners will have... 1. OF IMPACT within the organization? (changes in systems, work practices of others, etc.) 1.	

Attach a budget proposal to this document if outside funds are requested

Module 6: Administration II- Reporting on a training event

Objectives:

- Learners will discuss key items to include when reporting on a training event or other program activity
- Learners will practice writing a report on something that has happened in their program to date

Why: Funding/sponsoring agencies often require reports of both finances and program impact from sponsored groups.

Materials and preparation:

- Sample workshop reports

Learning activities:

<p>Connection Imagine a good friend of yours has just returned from an important trip. What do you want to hear about from that person? What kinds of pictures would you want to see?</p>
<p>Content In the same way that you were interested in your friend's trip, the people and organizations that support your literacy program are interested in hearing about what has happened at your training events. Exciting things will have happened, and you have stories to share.</p> <p>What should be included in a report of a training event? (allow participants time to brainstorm a list). If participants have not already mentioned the following items, discuss why they might be important to report:</p> <ul style="list-style-type: none">• Information about the dates/times of training• Information about facilitators and participants• Information about the objectives, and content of the training• An evaluation of the training event: what was achieved? what were the challenges?• Plans to follow-up after the training• Stories from the participants about the impact the training has had on them• A record of how the budgeted funds were used, along with receipts• Photos <p>The report should be sent to the funding/sponsoring organizations, as well as to the literacy committee as soon as possible after the training event is complete. Sending complete and well-written reports makes it more likely that the sponsoring organization will be interested in continuing to sponsor your program.</p>
<p>Challenge In your language teams, practice writing a report. Choose a training event you have attended in the past, and pretend that you are the ones responsible for compiling a report for that event. Share your report with your instructor and fellow learners and see if they have any further suggestions for you.</p>

Change: How do stories and pictures improve your report? How can you collect them?

Appendix: Workshop report form

_____ Workshop Report

Language:

Date and Time Frame of Training:

Facilitators:

Participants:

Location of Training:

Objectives:

Contents of Training:

Evaluation:

- Achievements
- Problems

Stories about impact or benefit to the community:

Follow-up:

Financial report (please attach):

Please attach photos of the training event

Written by:

Date:

Module 7: Planning I- 3 phases of a literacy program

Objectives:

- Learners will explore desired short-term and long-term program impacts
- Learners will understand the different needs of the basic literacy, fluency, and life-long learning phases of a literacy program, and engage in initial planning for the long-term needs at each stage.

Why: A common mistake in literacy programs is failure to plan ongoing learning opportunities for new readers after they complete basic literacy classes. In order for literacy skills to be maintained, a program of community based literacy that allows for maintenance and growth of emerging skills is needed.

Materials and preparation:

- Chart paper and markers

Connection

Make a chart for one key village you work in. Along the top of the chart, write: 1 year, 5 years, 10 years. Along the side, make a row for children, youth, and adults.

On the chart, write how you imagine each group using mother-tongue literacy in their daily lives during that time period (e.g., in one year, all of the children will have completed the primer class, children will read stories from the library)

Content

The things that you have written reflect the impact that you want your program to have. Hopefully, you are picturing people using literacy for many different things in their daily lives. Even when they no longer attend literacy classes, they can use literacy to help them learn other things that are important to them.

Think back to our earlier workshops, when we discussed what is necessary for someone to be literate, or to be considered a fluent reader.

- Access to a LOT of written material
- Enough practice reading so that they are able to read with understanding everything that they could hear and say

This year, you've taken the first step in the literacy program- beginning the primer classes. But as you've maybe already observed, the primer classes by themselves aren't enough to help the students become fluent, independent readers.

One model for considering the different needs of the literacy program as it grows over the long term is to consider three phases:

Phase 1: Initial literacy workshops and primer program: This stage focuses on training teachers and beginning classes for basic literacy. The materials for this phase include your primer books, teacher's guide for the primer level, and other small books for beginning readers. When students complete this stage of the program, they should be able to read and write simple texts in their language, but will still need more practice to increase their fluency and progress to more difficult materials.

Phase 2: Post-primer/fluency classes: These are a more advanced level of literacy class, but they still will likely need a structured curriculum and books for teaching and learning. The class program might also be different depending on the groups you are focusing on - e.g.,

summer camp program for children, Sunday school program, health education program.
Phase 3: Life-long learning. In this phase, there may not be formal classes, but for literacy to continue in the community there will need to be places where people can use their literacy skills. For example, women might come together each week for a reading group, or a church may have a weekly study group.

Challenge

Make a chart similar to the one you created at the beginning of the module, with places to record Phase 1, Phase 2, and Phase 3 plans for children, youth, and adults. As a team, brainstorm what classes and activities you would like to have in each phase of the program. Consider what materials will be needed for Phase 2 of your program. You will likely want these to be available soon after the first students complete the basic literacy/primer classes. How will you plan to prepare these materials?

Change: How does the three-phase model help you consider the long-term impacts of your program? What kinds of life-long learning do you imagine people in your village achieving with their literacy skills?

Module 8: Planning II- Writing a 2-year program plan

Objectives:

- Learners will prepare a 2-year program plan for the pilot/primer phase of their literacy program

Why: Learners will build on their initial experience of writing a program plan from the first program planning workshop, working more independently to produce a plan for the next phase of their program.

Materials and preparation:

- Copy of last year’s program plans for their language group
- Program planning template

Learning activities:

Connection

Last year at this time you made a one year program plan.

- How was that plan helpful to you as you did your work this year?
- What things were challenging for you in working with that plan?
- Why is the planning process necessary for literacy programs?

Content

In last year’s planning workshop, we spent a lot of time talking about the different areas of a literacy program that need to be planned. Sometimes, these are called the “subsystems” of a literacy program. Each of these systems needs to be functioning for the whole program to come together well.

Though you need to have a plan for each subsystem throughout the literacy program, the needs won’t be the same each year. For example, early in the program you may need to spend a lot of time on research and mobilization, but not as much in later years. However, some systems will

always need some activities to be planned- for example, materials development will be a continual need, as people will always need to have new and interesting material available for them to read.

Let's review each system:

1. Research
2. Promotion/Mobilization
3. Recruitment and training
4. Curriculum development
5. Literature development
6. Documenting and management of the program.
7. Program coordination and management.

Your work for this module will be to develop a 2-year plan for your program. Begin by reviewing your plan from last year:

-Rationale statement: Do you wish to make any revisions?

-Impact statement: Are any changes needed?

-Goals: Create new short-term goals, and revise long term goals

-Make plans for each of the 7 literacy subsystems. Because this is a two year plan, and the period in which teaching and learning activities will commence, be sure that there are activities planned for each of the 7 domains.

-Schedule of planned activities: Make a chart with space for each month in the two-year period covered by the program. Make a tentative schedule of activities to be completed in each month.

-Budget: Include estimated budget amounts for training events, materials, travel to villages, and any other major expenses for which you will need outside support.

Challenge

Gather the information you need to write this year's plan:

- A copy of last year's plan
- The review and planning form you completed earlier this workshop
- Any budget information you have prepared in the earlier exercises
- A blank program planning form

Work together as a language team on your plan. Your instructor will be available to help you as you write. When you are finished, share your plan with your instructor. You can also share your plan with other managers or literacy team members from other programs who have already experienced the initial phase of their literacy programs, to see if they have suggestions from their experience.

Be sure that each team member has a copy of the program plan. Who else will need copies of the program plan?

Change: How does this year's program planning experience compare with your first program plan a year ago? Are you more confident in the planning process?

Module 9: Documentation I- Gathering baseline data

Objectives:

- Learners will prepare a plan to gather, record, and share baseline data that can be used for comparison in later program evaluation
- Learners will develop a plan for recording baseline abilities of individual literacy learners, and evaluating their abilities as they complete the program

Why:

Good baseline data is needed to measure the impact that the program has- the changes can be compared with the starting point.

Materials and preparation:

- Examples of primer pre-tests
- Chart paper and markers

Learning activities:

Connection

- Imagine a child on their first day of school. What do they already know how to do? (make a list)
- Now imagine a youth who has finished secondary school. What do they know how to do (make a list)
- What are the differences between the two lists? What has the young person learned how to do in school?

Content

Sometimes, when a program is already in progress (or maybe even finished) it is easy to forget what things were like before we started the program. Other times, stakeholders might ask us to describe the impact of a program- what changes have taken place since it started. For either of these scenarios, it is helpful to have a description of what things were like at the beginning- so we can compare the results.

The first part of your list, the things that the child knows how to do on the first day of school, could be considered as “baseline” for a literacy program. Baseline is a term that refers to the situation as it is before your program began.

There are different kinds of baseline data that you might want to collect:

- In a village, how many adults were literate before the start of the program? How many children were literate?
- Before the program started, how many mother-tongue books were available?
- Before the program started, how many teachers were there?

Another kind of baseline data to collect is at the classroom level- when we conduct pre-tests, we are also collecting a kind of baseline about the individual students. These pre-tests are a baseline that we can compare the post-tests with to see exactly what the students have learned in the classes.

Why do you think that baseline data is important? What might be the consequences of not having baseline data?

Challenge

Prepare a plan for collecting baseline data:

1. What data do you need to collect?
2. How will you collect it?
3. How will you prepare records and store this data?

Who will you share this data with?

Change: What baseline data have you already collected while doing your program research? Who has a copy of these records? What baseline data will you still need to collect?

Module 10: Documentation II- Class data and student records

Objectives:

- Learners will select and adapt forms for teachers and supervisors to record class data
- Learners will develop a system for managing student data

Why: Local teachers need to be trained to maintain basic class records, so that student data (e.g., age, village, level achieved) can be collected. Developing a program-wide system for record keeping will assist with monitoring and evaluation.

Materials and preparation:

- Student data forms (may have been prepared during the Teacher Training workshop)
- Software and/or filing solutions for program record keeping

Learning activities:

Connection

Earlier in your training you prepared several forms for maintaining class records. Were you able to use these forms well during your teaching over the past months? Were there any problems using the forms?

Content

As your program grows, it will be important to have a system to record the information about the students who are in the program. What information will you want to have recorded about the students? Most recording of student information happens at the class level, and so it is important to train the teachers to do this well. Local teachers should be trained to keep a list of their students, basic information such as student age, and records of the students who have completed the primer level class. The supervisor is responsible to collect these records from the teachers.

Once the records have been collected, the next step is to develop a system for compiling all of the information from each class in a central location. What are some reasons why this might be useful? (e.g., to know how many students have been impacted by the program, to know if students often drop out, or if they are able to finish the program).

What are some ways that you can collect these records?

One strategy would be to develop a file box for your program, and collect all of the forms into folders. You would also need to create a summary chart of the student information.

Another strategy might be to start a spreadsheet or other computer files to collect all of the student information.

Challenge

Your computer likely already has a program on it that creates spreadsheets (e.g., Excel, Libre Office). Spreadsheets can be useful for collecting information, as it can produce large, organized charts that you can easily add to as your program grows. They are organized like a notebook, and you can use one sheet for each type of information you are collecting.

In your language teams, decide what information you would like to collect on your spreadsheets (for example, one sheet could have a record of all of the students in the program, their villages, their ages, and the classes they have finished). Work with your instructor or another person with computer experience to create your sheets, and set up the row/column headings that will be the most helpful.

Practice entering information into the spreadsheets. Save the completed sheets in the folder you use for your literacy program record keeping.

Decide in your team who will be the one responsible for compiling the student information. How often will this be done? With whom will the information be shared?

****Note:** If the team prefers not to use the spreadsheet method, develop and print other charts for recording student data.

Change: What new ideas do you have for organizing your program records? How will these concepts be helpful to you in the future?

Module 11: Documentation III- Materials and village libraries

Objectives:

- Learners will create a record/database of the literacy materials produced in their program
- Learners will develop a system for recording books available, taken out, and returned in their village libraries
- Learners will develop a system for recording books intended for sale

Why: It is helpful to have a complete list of literacy titles available in a language for program evaluation, and to assess needs for continued literature development. A well-functioning village library system will help promote reading for life-long learning, as new literates are able to regularly access materials that meet their learning needs.

Materials and preparation:

- Program management forms: Writer's list, list of literacy materials, Village library information, Village library Book checkout, Book sales/stock inventory

Learning activities:

Connection

Of the books that you've produced so far, which have been the most popular? When do you see people reading mother tongue books? How do they get access to those books? What systems will you need to put in place in your program to be sure that new readers are able to access books that are relevant for their needs?

Content

The task of materials production is a long-term job. Because there may still be few books available in your mother tongue, you want to continue to have new materials available so that people continue to be motivated to read. How will you keep track of what you've already produced? How will you decide what you still need to produce?

In the last module, you developed a system for student records. How might a similar system be used to keep a master list of materials?

You will want to have one file (a spreadsheet might be best) to keep a record of all of your materials. What information might you want to have?

- Title
- Author/illustrator
- Edition
- Topic/ kind of book
- Stage
- Anything else?

If you will train writers who will regularly produce materials, it may also be helpful to have a central record of all of the authors, and some information about them (see appendix for a sample writer's information form).

Another area that requires good record keeping is maintaining a library. What records may be needed?

- Master list of village libraries- Village name, library location, person responsible
- A list of the books available in each library (this should be maintained by the local librarian)
- System for recording items that are in/out of each village library. The person responsible for the library would be responsible to update this list.
- A list of books that need to be added or replaced in each library (the program manager should maintain this list).

A third area to consider concerns any books that you might sell. This includes primers and other small books. You will want to maintain records of how many books have been printed, and how many books have been sold, in order to make sure that money from sold books has been returned to the revolving fund for future printing. Who will take this responsibility? Who will be responsible to keep those records?

Challenge

In your language teams, develop systems for keeping records of materials and libraries.

1. Develop a master list of all books currently available in your language (on a spreadsheet or in another word processing document: Include the title, author, edition, topic, and stage)

2. Translate or adapt the writer information form, if relevant for your situation. How will you record information about those who can produce books in your language?
3. Translate or adapt the library forms for your program. How will you train librarians in their use? Who will be the person responsible for delivering new books to the library, and keeping records of the books available in local libraries?
4. If you plan to sell materials, develop forms for recording information about the number printed, number in stock, and number sold. Translate/adapt these forms to your language as needed.

Change: Who will be responsible for each of these areas of record keeping when you implement your program? How will you keep your records updated?

Appendix: Sample forms for materials management
Literacy material production record

Language: _____

Book title	Author/ Artist	editi on # (test, 1 st , etc.)	level	date printed	# of pages (all)	print ing cost/ book	# printed	total print cost	sale price/ book

Literacy Materials Revolving Fund Agreement

Purpose: The purpose of the revolving fund is to provide funds for the initial printing of literacy materials and use funds from the sale of those literacy materials to print additional materials in the future.

Process:

1. Choose an individual to be responsible for the revolving fund – revolving fund coordinator/treasurer.
2. The revolving fund coordinator keeps a list of the number of primers and other literacy books given to each literacy teacher/manager.
3. Literacy teachers are instructed to sell primers and other literacy books to students at the printing cost (or slightly above if desired to help with transport).
4. Literacy teachers and managers keep track of the books sold and return the funds to the revolving fund coordinator.
5. The revolving fund coordinator deposits the funds into an account, keeps track of the number of books sold, and reports to the literacy manager the funds available on a regular basis.
6. The literacy committee determines when additional books need to be printed and they work with the revolving fund coordinator to finance the printing.
7. The literacy committee and revolving fund coordinator can discuss the possibility of selling books at a reduced rate to those who are unable to pay the full price.
8. The revolving fund coordinator reports every 6 months to the literacy coordinator to review the viability of the funds and future needs.
9. We understand that books printed for the village library are not included in the revolving fund and should be accounted for separately.

Amount given for one time printing: _____

Amount given for revolving fund: _____

Agreement:

We agree to follow the revolving fund process and be accountable for the funds committed to our oversight.

Literacy committee chairman _____ date: _____

Revolving fund coordinator _____ date: _____

Literacy program manager _____ date: _____

Literacy coordinator _____ date: _____

Village Library Book Check-out Form

*Librarian fills this out each time a book is checked out

Book title	name of borrower	date checked out	date due	return date

Village library Information

* Librarian fills in this form and shows to manager each visit

Location:

Librarian:

Need for additional books:

Comments:

Book List

	Book title	No. of copies
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		

Writers' List

*Manager fills in this form.

Name:
Age:
Language:
Sex: F/M
Location:
Education:
Occupation:
Has s/he attended writers' workshop? Y/N
Can s/he use a computer? Y/N
Can s/he draw? Y/N
Stories/books s/he has written:

Name:
Age:
Language:
Sex: F/M
Location:
Education:
Occupation:
Has s/he attended writers' workshop? Y/N
Can s/he use a computer? Y/N
Can s/he draw? Y/N
Stories/books s/he has written:

Name:
Age:
Language:
Sex: F/M
Location:
Education:
Occupation:
Has s/he attended writers' workshop? Y/N
Can s/he use a computer? Y/N
Can s/he draw? Y/N
Stories/books s/he has written:

Module 12: Evaluation IV- Supervising literacy classes

Objectives:

- Learners will choose indicators to use for monitoring teacher performance in their programs
- Learners will develop a schedule for literacy class monitoring, including designated teacher supervisors for each class

Why: In the beginning stages of a literacy program, most village teachers will be new to the task of teaching. To succeed, they will need regular monitoring, encouragement, and support.

Materials and preparation:

- Sample class evaluation form

Learning activities:

Connection

Can you think of a time when someone encouraged you or helped you in your work? How did this help you? What specific things did that person do to help you to improve?

Content

At this point in your planning, you probably have some ideas about who might be the local teachers in your literacy program. Many of these people may be new to the role of teacher. In order to help new teachers be successful in their first teaching experiences, it is good to provide regular supervision.

What might be included as part of supervision:

- Visiting the class on a regular basis
- Being sure that the teacher has enough books
- Being sure that the teacher is following the teaching method well
- Being sure that the teacher is keeping good class records (e.g., taking attendance)
- Answering any questions that the teacher might have
- Providing encouragement to teachers about their strengths

Ideally, it is good for new teachers to have supervision every month. This can be difficult or impossible for one manager to do by themselves. You may want to designate other literacy supervisors. These may be people who have completed the literacy training workshops, but are not working full time as managers. Successful teachers also make good supervisors for others – if you observe that one teacher is doing a very good job, they can be trained to take on the additional role of supervisor. It is considered best to have one supervisor for every 10-15 literacy classes.

It may be helpful to your team to have a checklist for supervisors to use when they visit a class. You will want to make sure to provide positive feedback to teachers as well – if teachers are only told about their errors, they may become discouraged.

Challenge

Look at an example of a teaching supervision form. What things would you like to use for your program? Are there any aspects you would want to change or add?

As a team, develop a form for the literacy manager and other supervisors to use when they visit a literacy class

Change: How do you think you can best encourage new literacy teachers?

Sample classroom visit form:

Village:

Date:

Teacher's name:

Supervisor's name:

1. Is the teacher keeping good student records? Did he/she take attendance?
2. What was the opening game/activity? How effective was it?
3. Did the teacher review the previous lesson?
4. Did the teacher follow the steps in introducing the new lesson?
 - a. Introduce the lesson theme ____
 - b. Teacher read story ____
 - c. Drills ____
 - d. Handwriting exercise ____
 - e. Other writing exercises ____
 - f. Student read story ____
 - g. Review of teacher read story ____
5. Did the teacher lead the students in writing an experience story?
6. Did the teacher lead the students in a creative writing activity?
7. Did the teacher end the lesson with another game/activity?

What other observations do you have about the class?

What does the teacher do well?

What areas would be helpful for the teacher to improve?

Date of next planned visit:

Follow-up needs: (e.g., more books/supplies are needed, any areas of the teaching method that should be reviewed with the teacher?)

Module 13: The role of the literacy program manager/coordinator

Objectives:

- Learners will develop a job description for the manager or management team of their literacy programs
- Learners will establish structures for accountability

Why: The many responsibilities of managing a literacy program are more likely to be effectively met by a manager or management team with clear responsibilities and accountability structures in place.

Materials and preparation:

- Example job description for local literacy managers
- Chart paper and markers

Learning activities:

Connection

Divide a sheet of chart paper into two sections. In one section, brainstorm a list of things that are likely to happen to a team or organization if they have a good leader. On the other, brainstorm a list of likely consequences if a team or organization has weak leadership.

What do you think that leadership of your literacy program might be like? What qualities will a good literacy program leader need to have? What will they need to do?

Content

During the program planning workshops, we have discussed the tasks that a program manager needs to accomplish. At this point, as you prepare to launch your literacy program, it will be helpful to make this general knowledge more specific. Many language teams choose to designate one individual to be the literacy program manager, with other team members assisting as supervisors and trainers. Other literacy teams may choose to have a management team; in this case, it will be important to clearly designate the responsibilities for each person, so that all needed tasks are accomplished.

What are the main responsibilities of the literacy manager? They might include:

- Maintaining financial records for the program
- Planning training events, writing proposals, and writing reports about training events
- Organizing supervisor visits to program villages
- Working with the literacy committee to plan program goals
- Organizing the printing and distribution of literacy materials

Is there anything else that you might add to this list?

Let's look at a sample literacy manager job description together. Is there anything that you might add or change to fit your situation? If you have already produced a literacy manager job description in an earlier workshop, spend time reviewing it and decide if there are any changes you would like to make.

Challenge

As a team, you will work together to create a job description for the literacy program manager or management team in your program. Include the key qualifications for this person, and to whom they will be accountable in their work.

Change: How will the rest of the literacy team support the literacy manager in his or her work? How can the literacy manager get assistance if needed?

Appendix: Sample local literacy manager job description

Title: <Language> Literacy Program Manager

Qualifications:

- completed literacy training, including management training
- chosen by local literature/language committee to manage the literacy program
- 1-4 weeks/month available for this work depending on program size
- able to travel to all areas where there are literacy programs, to the training centre, and to meet with program sponsors
- able to use a computer to write reports and fill out forms
- able to observe, evaluate and provide assistance to teachers
- able to work well with teachers, the literature committee, and other agencies

Purpose:

To manage the local literacy programs which are ongoing in target areas, coordinate training for new and existing teachers and writers, develop literacy material on an ongoing basis, oversee village library development, keep literacy program records, evaluate and assist local teachers, report on the program, and oversee revolving funds for material printing.

Key result areas:

- Manage the local literacy program with assistance from literacy/support committee.
- Encourage local organizations, the local community and outside agencies to support the program and staff.
- Work with literacy/support committee and program sponsors to develop and adjust plans for the literacy program. This includes yearly review, planning and budgeting.
- Assist with literacy survey and establish literacy programs in new villages.
- Help to establish village libraries in all villages with a literacy program.
- Visit each target village 1-2 times/year, observe classes, assist and encourage teachers, ensure teachers have supplies and materials they need, receive forms from teachers (class attendance, student record, literacy class summary report) and fill out report forms (teaching check, manager report form for literacy class, chart of books given to teachers, literacy manager visit checklist), collect any stories/books written by people in village. Add information from the forms to the program files/database in preparation for later reporting.
- Visit each village library 1-2 times/year, evaluate situation, provide additional books and materials. Receive or fill out the village library information form.
- Assist with the production of new literacy materials each year through writers workshops, writing contests, collection of materials and providing assistance for those who need help with formatting, editing, pictures, and production. Fill out and update the literacy materials production record.
- Meet with the program sponsor every 1-3 months to discuss work, make plans for next 1-3 months, give reports, receive assistance, and receive workshop funds.
- Coordinate teacher and writers training and organize the workshops in areas where the need exists. Fill out workshop planning and reporting forms.
- Assist in teaching the teacher training and writers workshops as needed.
- Oversee accounting for revolving fund and see that funds are available for future printing (this can be done by treasurer).

- Keep track of book inventories and print new materials from the revolving fund as needed. Fill out the book stock inventory form.
- Attend ongoing training for literacy teachers and managers.
- Fill out the literacy program manager monthly report each month and submit them to the program coordinator. Pictures and stories about program impact and results should be included as able. Other reporting is done based on visits and activities that month

Module 14: Managing conflict

Objectives:

- Learners will role play strategies for handling potential conflicts among their literacy teams or in their literacy programs
- Learners will develop a set of principles they will use to manage areas of conflict

Why: During program implementation, teams may encounter areas of potential conflict with other program stakeholders. Preparing to manage conflict may help managers avoid potential roadblocks to successful program implementation.

Materials and preparation:

- Small papers/cards and markers

Learning activities:

Adapted from:

Second Barefoot Collective. Designing and Facilitating Creative Learning Activities: A Companion to the Barefoot Guide 2 - Learning Practices in Organizations and Social Change. 2001 and

Williams, Ken. Sharpening Your Interpersonal Skills. International Training Partners, 2002.

Connection

Role play the following situations:

1. You need to print out primers before a teacher training workshop. Earlier, you had agreed with another local organization to use their printer this week. Now, they say that you cannot use the printer, as another group has need of it. What do you do?
2. You are teaching a module at a writer's workshop. After the module, your co-worker criticized you. You don't think their criticism was fair, and you are feeling angry. What do you do next?

Share some other experiences of when you have experienced conflict. What was it like? How did you resolve the conflict?

Content

Any time we are working with other people or organizations, there will be times when we have disagreements. Conflict by itself is not bad – having disagreements is a normal part of working with other people. Conflict becomes a problem when we let these disagreements destroy our relationships.

Consider the following principles for dealing with conflict. Write each principle in large writing on a piece of paper. Then, on smaller papers, write examples of how you could apply that principle in your situation.

- Deal with conflicts as soon as possible
- Only deal with one issue at a time
- Choose words carefully when dealing with a conflict
- Don't attack the character of the person you disagree with
- Don't try to "win" the argument

The following are some steps that you can take to resolve a conflict. The best way of doing these things depends on your culture- for example, in your culture, it may be best to involve a mediator to help you at the beginning of the process.

Conflicts often occur because of our differences. Learning to understand one another well is important to resolving conflict. In order to resolve conflict, it is important to develop empathy for one another. Empathy involves working hard to see the other person's perspective and feelings – trying to identify how you would feel in the place of the other person.

A suggested strategy for managing conflicts

1. Reflect on the issue. Decide if you need to confront the issue, or if it is small enough to easily forgive
2. Bring up the issue with the other person or group. Plan a time to discuss it.
3. Explain the conflict
 - Share what the problem is and how you feel about it. Keep it short and simple.
 - Both parties listen carefully to each other and give feedback at frequent intervals.
 - Express feelings clearly, and try to empathize with the other person's feelings
 - Sometimes a mediator is needed to help communication.
4. Propose/or discuss a tentative solution
5. Take a break from the discussion if needed or if a solution can't be found in a short time.
6. Ask for and grant forgiveness of each other
7. Take action according to the proposed solution
8. Review the conflict alone and together. Reflect on what you have learned from the experience.

Let's role play the two situations from the beginning of the module. This time, role play how solving the conflict might happen following these principles.

Challenge

In your language groups, develop a plan for resolving any conflicts you might have in the future. Determine your team principles for handling conflict, and the steps that you resolve to take to resolve any disagreements.

Change: Has anything in this module changed your view of conflict? What is one new area you plan to apply the next time you face a disagreement with a friend, colleague, or family member?

Module 15: Working with stakeholders to implement the program plan

Objectives:

- Learners will discuss ways of working with local leadership and other stakeholders to implement the program plan

Why: Ideally, at least some key stakeholders will have attended the training program. In some cases, however, they may have chosen delegates for training and literacy program implementation. As the learners return to their home communities, they will need to plan ways of sharing what they have learned with key local leaders to ensure that all stakeholders understand and support the literacy program.

Materials and preparation:

- Chart paper and markers

Learning activities:

<p>Connection</p> <p>At different times during your discussion of program planning, we have discussed key stakeholders in the literacy program. As you complete your draft program plans, which stakeholders should be involved in reviewing and providing continued input? With whom will you need to share what you have learned in the workshop?</p>
<p>Content</p> <p>During this training time, you have learned many skills related to managing a literacy program. A successful program also needs the support of the community, particularly key leadership. Some possible stakeholders to consider are:</p> <ul style="list-style-type: none">• Regional or district leadership of community or religious organizations• Regional language and culture committees• Village leadership• Village level literacy committees• Villagers <p>Information that you may wish to consider sharing could include:</p> <ul style="list-style-type: none">• The overall vision and goals for your literacy program• Contributions that are needed from the community (e.g., classroom space, support for local level training)• Qualifications and commitment expected from program staff (e.g., service commitment of two years from individuals who attend teacher training)• Events that will be held to promote the literacy program <p>What other information might you want to share?</p>
<p>Challenge</p> <p>In your language teams, prepare a plan for sharing the overall literacy program plan with key leaders. Include the following:</p> <ul style="list-style-type: none">• Who are the key leaders and stakeholders• What information will you share? To whom? Where will you need to go?• How should the budget be presented?• Who will give input on the program plan? Who should receive copies of the finalized program plan?

Change: How will sharing the program plan with others help to strengthen and support the literacy program?

Training Others

Objectives:

By the end of the workshop, learners will have:

- Discussed and practiced key principles of training adults
- Distinguished between teaching tasks and learning tasks; designed a learning task
- Made a plan for a workshop event using the 7-questions planning guide
- Created knowledge, skill, and attitude objectives for a learning event
- Planned and taught at least one module using the 4 steps: connection, content, challenge, change
- Identified indicators of learning, transfer, and impact for a workshop event
- Discussed strategies for gaining feedback and evaluating a training event
- Created a complete plan for a workshop event: 7-questions, objectives, plan and learning modules, indicators of learning, transfer, and impact

Prerequisites:

Learners in this workshop should already have completed training in writing/materials production, and primer-level teacher training. During this workshop, they will be preparing to train others in the concepts learned during previous workshops in this training series.

Learning modules:

1. Principles of training adults
2. Assessing prior knowledge
3. What is a learning task?
4. Making a workshop plan
5. Creating objectives for a training event
6. Choosing learning modules
7. Planning a learning module; practice teaching
8. Indicators of learning, transfer, and impact
9. Feedback and evaluation
10. Planning a learning event

Sources:

Vella, Jane. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*. San Francisco: Jossey-Bass, 1994.

---. *Taking Learning to Task: Creative Strategies for Teaching Adults*. San Francisco: Jossey-Bass, 2000.

Modules in this workshop have also been adapted from the *Learning that Lasts* training materials.

Module 1: Principles for training adults

Objectives:

- Learners will describe the characteristics of an effective adult learning experience they have previously participated in
- Learners will discuss four characteristics of effective learning experiences for adults
- Learners will brainstorm ways to implement each of the four characteristics

Why: Learning to teach adults requires a shift in thinking away from a “banking” model of education, towards a model where the needs and goals of the learners are activity considered.

Materials and preparation:

- Chart paper, small paper, and markers

Learning activities:

Connection

Think about the best learning experience you have been a part of as an adult (e.g., during university, during a training or workshop). What are the factors that made that learning experience positive for you? Write each factor on a card.

Content

When we are training adults, we want them to have a meaningful learning experience, and to be motivated to use the content that they are learning. Some factors that make learning experiences successful for adults are:

1. The experience is **learner-centered**. This means that the teacher focuses on the needs of the learner- what they already know, and what they need to know. Sometimes in education we become very concerned about teaching everything in “the book”- whether or not it is helpful to the learners! When you are developing a training activity, it is good to think of how the content you are going to teach meets the needs of the learners. If a lesson won’t be helpful for them, you don’t need to teach it.
2. Learning is **active**. Learners remember things far better if they are doing meaningful activities as they learn, not just listening to someone talk. Research shows that people are most likely to apply what they learn in a training course well if they have opportunities to practice each new skill during the workshop. It is best to give opportunities to apply the new information soon after it is presented. Active learning also engages learners on many levels: thinking, feeling, and doing.
3. Learning helps people **solve problems together**. Teachers ask questions to help learners share what they know. The learner is not a “bank” that receives deposits of information- they are able to work together to answer questions.
4. People learn well if they work in **teams**. This allows people to learn from one another, not just from the teacher. Because everyone in the group has different skills, gifts, and experiences, this helps the group learn much more overall than if they just listened to a teacher.

Challenge

Write the four characteristics of good adult education as headings across the board: learner-centered, active, solve problems together, and work in teams.

Look back at the points you wrote on your papers at the beginning of a module. Do any of these experiences fit well with the four characteristics mentioned?

Reflect on the previous literacy workshops you participated in. How did you see these four principles implemented by the instructors?

Now, with your fellow learners, add any additional ways you can think of to implement the four principles.

Change: How would implementing these four principles of adult learning demonstrate respect for adults as learners?

Module 2: Assessing prior knowledge

Objectives:

- Learners will participate in a role play demonstrating how they would adapt lesson content to the needs of different groups
- Learners will describe ways of assessing the prior knowledge of the learners

Why: Training content will be most effective if adapted to the current skill level and knowledge of the learners. Training that does not consider prior knowledge is likely to leave learners disengaged.

Materials and preparation:

- Chart paper and markers

Learning activities:

Connection
Role play the following scenario: Teach another person to do a task that is commonly done in your home area (e.g., how to plant rice, how to pick tea, how to do a cultural dance). Pretend you are leading a training session on this topic. Teach it to two people:

- Someone who is also from your home area
- Someone who has never been to your home area

What is different in the two scenarios? What does the instructor need to change?

Content
One important thing to remember when training adults is that adults already have a lot of life experience before they take a course or attend a training event. In order to teach adults well, it is good to think about what they already know. If you teach adults something they already know, they are likely to be bored or uninterested, and might even stop attending the training. On the other hand, if the material you are presenting is too difficult, the learners might also lose interest.

One of the first steps in planning a learning event is to do an assessment of the learner’s resources (the knowledge that they bring with them to the training) and their needs (what they need and want to learn from the training). This allows us to build confidence in the learners by using their strengths well, and to serve them well by making sure that the training

we offer really helps them learn the information and skills that are important to them.

There are three components to a resources and needs assessment:

- Asking
- Observing
- Studying

Think about a group you will be training in the future. What might you want to ask, observe, and study about them before beginning the training?

- Do the learners already know how to read their language well? Do they already know how to write well?
- Do some of the learners already have some teaching skills? Could they demonstrate these to other learners in the group?
- How could you find ways to ask the learners about their objectives before planning the training?

Challenge

The goal of this challenge is to help you consider how you might adapt your teaching of a topic to meet the needs of two different groups of learners.

Make a plan for teaching someone how to teach the “drills” section of a primer lesson. Work together in a group to make two plans:

- One plan for a group of people who are already teachers
- One plan for a group of people who have never taught before

What are the differences between the two plans? Why are they different? How did you adjust your teaching to accommodate the background knowledge of the learners?

Share your plans with your instructor and the group for feedback.

Change: How do you plan to assess the prior knowledge of the learners you will teach in the future?

Module 3: What is a learning task?

Objectives:

- Participants will examine the difference between a teaching task and a learning task
- Participants will list activities that they can use as learning tasks
- Participants will transform one teaching task (lecture notes) into a learning task

Why: Shifting course planning from thinking about teaching plans to learning tasks is a paradigm shift for many trainers. In this module, learners will begin to consider how learning objectives can be met through active learning as a way of becoming less reliant on lecture style training.

Materials and preparation:

- Cards with modes of learning (listening, reading, seeing and hearing together, saying and writing, participating in hands-on-activities, working with others, practicing doing something, teaching someone else)

Learning activities:

Connection

When you were in school, how did the teacher usually teach? Did you enjoy that method? Do you think that some students learn better than others using the methods that are typically used in traditional schools?

Content

Often when we think of teaching we think of telling people something that they need to know, while they listen and try to remember the material. This is often how we were taught in school growing up. In this kind of approach to training, the teacher sees their job as giving the students the new information, while the student's job is to learn the information. The students are like a "bank" and the teacher makes deposits into the bank account.

However, sometimes this model of education isn't as effective as we might hope. Researchers in education note that people learn best when they are able to learn using experiences, not only the more traditional modes of lecture and reading/writing.

Look at the following cards in your group. Rank them in order from which you think are the least effective ways of learning, to which would be the most effective ways of learning:

- Listening
- Reading
- Seeing and hearing together
- Saying and writing
- Participating in hands-on activities
- Working with others
- Doing something/ practicing doing something
- Teaching someone else

(Discuss the reasons for the choices as a large group)

In general, the more active the learning is, the more people will remember. For example, if a person has the opportunity to practice doing something (like practice teaching), they will usually learn much better than if they were told how to teach.

One way of helping ourselves to remember to use a variety of activities when we teach is to think of the teaching process of a series of learning activities. This requires us to change our thinking from "What am I going to tell the students", to "What do I want them to learn, and how can they best learn it?"

"What do I want them to learn"- helps us to set the objectives for learning

"How can they best learn it"- helps us to choose activities that will help the participants learn in the best way possible.

To make the learning process more active it is helpful to design a learning task whenever you present information, so that the participants are immediately able to try using what they have learned.

How can a teaching activity be transformed into an active learning activity?

Teacher-centered activity	Learner-centered activity
Tell the learners how to print a booklet on	Ask the learners to practice using a computer

the computer	to follow the steps in printing out a booklet
Tell the learners about the job description of a village teacher	Have learners work in groups to list the jobs that a village teacher should perform
Teach the learners strategies for solving conflict	Ask learners to role-play ways in which they could better solve conflict in their situation
Tell learners in a writer's workshop what books they need to produce	Allow learners to brainstorm books that would be useful for their community members
Tell the learners about the characteristics of a good story	Have learners listen to a well-written story, and list the characteristics that make it a good story

Challenge

Imagine that you are going to present a module on “how to make a booklet on the computer”. Prepare a lesson plan that involves at least one learning activity.

Explain how your learning activity would be an effective way of helping the learners practice the new skill.

Change: Has this module changed how you view what a good teacher should do? In what ways?

Module 4: Making a workshop plan

Objectives:

- Learners will practice using the 7-question framework as a way to organize a learning event

Why: Making “big picture” decisions about the logistics learning needs for a training event will influence the development of the rest of the workshop content.

Materials and preparation:

- Learning event planning template

Learning activities:

Connection

How do you usually plan for an event that you need to teach? How do things go when you are able to plan well? Have you ever not had time to plan well? What was that like?

Content

One way to help organize your planning for a workshop is to use a tool that helps you to think through a set of questions. Some are easier, and some are more complex, but they are all things that need to be considered when planning a workshop. In this workshop, you will learn to work with one model of planning learning events. During this module, you will begin filling out a plan for a teacher training or writer's workshop. In the next modules you will learn how to develop specific objectives, and then to design lessons and learning activities that will help your learners to meet these objectives.

Below are the 7 Planning Questions for Learning Events:

WHO: Who are the learners? What do you know about them? (e.g., education, experience, language abilities). Remember to ask the learners, and observe the learners to discover their characteristics and needs. On the other side of the planning template, list the workshop facilitators, and any other staff that might be needed.

WHY: The situation that motivates you to hold the learning event. (e.g., workshop): Why is it important to the learners?

WHERE: The place (village, town) where the training will be held and the type of facilities needed -- e.g., seating arrangements, equipment needed)

WHEN: What time of the year/dates would be good for this event? How many hours of training are needed? How many hours per day of study in class/out of class?

WHAT: In this section, list the objectives for the training event (leave this blank for now, as you will be learning to do this in a later module). Learning objectives should always be specific and involve *action* that the learners should do.

e.g., Learners will practice leading an experience story

NOT Learners will learn about experience stories

e.g., Learners will list the characteristics of a good teacher

NOT Learners will know about good teachers

HOW: List the learning modules and activities that will be a part of the training. Include a general plan for how the workshop will be organized.

HOW MUCH: What are the costs? How much will participants pay? Are there sources of additional funding needed?

On the bottom of the planning guide you will notice a place to list indicators of transfer and impact. Leave this section for now, as you will learn how to do this in a later module.

Challenge

Using this template, begin making a plan for a teacher training workshop that you might hold in the next year.

Share the plans with the larger group

Change: What do you like best about this planning template? How do you imagine that you might use it in the future?

Module 5: Creating objectives for a training event

Objectives:

- Learners will compare and contrast knowledge, skill, and attitude objectives
- Learners will practice writing objectives using active, task-oriented verbs
- Learners will develop specific objectives for a future literacy training event

Why: Good objectives for training events need to be clear, specific, and measurable. Adult learners learn best when the training provides new knowledge, skills, and attitudes in an integrated way.

Materials and preparation:

- Chart paper/ markers
- Learning event planning template

Learning activities:

Connection

Role play the following situation: (If the group is small, the learners can work together to create the role play. For a large group, volunteers can present the role play, while other learners add their observations and comments).

Pretend that you have just taught a teacher training workshop, and are now visiting different teachers you have trained to see how they are doing with their classes.

- Give a demonstration of one class where the teacher has learned all of the things you taught them well
- Give a demonstration of another class where the teacher has not learned the skills from the teacher training well

What criteria help you to decide whether a learner has mastered the skills needed to do their job well?

Content

Picturing your learner implementing their new skills after the training, as you have just done, is one exercise that can help you consider objectives for your event. In your role play, you had a picture in your mind of what someone who met the objectives would be like, and a different picture of a learner who had not met the objectives.

Objectives are what we want the learners to know and to be able to do.

There are three types of objectives to include – a good learning event will affect the whole person – thinking, doing, and feeling.

1. Knowledge: This is information that you want the learners to know
2. Skills: These are things that you want the learners to be able to do
3. Attitudes: These are attitudes and feelings that you want the learners to have about their work in the future.

Let's look at some examples of each of these categories:

Knowledge:

- Learners will be able to describe characteristics of child learners and adult learners.
- Learners will be able to list the advantages of integrated literacy teaching methods.

Skills:

- Learners will lead the class in writing an experience story.
- Learners will be able to read and write their mother tongue clearly.
- Learners will practice teaching literacy classes using the 6-step method in the teacher's guide

Attitudes:

- Learners will be confident in their ability to teach primer lessons using the method they learned in the training.
- Learners will value incorporating cultural and local knowledge into the literacy class.

It is important to think of objectives in terms of specific actions. For example an unclear objective might be “By the end of the training, we want the learners to have learned how to teach”. It is hard to evaluate whether a general objective like this has been successfully met.

A good goal or objective has the following characteristics:

- It is specific
- It can be measured
- It is achievable and realistic

Another characteristic of well-written objectives is that they include action words that describe what the learner will be able to do. Poorly written objectives use words such as “learn, understand, and know” that don’t explain clearly what the learner can do after they have taken the workshop. Here are some examples of active words that are useful for writing objectives:

tell	list	show	describe	practice
discuss	explain	demonstrate	write	apply
debate	try	evaluate	develop	produce
arrange	organize	propose	choose	rate
select	develop	brainstorm	diagram	report

Here are some poorly written objectives. Can you think of a way to re-write them so they are better?

- The learners will learn how to teach
- The learners will have a good attitude
- The learners will understand about reading

Challenge

In groups, design a set of objectives for a writer’s workshop or a teacher training. Include at least one objective for skills, knowledge and attitudes. After writing, check that:

- Each objective includes an active word that explains what the learners should do
- Each objective is clear, specific, and measurable

Share your objectives with the whole group, and make suggestions on objectives that the other groups could consider.

Add the objectives to your event planning template from the previous module.

Change: How will the techniques for writing objectives you learned today help to evaluate whether your training event is successful?

Module 6: Choosing learning modules

Objectives:

- Learners will select training module topics/themes that will meet the objectives they have set for their learning event
- Learners will evaluate whether a proposed learning module will meet the needs of their learners

Why: A mistake new trainers often make is to try to replicate a course they have taken without considering the modifications needed for their local situation. This module is designed to help

learners evaluate how they can select training content that is most relevant to their learners and local context.

Materials and preparation:

- List of objectives from module 5
- Training materials for teacher training/ writer training (village level guides)
- Small papers/markers and whiteboard

Learning activities:

Connection

Have you ever been to a training event that seemed boring or irrelevant to you? What are some reasons you might give? (eg. the trainer taught things I already knew, the trainer taught things that don't help me in my work).

What steps could a trainer take to make sure that what is taught will be relevant to the needs of the learners?

Content

Now that you have selected the objectives for your training event, the next step is to decide what learning modules you will develop and teach in order to help your learners meet all of the objectives from the learning event. As you have participated as a learner in these workshops, you have participated in many modules that you may want to share with people in your home area. But, most likely, it will not be helpful to try and teach the workshops exactly as you have experienced them. What might be some reasons for this?

- Time available for training: You may have participated in 4 weeks of writer training, but the people in your home area only have two weeks available for training. You will need to choose the modules that will be most important for them.
- Characteristics of the learners: In some language communities, the new teachers may not be proficient at reading and writing their mother tongue when they come to training. This may not have been a problem for you, but you may need to add modules to your training event that provide practice in reading and writing.
- The needs of the learners: As literacy program leaders and coordinators, you have learned some skills that may not be as important for local teachers. For example, you have spent time learning how to develop a teacher's guide – but the local teachers can use the guide you have already prepared, and so won't need to learn this skill.

Your task as a trainer is to use the knowledge and skills you have gained, and to give a training that will meet the needs of your learners in your program. In order to do this, you may need to use a combination of the following strategies:

1. Select a module from the training materials for the workshops you have participated in, and present it to your learners.
2. Select a module from the training materials, and make some changes to it in order to make it better fit your situation.
3. Create a new module to meet a learning need that is present in your local situation.

Challenge

Write each objective for your workshop on a small piece of paper. Tape these papers to one side of the whiteboard.

As a language team, look through the training materials from these literacy workshops, and decide which modules you will need to use in your local workshops. Write down the name of these modules, and note whether you can simply repeat them in your own workshop, or

whether you will need to make changes to make them more relevant. Finally, if there is not an existing module to meet one of your objectives, write the name of the new module you will create.

Show the planned modules to your instructor; your instructor will work with you to make sure that your workshop plan is complete, and may suggest additional modules and objectives if needed. Once your work is complete, add the planned modules to the *How* section of your learning event planning template.

Change: What challenged you most in today's module? What questions do you still have for your instructor about selecting appropriate learning modules?

Module 7: Planning a learning module

Objectives:

- Learners will describe the features of the 4-step module planning guide
- Learners will plan a learning module using the 4-steps (Connection, Content, Challenge, Change)
- Learners will practice teaching a learning module using the four steps

Why: The Connection-Content-Challenge-Change format helps workshop planners to create task oriented learning modules, and to move away from lecture style teaching.

Materials and preparation:

- Learning module template
- Chart paper and markers

Learning activities:

Connection

When you are planning to teach, what steps do you take to plan? Do you usually have a written lesson plan? How might writing a lesson plan improve teaching?

Content

Earlier, we discussed using active learning tasks when we lead a training, rather than using lecture or reading as our only ways of teaching. Today we are going to learn a style of lesson planning that is helpful in designing these types of active lessons. There are four steps to the lesson plan:

1. **Connection:** This step helps the learners see how what they are going to learn relates to their own lives and experiences. It can include asking open questions that help learners share their ideas and experiences.
2. **Content:** This is where you share new information with the learners. It can be through reading something together, telling about the new topic, giving a demonstration, showing a video – or anything else that gives new information to people.
3. **Challenge:** With this step, you design an activity that will help the learners apply the new information you have given them. This is an active, task-oriented step.
4. **Change:** In this step, you ask learners to consider how they will apply what they have just learned to their future work.

You have already experienced this model as learners in this workshop. With your group, reflect on the activities that have been included in each of the four steps of the modules you have participated in. On a piece of chart paper, write each of the headings (connection, content, challenge, change). Under the headings, list the activities you have experienced as learners (for example: in the “connection” phase you have answered open questions about your experiences, in the “challenge” step you have written stories, made plans, brainstormed etc.)

Challenge

Using the learning module template, in groups of 2-3, write a plan for teaching the following module: “Using Games in Literacy Class”. Share your lesson plan with your instructor for feedback. After each group has finished their module plan, demonstrate teaching the module.

Choose one other module to develop with a partner. Follow the same process, and share your module with your instructor. Later in the week, we will have time for practice teaching these modules.

Change: What do you like about this model for module planning? What is challenging for you?

Module 8: Indicators of learning, transfer, and impact

Objectives:

- Learners will apply the criteria of learning, transfer, and impact to their workshop design
- Learners will prepare a plan for evaluating a training event according to whether learning, transfer, and impact objectives have been achieved

Why: Trainers should be prepared to assess the long-term impact of their training efforts, and to make adjustments to their training strategies based on the results of this evaluation.

Materials and preparation:

- Learning event planning template

Learning activities:

Connection

How would you decide if a workshop you led has been successful? Write each point (indicator) on a separate piece of notepaper. Post each of these notes on the whiteboard, and then as a group rank them from most to least significant.

Content

When we invest time into training others, we want to know that our training has been successful. We can evaluate some aspects of a training event immediately after they have taken place. Other results of a training won't be seen until later. We can divide these outcomes of training into three separate categories: Learning, Transfer, and Impact

Learning: Change in skills, knowledge, and attitudes resulting from the educational experience is learning. Learning can be assessed immediately at the workshop; if the learners demonstrate the knowledge, skills, and attitudes listed in the objectives by the end of the

training, we can say that learning has been successful.

Transfer: The next step in the accountability process is to determine if what has been learned is valuable and used when learners return to their work and daily lives after completing the workshop. The effective use of skills, knowledge, and attitudes in real life-situations after the workshop is known as transfer. Indicators of transfer in a literacy training would include things like: Do the teachers follow the primer method taught during the workshop? Do the teachers keep good class records? Do the teachers provide an opportunity for creative writing in each class? Do the writers continue to create new stories? If transfer is successful, the learners are able to apply their new skills to their work at home. The time period for evaluating transfer is typically within the first year of completing training. On the learning event planning template, there is a place to note what the learners should be doing in the first year after completing the workshop.

Impact: Measuring impact is the final stage of evaluation. Impact refers to all of the changes that occur as a result of the training. Impact is not limited to the learners themselves; it also includes changes that have occurred in the wider community. For example, indicators of impact for a literacy training event might be: Community members regularly access new books in the village library; children from the age of 5-10 are able to read in their mother tongue; adult learners have formed reading circles to continue learning etc. Impact is usually measured in the years following a training event. Indicators of impact are usually measured as a part of the overall evaluation of the literacy program.

Challenge

In small groups, make a chart with two columns: one for teacher training, and one for writer training. Make one row for indicators of learning, another for indicators of transfer, and another for indicators of impact. With your group members, brainstorm indicators for each category.

Finally, add your indicators of transfer and impact to your learning event planning guide.

Change: How does thinking of transfer and impact change your thoughts on how to measure whether training has been successful?

Module 9: Feedback and evaluation

Objectives:

- Learners will practice giving feedback to workshop participants using culturally appropriate strategies
- Learners will plan strategies for gathering feedback about their teaching strategies and workshops

Why: Effective trainers are able to receive feedback from their learners, and act on the feedback to improve the training experience. Trainers also need to provide feedback to learners about their performance at the training event.

Materials and preparation:

- Learner handout on feedback

Learning activities:

Connection

Describe a time when you received positive feedback on something you have done. How did you feel?

Describe another time when you received negative feedback on something you had done? How did you feel? How did the way the person giving the feedback spoke to you affect how you felt about the feedback?

Content

Here are some suggestions for giving and receiving feedback:

Giving feedback:

- Specific comments are more effective than general comments.
- Avoid being judgmental, but describe your own reaction.
- Comment only on behavior that the receiver can actually change.
- Feedback is most effective when the receiver has asked for it.
- Feedback is most effective when given as soon as possible after the presentation.
- Check for accuracy. Do others in the group agree with your observation?

Receiving feedback:

- Ask clarifying questions in order to understand the feedback.
- Paraphrase the main points of the feedback.
- Avoid being defensive. (Avoid saying, "Why I did that was..." or "But the reason I....")
- Say 'thank you' first, after receiving feedback.

Which of these points is most useful to you?

With a partner, work through the list, and create a list of examples of feedback that uses these strategies.

Challenge

1. Role play: You have just watched one of your trainees give a practice teaching lesson. Give them feedback using the principles you have learned
2. How will you get feedback from your trainees when you are giving a workshop? Is there an evaluation or feedback form that you need to develop? If not, what else will work well in your context?

Change: What is one thing you want to change about how you give feedback? What might you want to change about how you receive feedback?

Module 10: Planning a learning event

Objectives:

- Learners, with coaching from the facilitators, will prepare a complete initial plan for a training event (teacher training or writer's workshop)

Why: This module asks learners to apply all of the skills they have learned. The aim is for them to return home with a complete set of workshop plans that they can implement. Completing this task in the workshop allows learners to get immediate feedback from facilitators on their plans.

Materials and preparation:

- Learning event planning template
- Module planning template

Learning activities:

<p>Connection Looking ahead to the training events you will do later this year, what most excites you? What things are most difficult about preparing for the training workshops?</p>
<p>Content In the modules we've done so far, we've learned about different steps in planning and leading training events. Now it's time to put all of these steps together, and prepare some plans for the workshops that you will be teaching in the future. Here are the steps to follow:</p> <ol style="list-style-type: none">1. Using the event planning template, answer the 7 Questions<ol style="list-style-type: none">a. Decide overall skill, learning, and attitude objectives for the eventb. In the "how" section, make a list of the modules that you will need to teach2. Using the module planning template, create lesson plans for each of the modules your will need to lead during the training. Divide the task of creating modules between your team members; make decisions about what modules you can borrow from other training curriculum, which modules you will need to adjust to fit your situation, and which new modules you may need to write.3. Decide what resources (books, materials, handouts) you will need for the training, and make a plan for preparing these.4. Complete the workshop planning and budget forms and submit along with the workshop plans.
<p>Challenge In your language team, prepare a plan for either a writer's workshop or teacher training workshop (or divide into sub-teams and prepare both plans). Share your plans with your colleagues for feedback. Facilitators will also give feedback and suggestions on the plans.</p>

Change: If you had to plan a different training event in the future (other than teacher training/writer's workshops), how could you use the principles from this workshop to help you plan?

Appendix: Templates for planning learning events and modules

Planning Guide for a learning event

Event Title:

WHY is this event important? (What is the current situation that makes it important for this event to happen?)	
WHERE? (town, building, room, equipment needed)	
WHEN? _____ hours; Dates:	
WHO are the <u>learners</u> and what do you know about them? →	(Roles needed, e.g., coordinator, content specialists, facilitation specialists, etc.)
WHAT are the learning objectives? (1) First specify the content in terms of ASK's (Attitudes, Skills, Knowledge). (2) Then add an action <u>verb</u> to the content, resulting in an <u>achievement-based objective</u> : "By the end of this event participants will have ... 1.	
HOW will the learning event be carried out? (General Plan and list of learning modules.)	<u>Materials & notes</u> :
WHAT INDICATORS do you expect to see ... OF TRANSFER?: (How will they be working differently than before the workshop?) Within one year, (<i>when?</i>) the learners will have... 1. OF IMPACT within the organization? (changes in systems, work practices of others, etc.) 1.	

Planning template for learning modules

Module title:

Objectives:

Why:

Materials and preparation:

Learning activities:

Connection
Content
Challenge

Change:

Evaluation:

