PLANNING MOTHER TONGUE-BASED EDUCATION PROGRAMS IN MINORITY LANGUAGE COMMUNITIES

Resource manual for planning and implementing mother tongue-based education programs in non-dominant language communities

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PREFACE

This book is about planning and implementing education programs that promote life-long education in minority language communities. It is specifically for mother tongue speakers of the languages but can also be used by “outsiders” who are helping minority language communities develop their programs.

As you will see in the following pages, this manual suggests several priorities for program planners:

• The programs are learner-centered. Their purpose is to help learners achieve their own educational goals.

• The programs are community-centered. Members of the communities participate in making decisions about their program from the very beginning.

• The programs focus on education for development. Reading and writing are not considered goals but as tools to help people achieve their goals. The content of lessons is drawn from the learners’ own experiences, and deal with topics that are especially interesting to them and relevant to their lives. And, whenever possible, the program is integrated with other development efforts.

• The programs enable learners to build a strong educational foundation in their first language and a good bridge to their second language so that they can continue learning in both languages.

This book focuses on the first part of a Multilingual Education program—basic education in the learners’ home languages. Another book is being planned for the “bridging” component of the program, in which learners use the strong foundation they have built in their mother tongue to ‘bridge’ or transition to learning a second language (and, if desired, to a third language.)

Organization of the manual

The Manual is organized into nine chapters. Chapter One presents an overview of mother tongue-based education programs. Each of the next other eight chapters deals with the essential features of strong and sustained programs. Resource sections at the end of some of the chapters provide additional materials relating to the topics that are discussed in that chapter.

Note of thanks

The first version of this manual, Developing Tokples Education Programmes in Papua New Guinea, was developed for the PNG National Department of Education in 1991. Since then, it has been revised many times, as I have worked with members of minority language communities in planning, implementing, training and assessing MTB MLE programs. I will always be grateful to dear colleagues in Asia, Africa and the Pacific for teaching me so much.

CHAPTER 1. OVERVIEW: PLANNING SUSTAINABLE MOTHER TONGUE-BASED EDUCATION PROGRAMS

THINKING ABOUT SUSTAINABILITY

Mother tongue-based education programs have been started in almost every country of the world. Unfortunately, many of these programs have not been sustained. The programs often end and learners do not achieve their long-term educational goals. As education specialists, we might ask, “Why do some programs fail and others survive? What can we do to make sure our own programs are successful and sustained?” 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.

• Community members take a formative role in planning and implementing their program.

• 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 maintaining their program. They participate in decision-making and evaluation and in deciding what changes are needed.

• The 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 formal and/or non-formal education programs within and outside the community. When learners complete the community program they can continue their education if they want to do so. For example, children who have completed a pre-primary 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 or other non-formal or even formal education programs.

• The program receives necessary support from outside the community—government, non-government organizations (NGOs), universities, the business sector, and donor organizations and from other institutions (for example, language and culture associations.)

ENCOURAGING COOPERATION AMONG STAKEHOLDERS

“Stakeholders” are all the people that have a specific interest in a program. In a mother tongue-based education program, stakeholders are the learners, their families, others that might be affected by the program and all the people that are involved in supporting it.
Following is a list of possible stakeholders in a community-based education program:

- The people who attend the classes
- Their families
- The teachers, supervisors, trainers in the program
- The people who write, illustrate, edit, produce, and distribute the teaching and reading materials
- The leaders of the program
- Local schools (if the local program is for children)
- Other people in the communities in which classes are held
- Local, state and national government agencies, especially education agencies
- Local, state and national religious institutions
- Local, state, national and international NGOs that are involved and/or interested in education and development
- Local, state and national businesses that support the program
- Donor agencies that provide funding and other resources for the program
- Local government officials (and state and national officials, as well)
- Vocational centers or other adult training programs (if the program is for young people or adults)
- Health, agriculture, and other government agencies that want to communicate information to people in minority language communities

If the program is to be successful, stakeholders need to work together as partners to support it. So, as leaders of the program, you will need to spend time talking with each group of stakeholders. It will be important to develop linkages between the program and all the potential stakeholders, encouraging them to share their vision about education in the community and building common goals for the program. (See Chapter 3, Mobilization.)

\[\text{Potential stakeholders in mother tongue-based education programs}\]
PLANNING THE MOTHER TONGUE-BASED EDUCATION PROGRAM

Why make a program plan?

If you are planning a mother tongue-based education program, a good program plan will be helpful because:

• It will help you think about what you should do at each stage of the program and what resources you will need.

• It will help 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.

A plan for a mother tongue-based education program needs to be “flexible”. That is, as leaders of the program, you should be able to change the plan if you see that some parts of the program are not working well. Of course, you cannot predict all the things that might happen as you begin implementing the program. Sometimes something happens to slow progress (natural disasters, lack of money, etc.). Or, something might happen to move the program more quickly (for example, the government might decide to sponsor training courses or to provide funding for literature production). When you and other stakeholders evaluate the program—which you should do regularly (see Chapter 8: Evaluation)—you might find that the program plan does not match with what has actually happened. In that case, you should revise the plan so that it is realistic and helpful for the situation.

Planning takes time and people may be tempted to skip this process so that they can start classes quickly. The danger of moving too quickly, without a plan, is that the people who are responsible for the program will not have anything to guide them or help them prepare for the next step. A good program plan should tell you where you have been and where you are going. If you look at successful mother tongue-based education programs around the world, you will find that most of them began with a good program plan.

Who should be involved in planning?

If a program is to serve the community, representatives of the community should be involved in planning it. NGOs, 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.

What kind of program can we plan?

Depending on the needs and goals identified by people in the community, the program might be for children, out-of-school youth, or adults. Most programs fit into one of the following categories (Also see Resource 1.1, page 12):

• Beginning education classes are for people who have not been to school before. In these classes, they begin using reading and writing to help them learn the things they want to know and do the things they want to do.

• Fluency classes are for people who have basic reading and writing skills but want to read and write better and with more understanding. In fluency classes they learn how to use reading and writing to learn new ideas and information and to communicate with others.

• “Bridging” 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. Bridging classes can go two ways. In some classes, people who are literate in their first language learn to read and write in their second language. In other classes, people who are literate in their second language learn to read and write in their first language. Both of these are “bridging” classes because their purpose is to help people build a “bridge” between the two languages so they can become fluent readers and writers in both languages.

• Continuing (“life-long”) education is for people who want to continue to use and expand their reading and writing abilities in both their first and second languages. These might be village reading clubs, training programs outside the community or formal and non-formal education programs.

What is involved in planning a mother tongue-based education program?

The following activities are often part of a program plan:

• Identify the community’s strengths and accomplishments—the most important resources for establishing successful and sustained mother tongue-based programs of any kind.

• Identify the reasons why people want the program. People start new programs only when they perceive a need for change. What are the community members’ goals for their own lives and for their community? What factors might stop them from achieving their goals? Why do they think a mother tongue-based education program will help them? (See Chapter 2. Research).

1 This assumes they already know the second language. If they do not, they would start by learning to understand and speak the language and then learn to read and write the language.
Here is an example of a reason for starting a women’s education program:

Many women in our community have not had an opportunity to go to school, so they never learned to read, write or do calculations. They raise and sell very good vegetables but cannot keep their money in the bank because they cannot read deposit and withdrawal slips.

Set program goals. Goals are the intended long-term impact of the program.

Here are some examples of program goals:

1) Women in our community will be able to read, write and calculate. They will understand fair trade and will not be cheated when they buy and sell goods at the market.

2) Their earnings will be secure in the bank and will be available to them when they need it.

3) They will earn a good income for their families because they use good agricultural techniques for growing their market vegetables.

Identify the desired program outcomes. Outcomes are the specific things that the program will achieve. Here are some examples of program outcomes:

1) Within 5 years women’s education classes will be established in 10 communities.

2) There will be 2 women trained as teachers for each class.

3) A system will be established for producing reading materials that the women have said they want to read.

Identify the program outputs. Outputs are the things that will be achieved in the shorter term. Here are some examples of outputs:

At the end of this two-year period we will have produced:

1) A plan for conducting teacher-training courses

2) An instructional plan for teaching the women’s classes

3) At least 40 beginning reading materials (stories, posters, etc.) in the learners’ mother tongue (MT) about topics that the women have said they want to read

4) At least 40 more advanced (Stage 2 or “fluency” level) MT materials about topics that the women have said they want to read.

Plan the program activities. Activities are the specific actions you will take to produce program outputs and outcomes. Here are examples of activities for a women’s education program:

To achieve our program outcomes we will do the following things:

1) Conduct a needs assessment survey.
2) Conduct a Literature Production workshop.
3) Develop a curriculum for the adult classes.

The following activities are part of many mother tongue-based education programs in minority language communities. (The remaining chapters of this manual will be devoted to each of these activities.)

1. **Conduct preliminary research.** This involves collecting the information that will be used to plan and implement the program (Chapter 2).

2. **Mobilize resources and develop linkages.** This involves encouraging a sense of ownership for the program among the stakeholders and encouraging people to work together to support the program (Chapter 3).

3. **Recruit and train staff.** This involves identifying the people that will be needed for the program, identifying the qualifications they will need, recruiting them and providing initial and on-going training for them (Chapter 4).

4. **Develop an orthography (writing system).** This involves identifying the symbols that will form the writing system (if the language has never been written before) or adapting an older writing system to fit the language as it is spoken now (Chapter 5).

5. **Develop curriculum and instructional materials.** This involves selecting the teaching method that will be used, developing teachers’ guides, and planning the content of the lessons (Chapter 6).

6. **Develop literature.** This involves writing, illustrating, editing, testing, producing and distributing a variety of graded reading materials in the local language that are interesting to the readers (Chapter 7).

7. **Evaluate the program and document progress.** This involves assessing the program and the learners’ progress regularly to find out if the program is serving the needs of the community and if you are achieving the program’s objectives. It also involves keeping records of the planning and implementation process and of the learners’ progress (Chapter 8).

8. **Coordinate the program.** This involves making sure the program goes well. Program coordination includes obtaining and allocating funds, keeping records, writing reports and ensuring that staff are supervised and supported (Chapter 9).
The diagram below displays the essential features of strong and sustained MTB MLE programs:

**Research** that provides information about 1) language attitudes and uses in the community; 2) the community’s goals, needs and problems; and 3) resources for the program.

**Mobilization** activities that generate interest and support (including resources) for the program within and outside the community (government, NGOs, universities, donors, businesses).

**Recruitment** methods that bring motivated, knowledgeable and respected individuals into the program (and keep them there).

**Training and supervision** that help all staff gain competence, creativity, commitment and credibility within and outside the community.

**A political environment** that supports the use of minority languages in education; **Cooperation** among supporting agencies: government, NGOs, universities, etc.

**Evaluation and documentation** that regularly provides information for strengthening the program and for reporting to other stakeholders (e.g., government, donors).

**A management and coordination** system that provides support for program staff and ensures that necessary materials are on hand.

**A system for writing, illustrating, editing, evaluating, producing, storing, and distributing literature in the minority language**.

**A process of developing and testing an orthography** that is acceptable to the majority of stakeholders and promotes on-going reading and writing in the language.

**A process for developing, testing and revising curriculum and instructional methods** so they are relevant and appropriate in the ethnic minority community.

**A system for obtaining, distributing, accounting for and reporting on funding for the program**.

**Features of Strong MTB MLE Programs**

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Work Paper: Program overview

Use this work paper to help you think about the reasons why a mother tongue-based education program is needed, the principles that you think should guide the program and what you want the program to accomplish (goals). You can look at the "Sample Plan," which follows, for some ideas. But since this is your own program, you should make sure that what you write here fits your own situation.

STRENGTHS AND RESOURCES
Our community has the following strengths and resources to help us achieve our goals:

REASONS WHY THE PROGRAM IS NEEDED (Situation statement)
This mother tongue-based education program is needed because...

GOALS
The overall goal(s) of this program are that...

OUTCOMES
We will accomplish the following long-term outcomes in the next __ years:

OUTPUTS
We will accomplish following shorter-term outputs in the next __ years


Example: Thinking about a mother tongue-based education program for adults

STRENGTHS AND RESOURCES (foundational information)
Our community has the following strengths and resources to help us achieve our goals:

1. We work well together as a community
2. There are several people in the community that can take leadership of this program.
3. We have a supportive school with teachers who know and value our language and culture

REASONS WHY THE PROGRAM IS NEEDED (Situation statement)
This program is needed because...
Some adults in our community cannot read and write so they do not have access to new information and ideas and they are unable to communicate their own ideas to people outside the community.

GOALS
The overall goal(s) of this program are that...
The adults in this community will be able to
1) Communicate with each other in written form in their own language and in the national language;
2) Get information and ideas from outside the community;
3) Communicate their ideas and needs to the government and others outside the community

OUTCOMES
We will accomplish the following things in the next 5 years:
1) Adult education classes established in at least 6 villages.
2) A teacher training system that provides regular pre-service and in-service training.
3) A system for developing, testing, producing, storing and distributing reading materials
4) A system for documenting and evaluating the program

OUTPUTS
We will accomplish the following things in the next 3 years:
1) Produce at least 50 beginning (Stage 1) reading books relating to topics that are especially interesting to the learners and relevant to their lives
2) Produce a least 50 second-level (Stage 2) reading books that introduce the learners to new ideas and information that are important to them
3) Develop an alphabet-teaching book (primer) for learning their home language
4) Develop a “transitional primer” that will help them ‘bridge’ into the national language
6) Develop Teachers Guides that for beginning classes,
7) Identify and prepare 2 teachers for each class
8) Identify and prepare at least 2 teacher trainers
Resource 1.1 MTB MLE programs that build a strong foundation and good bridge

The challenge to MTB MLE: How do we plan, implement and sustain education programs that...

Enable mother tongue (MT) speakers of non-dominant languages to build a strong educational foundation in their first language...

Bridge successfully into one or more additional languages and...

Continue to use both/all languages for on-going education and life-long learning?

Intended learning outcomes for language education in MT-based MLE

Intended learning outcome #1

Learners will build competence and confidence (in both languages) in listening, speaking, reading and writing for meaning and in hearing, speaking, reading and writing correctly.

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2 From Susan Malone, Paper presented in Dhaka, March, 2006. MTB MLE: Mother tongue-based multilingual education (refers to non-formal education programs for adults and for programs for children in the formal and non-formal education systems in which 2 or more languages are taught and used.)
<table>
<thead>
<tr>
<th><strong>Emphasis:</strong> meaning and communication (focus on whole texts)</th>
<th><strong>Emphasis:</strong> accuracy and correctness (focus on parts of the language)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>Recognize and distinguish sounds, recognize parts of words</td>
</tr>
<tr>
<td>Listen in order to understand and to think critically</td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Use correct vocabulary, pronunciation, grammar</td>
</tr>
<tr>
<td>Speak with understanding to communicate knowledge, ideas, experiences</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Decode texts by recognizing letters, syllables, tone marks, syntax, grammar</td>
</tr>
<tr>
<td>Read for meaning and understanding in order to apply, analyze, evaluate texts, create new knowledge</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Form letters, words, sentences, paragraphs properly and neatly; spell words accurately; use correct grammar</td>
</tr>
<tr>
<td>Write to communicate knowledge, ideas, experiences, goals</td>
<td></td>
</tr>
</tbody>
</table>

From the research:

*What theory implies, quite simply, is that language acquisition, first or second, occurs when comprehension of real messages occurs...*

*Language acquisition does not require extensive use of conscious grammatical rules and does not require tedious skills...*(Krashan, 2001).*

**Intended learning outcome #2**

Learners will gain competence and confidence in using their oral and written languages for everyday communication and for learning academic (abstract) concepts.
From “Bloom’s Taxonomy”:

- **Remember**
  - *Recall what was taught* (Concrete)

- **Understand**
  - *Explain what was taught* (Concrete)

- **Apply**
  - *Use what was taught* (Concrete)

- **Analyze**
  - *See patterns; compare and contrast* (Abstract)

- **Evaluate**
  - *Think critically* (Abstract)

- **Create**
  - *Create new knowledge* (Abstract)

Adapted from Bloom, 1956

**Planning the strong foundation and good bridge**

The process begins by enabling learners to build a *strong educational foundation* in their L1.

From the research:

*The level of development of children’s mother tongue is a strong predictor of their second language development... Children...with a solid foundation in their mother tongue develop stronger literacy abilities in the school language (Cummins, 2000).*

*The most powerful factor in predicting educational success for minority learners is the amount of formal schooling they received in their L1. ... Only those language minority students who had 5-6 years of strong cognitive and academic development through their L1— as well as through [L2]—did well in Grade 11 assessments (Thomas and Collier, 1997, 2004)*

It then builds a “good bridge” to the new language(s), beginning with listening, then speaking, then reading and writing.

First listening...

*The best [language learning] methods are ... those that supply “comprehensible input” in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the L2 but allow students to produce when they are ‘ready’, recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production (Krashan, 2001).*

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3 Bloom placed “evaluation” at the top of this progression. I have placed “synthesis” at the top because in order to create new knowledge, we need first to evaluate existing knowledge.
Then speaking...

... oral proficiency in the target language [is] of critical importance for the development of ... reading comprehension among third- and fourth-grade students... (Droop & Verhoeven, 2003, pp. 78-103).

Additional research finds that comprehensible output, as an adjunct to comprehensible input, helps students become aware of the structure of the language and helps them become more competent in its use (Cummins, 2001).

Then reading and writing...

The process should enable learners to go from the known to the unknown—using what they have learned about reading and writing in the L1 and their knowledge of oral L2 to bridge into reading and writing the L2. (The same process would apply to learning additional languages.)

Children’s knowledge and skills transfer across languages from the mother tongue...to the school language (Jim Cummins, 2000)

**Thinking about the progression**

Planning for MLE in ethnic communities requires knowledge of the contexts in which the program will take place. With that awareness, and using what has been learned through past experience and through research around the world, we can identify six general phases of bridging programs:

<table>
<thead>
<tr>
<th>Continue oral and written L1 and L2 as subjects. Use both languages for instruction at least through primary school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue oral and written L1 and oral L2 as subjects</td>
</tr>
<tr>
<td><strong>Introduce reading and writing in L2</strong></td>
</tr>
<tr>
<td>Continue oral and written L1 as a subject</td>
</tr>
<tr>
<td><strong>Introduce oral L2</strong></td>
</tr>
<tr>
<td>Continue oral L1 as a subject</td>
</tr>
<tr>
<td><strong>Introduce reading and writing in L1</strong></td>
</tr>
<tr>
<td><strong>Build small children’s fluency and confidence in oral L1</strong></td>
</tr>
</tbody>
</table>

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4 L1 = the learners’ first language, home language, heritage language. This is the language they know best so they should use this language when they begin their education.
Planning the progression in a mother tongue-based bilingual education program

It is very important that [an MLE] program continue through 8th grade, because when there are no native [L2] speakers in the classes, it takes longer to reach grade level in [the] second language. In this model, students receive literacy development in L1 and L2, as well as academic content development in L1 and L2. This is an enrichment model, just like two-way (Virginia Collier, personal communication, 2004).

The following example of a progression plan is for an 8-year program in which K1 and K2 are integral parts of primary school. The program has a strong language education curriculum and children are at least four years old when they begin K1. In contexts where this is not possible, the progression should be adapted.

<table>
<thead>
<tr>
<th>K1  (age 4)</th>
<th>K2 (age 5)</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop oral L1</td>
<td>Develop oral L1</td>
<td>Develop oral &amp; written L1, oral L2</td>
<td>Develop oral &amp; written L1, oral L2</td>
<td>L1 &amp; L2 taught as subjects</td>
<td>L1 &amp; L2 taught as subjects</td>
<td>L1 &amp; L2 taught as subjects</td>
<td>L1 &amp; L2 taught as subjects</td>
</tr>
<tr>
<td>L1 for teaching</td>
<td>Introduce written L1</td>
<td>Introduce oral L2 (2nd semester)</td>
<td>Introduce L2 alphabet (2nd semester)</td>
<td>L1-L2-L1 for teaching</td>
<td>L1-L2-L1 for teaching</td>
<td>L1-L2-L1 for teaching</td>
<td>L1-L2-L1 for teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L1 for teaching</td>
<td>L1 for teaching</td>
<td>L1-L2-L1 for teaching</td>
<td>L1-L2-L1 for teaching</td>
<td>L1-L2-L1 for teaching</td>
<td>L1-L2-L1 for teaching</td>
</tr>
</tbody>
</table>
References


http://www.ncela.gwu.edu/ncbepubs/resource/effectiveness/


http://www.ncela.gwu.edu/ncbepubs/

CHAPTER 2. PRELIMINARY RESEARCH

Why do we need to do research before we begin a mother tongue-based education program?

There are several general purposes for doing research before you begin planning:

• 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

How can preliminary research help strengthen our program?

• You will have the information you need for planning the program
• You will have information to establish a written history of the program.
• You will be able to report knowledgeably to donors and other stakeholders.
• You will have “baseline information” about the situation before the program begins and will be able to use that information in the future for evaluating program impact.

What kind of information will we need for planning?

The following information will be helpful when you plan the program:

Information about people’s goals, needs and problems (Resource 2.1). If this is to be a mother tongue-based education program, this information will be the foundation for the entire program plan. It will be especially helpful for planning curriculum and developing reading materials. (See Chapter 6: Curriculum Development and Chapter 7: Literature Development.)

Information about the communities in which the program will take place. How do people work together? Who can work with whom? How do people in the community support those who provide services (e.g., teachers, religious leaders, traditional healers)? You will need this information when you recruit workers for the program (e.g., teachers, supervisors) and when you think about compensation for the workers.
Information about the stakeholders. The most important stakeholders are the people who will be directly affected by the program—the learners and their families (if the learners are children). Other stakeholders include community leaders, government officials, school officials, health workers, religious leaders, NGOs and even businesses within and outside the community. All of these are potential supporters of the program, as well as stakeholders. When you identify them at the very beginning you will be able to use their valuable knowledge and experience and you will also encourage them to support the program with their knowledge, ideas and finances.

Information about the writing system for the language. Is there a writing system already? If so, does it represent the meaningful parts of the language adequately? Is it acceptable to most of the people who will be using it? Is it useable across dialects? Will it help readers to transfer between the local language and the national language? This information will tell you if the current writing system is acceptable to the people and if it helps them learn to read and write. It also might tell you that you need to make changes in the writing system. (See Chapter 5: Orthography.) If the writing system does need to be changed, this research will also help you learn if the community will need consultant help from outside the community.

Information about education in the community before the program begins. This information will help you later when you want to see if the program has led to positive changes. Examples of this kind of information include: 1) the number of schools in the language area and where they are located; 2) the number of children (female/male) entering primary school each year; 3) the average number of years they spend in school; 4) the number of children who go to high school; 5) the services (health, agricultural, etc.) that are available in the community and the number of people who use the services.

Information about community members' attitudes toward literacy and education in general, both in their mother tongue and in the outside language. Do people want to learn to read in their own language and/or in the national language? If so, why? If not, why not? This information will tell you if there is enough interest among non-literate people in the community to start an education program. It will help you when you plan for mobilization. And it will help you when you are planning the curriculum and developing reading materials.

Information about the ways literate people in the community use reading and writing. What kinds of things do people read? What do they write? What kind of reading materials do people have in their homes? What languages do they use for reading and writing? This information will help you make sure that the new program fits with what is already happening in the community. Also, it will help you understand why the non-readers in the community might want to become literate and the kinds of things they will want to read.

Information about the reading and writing ability of people in the community and especially the intended learners, in their mother tongue and in other languages. This information will help you to identify the type of classes that you should start. It also
provides information that you can use later to see if the education program is making a difference in helping people become literate.

**Information about factors that are likely to affect the program.** Does the government support the use of minority languages in education? Will program supervisors be able to travel around to the visit classes? Will adult learners have time to come to the classes? What kinds of resources are available to help support the program? Awareness of these factors will help you plan a program that is appropriate and realistic. It will also help you make the best use of the resources that are already available within and outside the community.

**Who should do the research?**

In mother tongue-based education programs, community members are an important part of the research team. They take part in...

- Planning the research
- Collecting the information
- Analyzing the information
- Documenting what they learned
- Deciding what to do with what they have learned.

Having community members as part of the research team provides many benefits. For example, 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.

It is also good for community members to participate in the research process because it challenges them to think about their own goals, needs and problems. If the research shows that an education program is needed, the research participants will be encouraged to think about what needs to be done. The important thing for you as program leaders to remember is that, when people in the community have identified their community's goals, needs and problems and when they see that a mother tongue-based education program could help solve their problems and achieve their goals, then you can help them begin planning the program.

**What kind of research can we do?**

You can do informal and/or formal research:

**Informal Research.** You do informal research when you talk with people as they go about their daily lives. You listen as people talk about their living situations and their plans for the future. You listen as they talk about the things that they worry about—the things that stop them from achieving their goals for themselves and their children. You can encourage people to think about their lives and about ways that they could improve their living situation. As you listen you can collect information
that you will use for planning the program. Later you can record this information (if appropriate) so it can be used for future planning and for evaluation.

You can also do informal research as you talk with people outside the community—government officials, business people, NGO leaders, and others. From these people you can learn about the political, social, economic, religious and other factors outside the community that might affect the program.

Here are some methods for doing informal research:

• Informal discussions with individuals and small groups in the community
• Meetings in which specific issues are raised for discussion
• Games, activities, skits about specific issues that lead to group discussion about those issues
• Group work (e.g., develop a community map, etc.) that leads to discussion of relevant issues
• Study of reports, letters, minutes, newspapers, etc.
• Observation (especially when you participate with people in activities)

The information you gather informally will be an important part of your documentation of the program and will be essential to planning. So 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.

**Formal research.** Formal research involves a more systematic collection of information, usually using prepared forms. In some cases you can ask people specific questions and record their answers on a tape recorder or on paper. In other cases you can ask people to take a test (to assess their reading and writing ability).

Formal research uses the following methods:

• Questionnaires
• Interviews
• Tests

**What do we do with the information we gather through this research?**

• Check that what you recorded is what the people wanted to say. If possible, go back to the people with whom you spoke, read what you wrote during the research session and ask them, “Is this what you actually said or what you wanted to say?”

• Once you are sure you have correctly recorded what people said, analyze the information. How many people are saying the same things? Do people agree or disagree on certain things? What kinds of conclusions can you draw?
• Check your conclusions with trusted people in the community. Do the conclusions sound reasonable to them? Even though they might not agree with the conclusions, they can tell you if you are correct.

• Record what you have learned. Keep copies of the forms you used. (But again, be sure you check with people, to see if it is okay to use their names.)

• Use the information for planning, documentation, and communication.
Work Paper: Plan for preliminary research

INTENDED OUTCOMES
What do we hope to achieve through our preliminary research?

1.

2.

3.

4.

ACTIVITIES, TIME FRAME AND INPUTS
We will do the following things to achieve these outcomes:

ACTIVITY 1. ____________________________________________________________

Time frame:

Inputs:

Risks/Assumptions:

Plan:
Example: Plan for preliminary research for an adult education program

INTENDED OUTCOMES

What do we hope to achieve through our preliminary research?

1. Documentation of the community’s motivation of the program, as described by different groups of people in the community.
2. Documentation of the literacy level of the incoming adult learners
3. Documentation of the language situation in the community (for example, if people accept the alphabet that has been developed, and if any books are being used.)
4. Documentation of community resources that can be used in the program

ACTIVITIES, TIME FRAME AND INPUTS

We will do the following things to achieve these outcomes:

ACTIVITY 1. Informal research to find out if people want to start an adult education class.

Time frame: Within the next 2 months (date)

Input: Community members to ask the questions; list of questions; exercise books to record responses.

Risks/assumptions: People might be reluctant to answer some questions in public, may need to talk privately.

Plan: Visit different markets and other places where people gather; talk with at least 20 people individually and with at least 3 groups of people (women, men, mixed group, children)

Meet with local government officials, religious leaders, local school teachers

After the informal interviews, record information in exercise books.

ACTIVITY 2. Language survey in the community

Time frame: Within the next 3 months (date)

Inputs: Survey forms; researchers; training workshop for researchers

Risks/assumptions: People may be reluctant to do anything that looks like a test.

Plan: 1) Identify the information that we need for planning.
2) Select six adults to do the research.
3) Conduct the training workshop. Do a practice research-gathering session and change the method, as needed.
4) Collect the information, etc.
Resource 2. 1. Assessing community goals

Purpose

The purpose of “Needs and Goals Assessment” is to learn about the things that are important to people in the community.

“Needs and goals” research encourages people to identify problems or needs so that they can begin working on solutions. It also encourages them to think into the future. What are their goals for themselves, their families and their community?

Needs and goals assessment may involve the following activities:

- People (usually working in groups) think about and describe their individual, family and/or community situation.
- They identify problems with their current situation or they identify things that are not necessarily problems but that they would like to change or improve.
- They identify their goals for their own lives and for their community.
- They think about what they need in order to solve the problems they have identified or to achieve their goals.

Here is a list of topics that can be used for this kind of assessment:

- **Household-related**: the everyday situations of individual family units
- **Occupation-related**: the work that individuals, families and communities do to provide for their necessities: food, drink, shelter, clothes, money, etc.
- **Resources-related**: the material and human resources that are available (or not available) to individuals, families and the community
- **Land-related**: the way that land is distributed and how it is used; how productive it is; how it is cared for and/or abused
- **Weather-related**: the weather patterns that affect the lives of the people; controlling effects of weather, disasters (cannot be controlled)
- **Health-related**: common health problems in the community; traditional and modern medical resources/practices; activities that promote health; things that promote sickness; patterns of sickness occurring in the community
- **Income-and-expense-related**: financial needs; sources of credit for those who lack needed money, problems relating to income vs. expenses in people’s daily lives.
- **Power-related**: political and social relationships that affect peoples’ daily lives; the ways that power-relationships provide advantages/disadvantages to different people
- **Others**: other needs and goals that are not discussed here. Researchers need to be alert to other needs and goals that people might identify.
Collecting and using this information

Once the community understands the purpose of the needs assessment, identify the people who would like to be involved in the assessment process. Plan the research process.

Below are two methods for collecting information. **NOTE:** Both of these methods assume that the people who are asking the questions or facilitating the discussions are mother tongue speakers who are respected in the community.

**Interviews and group meetings**

- If it is acceptable in the community, interview families in their homes (as many families as possible). Ask some open-ended questions and then listen for the problems/needs/goals that they express.

- After the interviews are finished, hold a community meeting. Talk about the general information that you collected (but do not say the names of the people who gave the information.) Discuss the needs and problems that people have identified. Ask the community members to talk more about those needs and problems. Encourage them to list the needs in order of priority. Then talk with the community about what they can do to take action to address their problems/needs, and goals.

**Participatory Rural Appraisal (PRA)** In this process, members of the community analyze their life situation through the use of graphics, which they themselves develop. In developing and talking about the graphics they identify the strengths and weaknesses (problems/needs) of their situation. Having identified the needs, they think about the action they can take to improve their situation. The following are typical types of graphics used in PRA programs. The participants construct these graphics, with help from the facilitator.

- **Maps**

  *Household Maps* display all the houses in the community (Can include the number of people in each house or the type of housing, location in relation to water sources, etc.)

  *Agricultural Maps* display the location of different crops. (Can lead to a discussion of changing patterns over the years or the level of productivity.)

  *Natural Resource Maps* identify access to or control of sources of wood and water (Can lead to a discussion of environmental issues)

  *Land Tenure Maps* represent the ownership of land, whether individual, cooperative or large landholding.

- **Calendars**

Rainfall Calendars display climate patterns/trends (Can lead to discussion of droughts, floods.)

Agriculture calendars display the different agricultural activities (e.g., clearing, planting, weeding, fertilizing, harvesting, storing, selling) that take place throughout the year.

Gender Workload Calendars display the main activities of men and women plotted through the year. (Can lead to discussion of gender roles.)

Health Calendars display local illnesses and their relative occurrence through the year (Can lead to a discussion about why different illnesses occur at different times.)

Income & Expenditure Calendars explore financial patterns of a typical family through the year. (Can show the different sources of income and the different expenses. Can lead to a discussion of ways to save money so it is available when it is most needed.)

- Charts

Crop Charts display the different kinds of crops. (Can lead to a discussion of land use; fertilizer use, etc.)

Health Charts describe the treatments community members use for different illnesses (e.g., herbs, medicine, traditional healer, hospital) (Can lead to an analysis of the different causes of illness and a comparison of different treatments.)

Credit Charts list the sources of credit that they have (e.g., family, friends, money-lender, credit union, bank) and the uses they make of the credit.

Household Decision Charts display the contributions of different family members to decision-making in the home. (Can encourage women and men to analyze the degree to which women participate in discussing, planning and carrying out decisions in different areas of household life.)

- Diagrams

“Pie charts” of Organizations represent all the organizations within the community and those external organizations with an influence.

Diagram of Informal Power Relations explores the powerful individuals within the community and their groupings, splinters, inter-relationships, etc.

- Other Techniques

Timelines show a history of a community, an organization or an individual.
# Resource 2.2  Language attitudes survey #1

[The blank line is for the name of the local language.]

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Should your children be able to speak __________?</td>
<td></td>
</tr>
<tr>
<td>2. Should your children be able to speak the national language?</td>
<td></td>
</tr>
<tr>
<td>3. What language should a mother speak to her children?</td>
<td></td>
</tr>
<tr>
<td>4. What language should children learn to speak first?</td>
<td></td>
</tr>
<tr>
<td>5. What language should children learn to speak second??</td>
<td></td>
</tr>
<tr>
<td>6. Which language would you like to know better?</td>
<td></td>
</tr>
<tr>
<td>7 If there is a __________-language school and an national language-medium school, which one would you send your child to?</td>
<td></td>
</tr>
<tr>
<td>8. Should your children be able to read __________?</td>
<td></td>
</tr>
<tr>
<td>9 Should your children be able to read the national language?</td>
<td></td>
</tr>
<tr>
<td>10 Would you marry a person who speaks only _____?</td>
<td></td>
</tr>
<tr>
<td>11 Would you marry a person who speaks only the national language?</td>
<td></td>
</tr>
<tr>
<td>12. Would you like your child to marry a person who speaks only the national language?</td>
<td></td>
</tr>
</tbody>
</table>
Resource 2.3  Literacy attitudes survey #2

*Adapted from Unseth, Peter. (1986), Evaluating the degree of literacy in use. Notes on Literacy 48:3-5.*

Community being surveyed______________________________________

Date__________________________________________________________

Language being surveyed________________________________________

Other languages that are used in the community: ____________________

________________________________________________________________

________________________________________________________________

Name(s) of researcher(s) _________________________________________

________________________________________________________________

Name(s) of co-researcher(s) ________________________________________

________________________________________________________________
**Part 1: Attitudes toward local language and local language literacy**

1.1) What language do you use when you speak

<table>
<thead>
<tr>
<th>To whom</th>
<th>Language Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>to your spouse</td>
<td>______________________</td>
</tr>
<tr>
<td>to your children</td>
<td>______________________</td>
</tr>
<tr>
<td>to your parents</td>
<td>______________________</td>
</tr>
<tr>
<td>to your siblings</td>
<td>______________________</td>
</tr>
<tr>
<td>to people at market</td>
<td>______________________</td>
</tr>
<tr>
<td>to people at district centre</td>
<td>______________________</td>
</tr>
<tr>
<td>to people at village council</td>
<td>______________________</td>
</tr>
<tr>
<td>to classmates at school</td>
<td>______________________</td>
</tr>
<tr>
<td>to teacher at school</td>
<td>______________________</td>
</tr>
</tbody>
</table>

1.2) Some people say that the L1 is dying. What do you think?

1.3) Some people say that the children are ashamed to speak L1. What do you think?

1.4) Some people say that all the children should give up L1 and just speak L2. What do you think?

1.5) Suppose the children could learn to read and write in L1 before they learn to read and write L2. Would you send your children to that kind of school? Why? Why not?

1.6) Suppose someone started a class/school for learning how to read and write the L1. Would you yourself want to attend? For what purpose?
<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1)</strong> Can you read and write the L2? How did you learn?</td>
</tr>
<tr>
<td><strong>2.2)</strong> Is it important to know how to read and write L2? For what reasons/purposes?</td>
</tr>
<tr>
<td><strong>2.3)</strong> If you could learn to read and write L1 or L2, which one would you choose? Why?</td>
</tr>
<tr>
<td><strong>2.4)</strong> An L1 person said that L2 is a powerful language and it’s better to just use L2, not L1. What do you think?</td>
</tr>
<tr>
<td><strong>2.5)</strong> If all the children stop using L2, and use only L2 or for speaking, reading and writing, then what changes will happen to your community? How do you feel about that?</td>
</tr>
</tbody>
</table>

**Part 3: Literature in the local language**

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1)</strong> Do you know of anything written in L1? If so, what is it?</td>
</tr>
<tr>
<td><strong>3.2)</strong> If a L1 writing system is developed, what kinds of things should be written?</td>
</tr>
<tr>
<td><strong>3.3)</strong> Some people say that it would be good to have books about L1 life and customs. What do you think?</td>
</tr>
<tr>
<td><strong>3.4)</strong> If those kinds of books were written, would you want to read them? Would your children want to read them?</td>
</tr>
<tr>
<td><strong>3.5)</strong> Do you have printed materials (books, newspapers, magazines, posters, etc.) at home? What kind do you have? What language(s) are they written in?</td>
</tr>
</tbody>
</table>
### Resource 2.4 Language uses survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How often do you speak ____________________?</td>
<td>daily, weekly, monthly, never</td>
</tr>
<tr>
<td>2. How often do you speak L2?</td>
<td>daily, weekly, monthly, never</td>
</tr>
<tr>
<td>3. What language do you speak to buy things at the market?</td>
<td></td>
</tr>
<tr>
<td>4. What language do you speak to buy things at the stores?</td>
<td></td>
</tr>
<tr>
<td>5. When do you speak _________________ to people from outside the community?</td>
<td></td>
</tr>
<tr>
<td>6. Do you ever speak L2 to a person from your own language community?</td>
<td></td>
</tr>
<tr>
<td>7. What language do you speak to your workers?</td>
<td></td>
</tr>
<tr>
<td>8. Are there any _______ speakers who speak ______ differently than you do?</td>
<td></td>
</tr>
<tr>
<td>9. What language do you use when you talk to someone you do not know?</td>
<td></td>
</tr>
<tr>
<td>10. How often do you choose _________________ language for listening to music?</td>
<td>Always/Usually/Sometimes/Never</td>
</tr>
<tr>
<td>11. How often do you choose L2 for listening to music?</td>
<td>Always/Usually/Sometimes/Never</td>
</tr>
<tr>
<td>12. What language do you use at the mosque/temple/church?</td>
<td></td>
</tr>
<tr>
<td>13. What language do you speak to your spouse?</td>
<td></td>
</tr>
<tr>
<td>14. What language does your spouse speak to your children?</td>
<td></td>
</tr>
<tr>
<td>15. What language do your parents speak to you?</td>
<td></td>
</tr>
<tr>
<td>16. What language do you speak to your children?</td>
<td></td>
</tr>
<tr>
<td>17. What language does your spouse speak to your children?</td>
<td></td>
</tr>
<tr>
<td>18. What language do your children speak to your spouse?</td>
<td></td>
</tr>
<tr>
<td>19. What language do you speak to your brother?</td>
<td></td>
</tr>
<tr>
<td>20. What language do you speak to your sister?</td>
<td></td>
</tr>
</tbody>
</table>
Resource 2.5  Literacy uses survey

Adapted from Unseth, Peter. (1986), Evaluating the degree of literacy in use. Notes on Literacy 48:3-5.

Community being surveyed  ________________________________
Date  ________________________________
Language being surveyed  ________________________________
Other languages used in the community: ________________________________

Name of researchers  ________________________________

Part 1: Commercial uses of literacy in the language

| 1.1) Stores and businesses use the written language for signs, advertising, labels, etc. |   |
| 1.2) There are a few jobs that require literacy in the language. |   |
| 1.3) There are many jobs that require literacy in the language. |   |
| 1.4) Products are sold with written instruction in the language (that must be read if product is to be used properly). |   |
| 1.5) Newspaper ads are printed in the language |   |
| 1.6) Public transportation signs are written in the language. |   |
| 1.7) Private people use the written language for informal advertising, announcements. |   |
| 1.8) Posters, wall hangings, calendars, etc. are for sale bearing meaningful writing in the language. |   |

Part 2: Community uses of literacy in the language

| 2.1) Public notices are posted in the language. |   |
| 2.2) Announcements written in the language are adequate to inform the majority of the community. |   |
| 2.3) A local newspaper is produced in the language. |   |
| 2.4) Some people write to each other in the language. |   |
### Part 3: Educational uses of literacy in the language

| 3.1) People know about reading and writing in their language. |   |
| 3.2) Some form of education uses the written language for teaching. |   |
| 3.3) Primary education uses the language in its written form. |   |
| 3.4) Intermediate education uses the language in its written form. |   |
| 3.5) Secondary education uses the language in its written form. |   |
| 3.6) Literacy in the language is available to adults in the community. |   |
| 3.7) Instructional materials written in the language are available in the community. |   |

### Part 4: Literature in the language

| 4.1) A writing system exists for the language. |   |
| 4.2) Writing materials are sold locally (pencils, pens, paper, notebooks, etc.) |   |
| 4.3) Printed material in the language is sold locally. |   |
| 4.4) At least one periodical (magazine) is sold in the language. |   |
| 4.5) Books are for sale in the language. |   |
| 4.6) More than five titles of books are for sale in the language |   |
| 4.7) At least four kinds of books are for sale in the language (education, religion, novels, politics, etc.) |   |
| 4.8) A dictionary in the language is for sale in the community. |   |
| 4.9) There is at least one facility for duplicating printed material in the language. |   |
| 4.10) Games printed in the language are for sale. |   |

Yes answers = 1 point; No answers = 0 points
CHAPTER 3. MOBILIZATION

What is mobilization and what does it involve?

“Mobilization” is about encouraging people to take action for a specific purpose. In mother tongue-based education programs, the goal of mobilization is that 1) individuals and groups within the community will recognize that education can be a valuable tool for their own and their community’s development, 2) they will plan and/or support an education program that serves their community’s needs, and 3) individuals, agencies and organizations outside the community will support the community in implementing and sustaining their program.

If you, as leaders of the program, want the program to be truly community-centered then you will wait to start the program only when people in the community want it and are prepared to help take responsibility for it.

The first step in mobilizing the community is to encourage people to talk about the strengths and resources they have in the community, the goals they have for their lives, the things they need and the problems they themselves have identified (see Chapter 2, Research).

Once they have identified their strengths and resources, goals, needs, and problems, you can encourage them to think about the kind of education program (e.g., development focus; formal education preparation focus) that will best help them achieve their goals, meet their needs and solve their problems.

When the community members indicate that they want to start a mother tongue-based education program and that they are prepared to take responsibility for it, then serious program planning can begin.

Why should mobilization be part of the program plan?

Mobilization is an important part of mother tongue-based education programs that are meant to support community-centered development.

- It encourages people to think critically about their own situations and about ways to achieve their goals, meet their needs, and solve their problems using their own strengths and resources.
- It encourages them to think about the ways that the program can help them achieve their own and their community’s goals.
- It provides them with information about mother tongue-based education programs in other communities and about the ways that the programs have helped people in those communities.
- It helps community members understand what is involved in establishing a strong program.
• It encourages community members to work together to start and maintain their program.
• It encourages them to identify agencies (government and NGO) that might be willing to support their program and then to establish relationships with these agencies.
• It encourages government agencies and NGOs within and outside the community to support the program.

How do we mobilize the community?

Community members may have many of their own ideas for mobilizing their local community and also for mobilizing potential stakeholders outside the community. Below are some examples of mobilization activities that have been used in countries around the world:
• Make colorful posters that tell about the program. Distribute these throughout the area.
• Talk informally about the program with people in the community.
• Encourage community people who support the idea of starting a mother tongue-based education program to give speeches, do skits and demonstrations at:
  ▪ Village markets and other informal gathering places
  ▪ Religious meetings
  ▪ Women’s and youth group meetings
  ▪ NGO meetings and workshops
• Produce short books and other materials in the local language and sell or distribute these at the local market, churches, schools, shops, etc.

How do we mobilize people outside the community?

• Build a mailing list with the names of people in government, NGOs, universities, religious organizations, businesses, etc. that might be interested in the program, even if they have not indicated special interest yet.
• Produce a regular report of the program that includes photos, titles of materials that have been produced, responses from learners, parents, community members and others. Send this report to the people on the list.
• Invite outsiders to visit the community and take part in mobilization activities, training workshops, and end-of-school-year school ceremonies to give speeches and/or hand out certificates at opening and closing ceremonies.
Work Paper: Plan for mobilization

INTENDED OUTCOMES
What do we hope to achieve through our mobilization efforts?

1.

2.

3.

4.

ACTIVITIES
We will do the following things to achieve these outcomes:

ACTIVITY 1. ________________________________ ________________________________

Time frame:

Inputs:

Risks/Assumptions

Plan:
Example: Plan for mobilization

INTENDED OUTCOMES
What do we hope to achieve through our Mobilization efforts?

1. Community support committee established.
2. Support from government officials and NGO leaders
3. Support from clan leaders and from the local Women’s Group

ACTIVITIES
We will do the following things to achieve these outcomes:

ACTIVITY 1. Visit with individuals and groups in the community.

Purpose: Encourage the community to take ownership of the program

Time frame: Beginning after we have finished analyzing research information and after the Advisory Committee has been formed:

Inputs: Committee members and others willing to do promotion

Risks/assumptions: May have problems getting meetings with officials, others

Plan: Go to the local market each week to talk with people about the program.

Committee meets with local government officials and local Women’s Group; tell them about mother tongue-based education programs that have been started in other communities.

Make appointments with local school principals and school officials to tell them about the program; ask them for ideas about ways to link the program with on-going education.

Meet informally with local clan leaders.

ACTIVITY 2. Etc.

Etc.
CHAPTER 4. RECRUITMENT AND TRAINING

There are many aspects of mother tongue-based education programs and all of them are important. But perhaps the most important of all are the people—the teachers, writers, supervisors and others who will teach the classes, prepare the materials and oversee the program.

RECRUITING THE PEOPLE FOR THE PROGRAM

What do we need to think about before we begin recruitment?

Once the Advisory Committee is formed and before you begin recruiting workers for the program you can follow these steps (in more detail below):

• Identify the workers that will be needed (teachers, writers, supervisor, etc.)
• List the responsibilities for workers in each position
• Identify the qualifications that they will need to do their work.
• Plan a pre-service training program that will equip them to do their work.
• Plan for their on-going technical, financial, and personal support.

It is important to think about these things before you begin recruiting people for the program. If you move too quickly you may get the wrong people. Or you may be unable to provide the training and support they need to do their work well.

What types of workers will we need for the program?

A mother tongue-based education program will need the following people:

• Teachers
• Writers, artists, editors
• Coordinator / trainer
• Support committee
• Supervisor / assistant trainer

What will be the responsibilities for people in each position?

Teachers

• 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 oral stories that the learners create in class and put them on posters in the classroom. (Note: Some of these “learner-generated” stories can be put into booklets and become part of the community’s written literature.)

• Keep accurate records

**Writers, editors, artists**

• Writers write, adapt, and translate reading materials

• Artists illustrate the materials

• Editors (and writers) check the materials for clarity, language, punctuation and spelling. Test the materials with local people. Revise them as necessary.

**Supervisor/trainer (NOTE: in new programs, one person may need to serve as coordinator, supervisor and trainer.)**

• Visit each class regularly; observe teachers as they teach; identify their strengths and weaknesses; help the teachers when they have problems.

1. Be responsible for assessing the learners’ progress; make sure accurate records are kept of their progress.

2. Regularly ask the learners (or their parents) for their opinions about the class.

3. Conduct pre-service and in-service training for teachers (with help from the coordinator).

• Make sure teachers have the equipment and supplies they need.

• Train and supervise people involved in materials production.

**Program coordinator**

• Take overall responsibility for the total program, with help from the Support or Advisory Committee.

• Work with the Committee to make decisions about the program (e.g., selecting teachers, expanding the program).

• Encourage and support teachers; ensure that they receive some kind of stipend

• Make sure that regular assessments are done; make sure 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.

• Ensure that pre-service and in-service training workshops are conducted regularly; ensure quality of training

• Oversee production of curriculum and reading materials.

• Identify and make use of available resources.

**Support or Advisory Committee**

• Serve as advisors for the program coordinator.

• Work with the coordinator to organize recruitment efforts (e.g., sponsor writing contests to identify writers and teachers).
• Serve as the link between staff and the community; communicate the goals, objectives and activities of the program to the community.
• Encourage the community to maintain the classrooms 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.

What qualifications will the program staff need to do their work?

Before you begin recruiting people for the program, think about the qualifications that each worker will need to carry out their responsibilities (above). For example, teachers should be respected in the community, they should be able to speak and read their language fluently and they must be able to write neatly on a chalkboard.

Meet with people from the community. Tell them about the people that are needed (teachers, writers, etc.) and then describe the qualifications for each position (suggestions below). Invite the community to give you the names of people that have the qualifications you describe. Ask them to help you make sure that the candidates for each position have the necessary qualifications before you give them the job. Then you will be sure that each worker will be able to carry out her/his responsibilities effectively.

Following are suggested qualifications for staff.

Teachers (also called facilitators, animators)
• Speak, read and write the community language fluently
• Understand and appreciate the community culture
• Have clear and legible handwriting
• Speak, read and write the outside language fluently.
• Are respected, selected and approved by the community; approved by the advisory committee

Writers
• Speak, read and write the community language as their mother tongue
• Write clearly (or be able to use computer or typewriter)
• Understand and appreciate the community culture
• Recognized in the community as good storytellers and/or artists
• Literate in the outside language; able to adapt materials from the outside language into the community language
• Selected and approved by the community and advisory committee

Artists
• Able to draw pictures that reflect the local culture and society
• Selected and approved by the community and advisory committee

Editors
• Speak, read and write the community language fluently
• Are familiar with the writing system of the language; understand grammar and punctuation rules
• Understand and appreciate the community culture
• Approved by the advisory committee

Advisory committee members
• Understand the purpose and goals of the program
• Committed to the program and willing to work together for its success
• Respected, selected and approved by the community

Coordinator / supervisor / trainer
Speaks, reads and writes the community language fluently
Knowledgeable about the history and culture of the language group
Speaks and writes the outside language fluently
Able to interact with government officials and NGO leaders (coordinator)
Able to communicate abstract ideas and model good teaching techniques (trainer)
Good communicator, trainer or teacher (trainer, supervisor)
• Committed to the program
• Respected, selected and approved by the community

How can we recruit the people we need?
Community leaders can recommend people as members of the Advisory Committee. Other staff members can be nominated by people in the community and approved by the coordinator and Advisory Committee.

Before you approve people as teachers, it is good to test their ability to
• speak and understand the community language
• read the community language
• write neatly on the chalkboard and on paper

You can sponsor a writing contest to identify writers and editors; you can sponsor a drawing contest to identify artists.

Test writers and editors before you select them to be sure they can write or type their language neatly and correctly.

TRAINING TEACHERS

What do we need to think about as we develop a plan for training teachers?
Following is a list of questions to help you as you plan for teacher training:
• What is the purpose of the training?

6 See Chapter 7. Literature Development for information on training writers.
• What will be the objectives of the training: what do you want the trainees to learn? What do you want them to be able to do?
• Who are the trainees? What do they already know? How can you build on what they already know?
• How long will the workshop last?
• Who will do the training?
• What will be involved in follow-up (“in-service”) training?
• How often will you have in-service training workshops?
• What funds and other resources (venue, (meeting place), materials, etc.) are available for training? Where can you get the additional resources that you will need?

What are the purposes of training?

The purpose of training is to build the capacity of the teacher trainees. This includes:
• Encouraging trainees to develop and share their own vision for classes
• Providing time for them to work together in planning a curriculum (or adapting an existing curriculum) that will be appropriate for their classes
• Helping them become familiar with the teaching method they will use and giving them plenty of opportunities to practice the method so they become competent and confident in using the method
• Establishing an atmosphere in which the trainees are free to experiment with new ideas, information, and skills; encouraging them to be creative
• Providing opportunities for them to share experiences and exchange ideas
• Modeling an attitude of respect for learners by showing respect for the trainees
• Providing opportunities for them to learn how to promote an interactive learning atmosphere
• Helping them to develop as leaders

What should be included in teacher training workshops?

Once you have identified the purposes for the training and the background (experience and knowledge) of the trainees, you can begin planning the components of training workshops. The lists below describe the activities that you could include in pre-service and in-service workshops.

Pre-service training

It is best if pre-service training workshops are at least 3-4 weeks long. At least half the workshop should be used for practice and de-briefing. You could use the following sequence of activities for a pre-service training workshop:

1) Participants describe the learners—what they already know and can do; what they need to learn to achieve their own goals.
2) They discuss together all the things they can do to help the learners achieve their goals for learning.
3) They discuss together the kind of classroom atmosphere that is best for encouraging the learners.

4) They discuss the things that should be included in each class (e.g., group discussions, questions and answers, teaching and learning, trying new things out, etc.)

5) They learn how to use the teaching method:
   a) The trainer demonstrates the method.
   b) Trainees talk about ways they could revise the method to make it more appropriate for the learners.
   c) Trainees practice the method, with other teacher trainees as the “learners”.
   d) They talk together about what they did—what was good and what could be done differently.

Other components of pre-service training include.

- **Needs assessment and expectations** at the beginning of the workshop (to identify participants’ learning needs, goals and expectations). This is especially important if the trainers are not already acquainted with the trainees.

- “Get-acquainted” activities if the workshop is for several language groups (to enable participants to get to know each other, build relationships)

- **Skits, role plays & demonstrations** (to present ideas in an interesting way; to stimulate participants to think about potential problems and how they would deal with them; to model the teaching method)

- **Vision sharing** (to share ideas, foster mutual growth and learning; to stimulate new ways of thinking about themselves, about the learners and about the program)

- **Team-building activities** (to encourage trainees to think about ways they can develop partnerships with people in the community, with other teachers and with the learners)

- **Discussions** (to clarify what the trainees already know; to find out if they understand the ideas that are being presented; to encourage them to share ideas)

- **Problem solving activities**, especially in small groups (to encourage trainees to use their own creativity and develop critical thinking skills)

- **Modeling** (training by example).

- **Explanation / lecture** (to explain new concepts, answer questions)

**In-service training**

In-service training is usually 1-2 weeks but sometimes only 2-3 days. Ideally, teachers have at least 4 in-service training workshops each year.

- If supervisors have not been talking with teachers about their needs for further training, you can begin the in-service training workshop by asking the participants to identify their expectations for the workshop and the specific areas in which they need further training.
• “Get-acquainted” activities if the workshop is for several language groups (to enable participants to get to know each other, build relationships)
• Sharing experiences (to share ideas, identify problems and encourage trainees to analyze their own performance in the classroom)
• Discussions (to clarify what participants already know and what they do not yet understand)
• Role-plays/skits (to encourage trainees to act out classroom situations and think about ways to handle problems; build on strengths)
• Individual consulting/advising (to discuss what has happened, what has been learned; to identify strengths; to talk about things that need to be changed or improved)
• Lecture (to explain new concepts, answer questions)
• On-going mentoring (to provide support outside of the workshop)

What principles can guide us as we plan and conduct training workshops?

Jane Vella is an adult educator who has conducted training workshops in many countries. She has written a book in which she sets out principles for working with adults. Several of Vella’s principles, listed below, can be a guide for anyone conducting training workshops.

<table>
<thead>
<tr>
<th>PRINCIPLES OF ADULT LEARNING</th>
<th>TEACHER’S ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make each “learning event” learner-centered.</td>
<td>Show respect for the learners. Make the content relevant to the learners’ needs. Build on what the learners already know.</td>
</tr>
<tr>
<td>Encourage learners to take action and then to reflect on their action and its consequences.</td>
<td>Design action and reflection into learning events.</td>
</tr>
<tr>
<td>Provide opportunities for the learners to solve problems</td>
<td>Do role-plays in which learners encounter problems and show how they would solve the problems.</td>
</tr>
<tr>
<td>Encourage teamwork</td>
<td>Provide opportunities for learners to work in groups.</td>
</tr>
<tr>
<td>Encourage self-discovery and self-direction.</td>
<td>Invite learners to take part in making decisions about what will happen in the class.</td>
</tr>
</tbody>
</table>

Work Paper: Plan for recruiting staff for our program

Teachers
Responsibilities:

Suggested qualifications:

Writers
Responsibilities:

Suggested qualifications:

Artists
Responsibilities:

Suggested qualifications:

Editors
Responsibilities

Suggested qualifications:
Coordinator
Responsibilities:

Suggested qualifications:

Support Committee members
Responsibilities:

Suggested qualifications:

Supervisor
Responsibilities:

Suggested qualifications:

Trainer
Responsibilities:

Suggested qualifications:
Work Paper: Training programs needed

Teachers will receive the following training:

Trainers will receive the following training.

Supervisors will receive the following trainers.

Writers will receive the following training.

Artists will receive the following training.

Editors will receive the following training.

Etc.
Work Paper: Plan for training teachers

INTENDED OUTCOMES
What do we hope to achieve through our teacher training efforts?
1.

2.

3.

4.

ACTIVITIES
We will do the following things to achieve these outcomes:

ACTIVITY 1. ________________________________

Time frame:

Inputs:

Risks/Assumptions:

Plan:

ACTIVITY 2. ________________________________

Time frame:

Inputs:

Risks/Assumptions:

Plan:

Etc.
Example: Overview of training plan for an adult education program

Teachers will receive the following training:

1. *Attend a Materials Production Workshop (with other writers, artists, etc.)*:

2. *Use the next 8 weeks in the village to test materials they wrote at the first workshop. Revise materials as needed and print enough copies for each person in their class.*

3. *After 8 weeks, attend a teacher training workshop.*

4. *Observe an experienced teacher for at least one week, and then teach the class under the supervision of the experienced teacher for at least one week.*

Writers, artists, and editors will receive the following training (at the workshop and informally)

1. *Learn how to write in their language, using approved spelling.*

2. *Practice writing different kinds of graded materials.*

3. *Edit stories of other writers.*

4. *Practice illustrating stories.*

5. *Test materials in a village situation. Revise them as necessary.*

6. *Have the materials checked by an experienced teacher or supervisor before printing.*
Example: Plan for training teachers

INTENDED OUTCOMES
What do we hope to achieve through our teacher training?

1. Teachers will have the competence, confidence and capability to facilitate successful learning in their classrooms

2. Teachers will be comfortable producing a variety of reading materials that are interesting to the learners.

3. Teachers will keep accurate records and assess and document learners’ progress

ACTIVITIES
We will do the following things to achieve these outcomes:

ACTIVITY 1. Provide Training-of-Trainers for those who will be trainers.

Time frame: By the end of the year (8 months from now)

Inputs: Provincial training workshop (government sponsored)
        Accommodation for out trainer trainees
        Instructional Plan for the adult class
        Etc.

Risks/Assumptions: Government will not cancel the training program
        Trainers will be able to be at the workshop for 2 weeks

Plan: 1) Identify the trainers.
      2) Tell the Provincial NFE officer how many people will be coming.
      3) Arrange for transportation, lodging and meals
      4) Plan the components of the program (see outcomes, above).
Resource 4.1 Strategies for training facilitator/teachers
Adapted from training materials produced by Jessie Glover, SIL International

Using appropriate strategies for adult learners

Individuals’ previous experiences in learning can present a problem for training. Some trainers, especially those with more formal education, tend to use a linear (part-to-whole) method of training. That is, they identify the specific knowledge and skills that the teacher trainees will need in the classroom and present each topic, usually using the lecture method, while the trainees take notes.

A newer, and more effective method, especially with adults, takes a more holistic approach to training. Focus is on the context in which the program takes place. Facilitators encourage participants to analyze their local situations and make their own conclusions about actions that are needed. Then participants and facilitator together design effective strategies.

Suggested strategies for training:

1) Facilitator invites trainees to help plan the training curriculum by identifying the things they want to learn. The facilitator uses their suggestions in developing the schedule. About halfway through the training session, trainees do an informal evaluation and offer suggestions for changes they would like to see in the remaining days of the course.

2) Facilitator starts the training with a look at the “big picture.”
   - First concentrate on the people that will be served by the program (the learners), their backgrounds, and the needs and goals they have identified. Perhaps the group can talk about the learners and then list their characteristics. Put these on a poster that can be placed in a strategic location within the training area and referred to frequently.
   - Next discuss the purpose of the program: why it is needed, its goals and objectives (all of which will be based on the needs and goals of the learners.) You could also list these on a poster and keep the list in a central place so it can be referred to during the training session.

3) As the training session proceeds, the facilitator continues to link new ideas back to the “big picture” and especially to the learners.

4) The facilitator keeps this “whole-to-part’ orientation through the entire workshop, including the introduction of the teaching method itself. S/he begins with a demonstration of a complete lesson. This is followed by questions and discussion and then a brief explanation of the method—it’s background, the educational theories on which it is based, and its components.

5) Trainees ask further questions for clarification and discuss how the method could be adapted to fit their local classes.

Assumes that MTB MLE teacher training is not yet included regular teacher training programs.
6) Facilitator introduces the specific components of the method, one part at a time. The teacher trainees discuss the way they think the specific component fits into the bigger picture (e.g., what is the purpose of this specific part and how does it contribute to the whole?)

7) Facilitator demonstrates each component of the lesson. After each demonstration, trainees, in groups of 3-4, practice that component. Following each practice time, groups discuss the strengths and weaknesses of each trainee’s demonstration and offer suggestions for improvement. Assistant trainers sit in on these practice times and also offer suggestions.

So each component of the method follows this sequence of activities:
   - Trainees observe a facilitator demonstrating a part of the lesson.
   - They discuss what they have observed.
   - They each practice that part of the method in front of 3 or 4 of their fellow trainees and a facilitator.
   - Trainees discuss together (with a facilitator) how they can improve their teaching.

8) Use simulated and (preferably) real practice teaching situations to reinforce skills learned in the training sessions. Encourage trainees to be creative in adapting the method, as long as they keep the most important parts.

9) Allow plenty of time for questions and clarifications especially after practice sessions to make sure everyone understands and feels comfortable with the method.

10) Use demonstrations, drama, skits, singing, audio-visuals, interviews and group discussions as much as possible, especially for communicating new knowledge and concepts.

More things to think about for training and working with adults

Problems with the lecture method. Teaching by the lecture method may be counter-productive because the lecturer is the only one who is actively involved in the presentation. It can make the speaker seem superior and the listeners feel inferior.

The value of group discussions. In groups, participants share with one another from their own knowledge and experience. This method recognizes the value of each participant’s contribution. The issues that are raised are important to the participants. When they discuss new ideas and apply them to their own situations, they are more likely to see the ways the ideas can be used. They are also more likely to spot potential problems.

The importance of modeling. People tend to teach in the way that they themselves were taught. Therefore if the facilitators have only had traditional classroom learning experiences (such as lectures), they will most likely use that model when they themselves are teachers—unless they are introduced to a more participatory method, become familiar with it, and recognize its value.
Learning new ways of sharing ideas. Facilitators need to be helped to explore new ways of sharing ideas:

- Stories
- Songs
- Games
- Role plays
- Drama & puppet shows
- Learning by doing
- Practical experience
- Small group discussions
- Solving real problems, trial & error

Additional references
CHAPTER 5. ORTHOGRAPHY DEVELOPMENT

What is an “orthography”?

An orthography is a system for writing a particular language. Developing an orthography involves selecting and testing the symbols and spelling rules (capital letters, punctuation, hyphens, etc.) to represent the important sounds of the language. The goal in orthography development is that the mother tongue speakers of the language will approve the orthography and use it consistently. Another goal is that orthographies for minority languages will be acceptable to appropriate government departments.

Who develops the orthography?

Mother tongue speakers of a minority language should be the primary decision makers for their own writing system. Others from outside the language can provide technical and political information and advice. It is often helpful to form a Language Committee to take responsibility for developing the orthography. The following people can serve on the committee:

Fluent MT speakers, including those who do not know how to read and write, are important members of the committee. They know the best ways to express different ideas in their language and how to pronounce words correctly. They understand the correct “rules” for putting words together (grammar), even if they are not able to explain the rules. Fluent MT speakers who are also literate in the majority language may be the most influential members of the committee because they are also aware of the relationship between their own language and the outside (dominant) language. If a MT education program is planned, it is good also to include the MT speakers who will serve as teachers, writers and trainers on the committee.

Language specialist. A person with specialized training in languages who is familiar with the local language and the dominant outside language will be an important resource for the committee. This person can help the committee identify the important features of the language that should be represented in their orthography. The specialist can also suggest symbols that can be used to represent the important features. Once the committee has chosen the symbols for their writing system, the language specialist can help them plan a system for testing it.

People from neighboring languages. People from neighboring languages can also provide suggestions, especially if their language is closely related to the one being developed.

Government representative. A representative from the appropriate government department can provide the committee with information about language policies that might affect their orthography decisions.

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8 Some parts of this chapter were adapted from the “Manual for Functional Literacy for Indigenous Peoples”, written by Susan Malone, published by UNESCO, Bangkok, in 2004. (http://www.unescobkk.org/ips/ebooks/documents/minoritylanguage/minoritylanguage_revised.pdf)
**How do we go about developing an orthography for our language?**

There are no specific “rules” for developing an orthography but there are several general questions that can help the language committee think about and plan their orthography. These questions are listed below.

**Do we want our language to look like the national language or a neighboring language or do we want it to look different from the other languages?** The committee should think about the implications of all these possibilities before making a decision. (For example, if the MT speakers want to make it easier for children to move from their MT into the school language, they might decide to make their orthography similar to the school language orthography.) The language specialist should be able to provide information about different possibilities and potential consequences of each one.

**As much like MT as possible**

**As true to the MT as possible**

**As different from the LWC as possible**

| _______________________________ | _______________________________ |

**How many dialects are there in our language? If there is more than one, can they all use the same symbols or will some dialects require different symbols?** Selecting a single orthography to serve all the dialects in the language would allow everyone to use the same written materials. But if the dialects are very different, some dialect groups may have trouble reading materials developed for another dialect. On the other hand, developing an orthography for each different dialect will require different written materials for each group. This will be much more expensive and take much more time.

**Does a writing system already exist for our language?** If an orthography was developed at some point in the past, the committee needs to find out if the old orthography is adequate, if the old one can be used but needs to be revised, or if a new orthography is needed. If the committee decides a new orthography is needed, they should find out if there are some people who are strongly attached to the old orthography. They will need to test the new orthography carefully and involve as many MT speakers as possible in the testing process, including the people who preferred the old orthography.

**Does the government have a policy about the way that minority languages should be written?** Some governments want minority languages to look the same as the national or official language (that is, use the same script as the national or official language). Other governments do not have policies or rules on scripts for minority languages.

**How can we represent the important features of our language accurately and consistently?** The committee will need to identify symbols to represent the important sounds of the language and also to represent other features (for example, stress and/or tone). The language specialist can help the committee identify which features need to be represented and then to think about options for representing each feature. MT speakers then make the decisions.
How can we make the orthography as easy as possible to learn? The language specialist should help the committee make sure they use only as many symbols as are absolutely necessary to represent the important sounds of their language. Sometimes sounds that are closely related should be represented by a single symbol. Adding unnecessary symbols makes it difficult for people who are learning to read the language. On the other hand, the committee should make sure that all of the important sounds are included in the orthography. Leaving important sounds out can make it difficult for people who are learning to write the language.

Is it important for MT speakers to be able to transfer back and forth between reading in our language and the majority language? If the language community thinks it is important for MT speakers to be able to read and write in their own language and in the majority language, they may want their orthography to be like the majority language orthography. This will make it easier to transfer back and forth between languages.

What process can we follow in developing our orthography?

As noted above, there is no single set of rules or steps for developing an orthography that should always be followed. The suggestions below can help a Language Committee (with a language specialist helping them) plan for orthography development.9

1) Do a linguistic analysis of the language. Also analyze the sociolinguistic situation (for example, people's attitudes to their language, the ways that different age groups use the language.)

2) Describe any orthographies that already exist in the language; also describe orthographies for related neighboring languages.

3) Decide which sounds in your language can be represented clearly using symbols from related languages. List the options that you might be able to use for sounds that are not found in other languages.

4) Conduct an orthography workshop in your language area and invite a representative group of MT speakers and others that should be involved (e.g., someone from the local school; government representative; people from similar, neighboring languages). The purpose of the workshop is to make preliminary decisions about the orthography. Emphasize that any decisions participants make at this workshop will be carefully tested in the community before final decisions about the orthography are made.

5) At the workshop, explain options to the people who are making decisions. Include a discussion on teaching people to read and write in the language. Encourage participants to ask themselves this question when they are making decisions about which symbols to use: Will this orthography encourage and help people to read and write in our language or will this decision make it more difficult?

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6) Think about how the committee will test the orthography. You will need to test all the different options before making a final decision. An excellent way to do informal testing is to encourage literate MT speakers to write. As they write—and as other MT speakers read what they write—they will try out the orthographic options and will get a better idea of which options work best.

7) Set a time frame (as soon as possible) for formal testing of the orthography. Mark a date for beginning and ending the first round of testing. Set a date for the follow-up workshop that will take place as soon as the tests are analyzed, to deal with problems that were identified in the first round of testing.

8) Make the necessary changes to the orthography, based on a consensus of MT speakers. Plan for on-going testing and revision.
Work Paper: Plan for orthography development

INTENDED OUTCOMES
What do we hope to achieve through our orthography development efforts?

1.

2.

3.

4.

ACTIVITIES
We will do the following things to achieve these outcomes:

ACTIVITY 1. ____________________________

Time frame:

Inputs:

Risks/Assumptions:

Plan:
Sample plan: Orthography development

INTENDED OUTCOMES
What do we hope to achieve through our orthography development efforts?

1. An orthography that is acceptable to MT speakers of the language and that motivates them to read and write in their language.

2. One that is acceptable to the government.

3. One that enables people who want to “bridge” between reading and writing the MT and reading and writing the outside language.

4. One that we can write on our computers and typewriters.

ACTIVITIES
We will do the following things to achieve these outcomes:
( Assumes that preliminary linguistic analysis is done and tentative orthography is prepared.)

ACTIVITY 1. Conduct an Orthography Workshop

Time frame: A 3 day workshop, to be held 4 months from now

Inputs:
Workshop coordinator; literate and non-literate MT speakers to represent the language community; government or education representative and other stakeholders; venue; an alphabet chart (poster and individual copies for participants); sample short reading material (story) about a familiar topic in the MT, using the recommended orthography; pencils and papers (to practice writing using the symbols); resource person (linguist).

Risks/Assumptions: There will be a time that suits everyone; the people who come will represent the different population groups

Plan:
1) Prepare an alphabet chart (pictures and recommended symbols)

2) Find a time when the linguist and other resource people can be present.

3) Identify MT speakers (literate and non-literate; women and men) to represent the community.

4) Plan the workshop contents and schedule.

5) Arrange for the venue, meals, transport, etc.
CHAPTER 6. CURRICULUM AND INSTRUCTIONAL MATERIALS

What is a curriculum?

A curriculum deals with three basic questions:

- What are the educational goals for learners in this program? (Will be different for different student groups)
- What are the learning outcomes for each grade? (In MLE programs, these are based on competencies established by the Ministry of Education)\(^\text{10}\)
- How will teachers help students achieve the learning outcomes? (instructional plan; learning activities)

Mother tongue-based MLE programs are established because people want to gain the knowledge and skills necessary to achieve their educational goals.

- Parents may want their children to move successfully through the primary and secondary education system so the children can earn a good income.
- Youth may want to get technical training that will enable them to get jobs and/or perform a useful service for their community.
- Adults may want to start an income-earning project that will provide them with funds for their individual and community projects.

Each of these groups of learners will have different educational goals. Curriculum development will focus on developing competencies, instructional plans, and learning activities that are enable learners in each group to achieve their own goals and also achieve the standards or competencies established by the government for their program.

Who should develop curriculum for mother tongue-based education programs?

Curriculum for mother tongue-based programs within the formal education system are based on the government-established competencies but adapted for students who do not speak the official school language. Programs established outside the formal system need their own curriculum or they can use an existing curriculum that has been adapted to their specific situation. The following people can take responsibility for this process:

- Members of the community who make sure that lessons focus on the topics that are important to the learners. If the program is for both females and males, both groups should be represented equally so that both have a voice in planning the content.
- Teachers/facilitators who will use the materials
- Trainers and supervisors who will train the teachers and oversee the classes

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\(^{10}\) Resource 6.1 lists competencies and indicators for the First Language component of a children’s education program.
• Cultural experts from the community (to incorporate local culture into the lessons) plus local writers and artists who will help prepare reading materials

• A curriculum expert with knowledge and experience in developing teaching materials to facilitate the process

• If possible, a representative from the government education system (national, provincial and/or local), to ensure that the materials follow government guidelines

What information do we need to develop curriculum?

As a member of the language community, you may already have some of this information. Even if you are able to answer the questions yourself, it is still good to talk with people in the community and ask them to tell you what they think. By talking with others, you may learn many new things about your community and you will encourage other community members to take part in planning the program.

It will be helpful if you keep a written record of the information relating to each set of questions. Later you can check with community members (and others who are knowledgeable about the different topics) to be sure that they agree with what you have written. When you are sure that the information is correct you can use it to develop the curriculum and instructional method.

Here is the kind of information you will need:

Values shared by most people in the community
Members of each language community share certain values—certain beliefs about what is good and bad. Before you begin planning the curriculum, it is important to identify the values that are shared within the community so that these can be incorporated into the program. Here are some examples of questions you might ask:

- Is the heritage language and culture important to community members?
- Do they believe that it is important for families to stay together?
- Is it important that young people show respect to their elders?
- Do people share certain spiritual values?
- Are there changes coming into the community? If so, do the changes support existing values or do they oppose them? If they oppose traditional values, do people think this is good or bad? (For example, do women want to change their low status with respect to men? Do men also want that change, or do they want to keep things the way they are?)

Insiders on the curriculum development team will have to think carefully about how the curriculum can support the good things in the community and help to change things that are not so good.

Learners’ educational goals
What do the learners want to be able to do with what they learn in the program? Once you have identified the learners’ goals, your next question will be: “What do
learners need to learn to help them achieve their goals?” The answers to that question will be an important resource for developing the instructional plan.

There are several things you can do to identify learners’ educational goals:

- If you are planning a children’s mother tongue basic education program, you can talk with parents and perhaps with others who care about the children (such as teachers, community leaders, religious leaders). Encourage them to talk about their educational goals for the children. Most parents want their children to do well in the formal education system so that the children will get good jobs. Do they also want their children to learn to love their language and culture so that the children will keep the language and culture strong? You may find that many parents share both of these goals. In that case, you will need to consider both goals in the curriculum.

- If the program is for adults you can talk with the learners themselves about their educational goals. These might relate to improving their economic situation or helping them be able to vote or to write letters to government officials. Their goals might be spiritual (they want to read sacred texts) or social (they want to write letters to family and friends). You may find that the adult learners have more than one goal for learning.

**Learners’ backgrounds: what they already know and what interests them.**

Before you can begin planning the curriculum, you need to learn about the learners—their age, their previous training or education, the things they already know, the things they are interested in and the things that are important to them.

- What knowledge, attitudes and skills will they bring to the classes?
- What things are especially interesting to them?

**Learners’ opportunities for further education**

People who finish the community education program may want to continue learning, either in the formal system (especially children) or the non-formal system (mostly youth and adults). The question is, “How can we make sure our program will fit into this larger educational context?” Here are some questions you may need to ask if you are starting a pre-primary class for children:

- What will the children do when they finish the community education program? If they are going on to primary school, how can you help them prepare for that? What are the expectations of the people in charge of the school that the children will attend?
- Will the children go from the mother tongue classes into a primary school in which another language is used? If that is the case, how will you prepare the children so they can learn effectively in the new language?

If the classes are for youth or adults who want to continue their education when they finish your program, you will need to get information about on-going educational opportunities.

- What specific knowledge and skills will they need to move into further training or education programs?
If the follow-up program is taught in the majority language, what are the language expectations? Should the learners be able to speak the majority language when they start the next program? Should they be able to read and write in the majority language and, if so, at what level?

You will need to learn about the requirements of the education programs that learners will attend when they finish your program. Then you can plan the curriculum to make sure that the learners are well equipped to continue their education.

**Government standards (especially for formal education).**

An essential early step is to find out if there are standards established for the government for the type of program you want to start. If it is a children’s program in the formal education system, the local curriculum must be based on government standards for each grade. Some governments also have standards for non-formal education. If there are government-established standards, you will need permission to adapt them for learners who do not speak the official school language. You will also need to get the local curriculum approved by the relevant education officials before it is used in your program.

**Teachers’ educational background and qualifications**

In order for the teachers to provide a good learning environment, they will need to be comfortable using the instructional materials. Some teachers may have had formal teacher training and experience in the classroom. Others may have no background in teaching and a limited formal education. If your goal is to help the teachers do their job well, you need to develop a curriculum and instructional plan that fits their capabilities.

Your task will be to learn as much as you can about the teachers:

- Their educational background
- Their prior training (any kind of training; not just teacher training)
- Their teaching experience (and the teaching methods they have used)
- Their understanding of the community language and culture
- Their understanding of the outside language and culture
- Their motivation for teaching

This information will help you plan a curriculum and instructional plan that builds on the teachers’ own experiences and expertise. It will also help you plan teacher-training workshops. Below are additional things that you will need to know to develop the teaching and learning materials:

**Instructional and reading materials already available in the community**

Has there been an education program in the community before? If so, there may be teachers’ guides, textbooks, reading books, primers, or other instructional materials available. If there are some materials already available, examine them carefully to see if you can use parts of them for your program and then get permission to use them.
How do we develop the curriculum for our program?

Below are some general steps you can follow to develop your curriculum:

1) Establish the learning outcomes and indicators for each subject in the program
Learning outcomes are general statements of what the learners should know or be able to do when they complete each phase of the program. Each learning outcome should have indicators that are specific and measurable. Resource 6.1 shows examples of outcomes and indicators.

As noted above, if the program is in the formal education system, the curriculum must be based on government standards for each grade. It is best to list those first and then plan outcomes and indicators that are based on each standard and adapted, as necessary, so they are appropriate to students who do not speak the official school language or come from the dominant culture.

Develop a week-by-week instructional plan
The instructional plan for each term or unit should be based on the outcomes and indicators for that term or unit. The content of the lessons should focus on topics that are familiar, relevant and interesting to the learners. For example, early reading materials should use local stories written by mother tongue writers about topics that are familiar to the learners, in their mother tongue. (See Chapter 6.) If there are meaningful and interesting materials already available, you can incorporate these into the instructional plan.

If the teachers are not professionally trained and especially if they have a limited education themselves, you may need to provide them with lesson patterns that remain the same from week to week. Be sure that the instructional plan describes the learning activities clearly and lists all the materials that the teachers will need for each activity.

Develop assessment tools
Assessment tools will be needed to determine if the learners are achieving the learning outcomes set for each level (grade) of their program.

Assessments will also help you identify specific problems with the curriculum so you can make necessary corrections. Without a plan for on-going evaluation, you will run the risk of completing the entire educational program without achieving the learners’ or the community’s educational goals. Assessments allow you to change instructional methods that are not working. It tells you when you need to add new, more effective ideas into the teaching plan.

Below are several assessment tools that teachers and supervisors can administer and record:

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11 Some basic education programs focus on helping learners gain basic literacy skills in their first language. See Resource 6.3 for a description of three commonly used methods for teaching reading and writing.
• **Portfolio assessment.** The teacher keeps samples of the learners’ work over the whole period of the program. These can be used to assess individual progress and to compare the learners with each other and with learners in other programs. *(Note: this requires organizing and maintaining files for each learner. This may not be possible in some situations.)*

• **Teacher-administered oral reading tests.** The teacher sits with each learner while they read a selected text aloud and observes and records any problems that the learner encounters in reading the text.

• **Final exams.** The administrators of the program create a final test for all learners. This assesses the degree to which the intended learning outcomes have been achieved.

• **Learner self-assessment (especially with youth and adult programs).** The learners are asked to assess their own progress. Administrators and teachers then evaluate their responses to determine what changes may need to be made in the program.
Work Paper: Curriculum Development

INTENDED OUTCOMES
What do we hope to achieve through our curriculum and instructional planning efforts?
1.

2.

3.

4.

ACTIVITIES, TIME FRAME AND INPUTS
We will do the following things to achieve these outcomes:

ACTIVITY 1. ____________________________________________________________

Time frame:

Inputs:

Risks/Assumptions:

Plan:
Example: Plan for developing curriculum for an adult education program

INTENDED OUTCOMES

What do we hope to achieve through our curriculum and instructional planning efforts?

1. A curriculum and instructional plan that will help the learners become fluent in reading and writing in their language and able to speak the National Language. The curriculum content will be related to the interests that the learners have identified.

ACTIVITIES, TIME FRAME AND INPUTS

We will do the following things to achieve these outcomes:

**ACTIVITY 1.** Identify people who will be on the curriculum development team.

**Time frame:** Within the next 3 months (specific date)

**Inputs:** A description of the curriculum development process to show to team members.

**Trainer/facilitator for the workshop**

**Risks/Assumptions:** Teachers might think they are too busy to help; we might have problems finding outside experts to help us (if we need them).

**Plan:** Talk to people in the community to get the names of 1 or 2 individuals who are recognized for their knowledge of the community’s social and cultural situation now and in the past, and who are fluent speakers of the language.

Contact people with existing programs. Ask for 1) copies of their curriculum, 2) names of people with experience in this process that could help us.

Get names of people (including former teachers) in the formal education system who are recognized as good teachers.

Prepare a chart showing the general plan for developing the program (including the purpose of the program) that we can show to people as we recruit them for the team.

**ACTIVITY 2**

Etc.
Resource 6.1. Essential elements of language education

In order for learners to become successful learners, they must be able to

--Listen and read with understanding
--Speak and write to communicate thoughts, ideas, needs and experiences
--Read letters, words, and sentences correctly
--Speak and write correctly

A “balanced teaching method” that helps learners gain all four of these skills can be divided into two “tracks”. One track emphasizes accuracy and correctness and focuses on the parts of the language. The other track emphasizes meaning and communication and focuses on whole texts. The following table presents the main features of these essential components in language education programs:

<table>
<thead>
<tr>
<th></th>
<th>Emphasis: meaning and communication</th>
<th>Emphasis: accuracy and correctness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Focus on whole texts</td>
<td>Focus on parts of the language</td>
</tr>
<tr>
<td>Listening</td>
<td>Listen in order to understand; think critically and respond creatively</td>
<td>Recognize and distinguish sounds, recognize parts of words, follow directions</td>
</tr>
<tr>
<td>Speaking</td>
<td>Speak with understanding in order to communicate thoughts, ideas, needs, and experiences</td>
<td>Use language correctly (pronunciation, grammar)</td>
</tr>
<tr>
<td>Reading</td>
<td>Read for meaning and understanding</td>
<td>Decode words by recognizing their parts (letters, syllables, tone marks, etc.)</td>
</tr>
<tr>
<td>Writing</td>
<td>Write creatively in order to communicate thoughts, ideas, needs and experiences</td>
<td>Form letters properly and neatly; spell words accurately; use correct grammar</td>
</tr>
</tbody>
</table>

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12 A very early version of this description was developed for the National Department of Education, Papua New Guinea, based on work done by Mary Stringer of SIL International.
**Resource 6.2. Matching activities with learning outcomes**

The chart below lists outcomes and activities for the First Language (L1) component of a children’s L1-first education program. *Learning Outcomes* are in bold; *activities* are the bullet points under each outcome. The learning outcomes and activities are listed according to their focus on whole language / meaning or on parts of the language / accuracy.

<table>
<thead>
<tr>
<th><strong>FOCUS ON WHOLE LANGUAGE / MEANING</strong></th>
<th><strong>FOCUS ON PARTS OF LANGUAGE / ACCURACY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize that printed text has meaning</td>
<td>Recognize letters of the alphabet, tone marks, other language features</td>
</tr>
<tr>
<td>▪ Look at pictures of familiar scenes and say what they mean</td>
<td>▪ Read / say the sounds of letters in isolation</td>
</tr>
<tr>
<td>▪ Take part in Shared Reading Activities</td>
<td>▪ Read / sound out short words in isolation</td>
</tr>
<tr>
<td>▪ Actively involved in using books alone; turns pages in correct order, points to and talks about picture</td>
<td>▪ Write the letters/symbols of the writing system</td>
</tr>
<tr>
<td>▪ Look at a sequence of pictures that tell a story; correctly relate the story</td>
<td>▪ Read and write own name correctly</td>
</tr>
<tr>
<td>▪ Read and understand short simple (Stage 1) stories with pictures</td>
<td><strong>Recognize that sentences are composed of words and that words are composed of syllables and letters (spelling awareness)</strong></td>
</tr>
<tr>
<td><strong>Read and understand short predictable texts</strong></td>
<td>▪ Combine word parts to form new words</td>
</tr>
<tr>
<td>▪ Read along with others during “shared reading” activities</td>
<td>▪ Sound out unknown words by separating into syllables and/or sounds</td>
</tr>
<tr>
<td>▪ Read Stage 1 stories alone or with a partner</td>
<td>▪ Try to figure out a new word by looking at the first part and using knowledge about words and context to make a logical guess</td>
</tr>
<tr>
<td>▪ Select on book to read with a partner</td>
<td><strong>Use strategies to help in learning to write symbols correctly</strong></td>
</tr>
<tr>
<td>▪ Shows interest in looking at and reading printed materials in the class area</td>
<td>▪ Copy symbols from the chalkboard correctly; trace outlines of symbols in workbooks correctly</td>
</tr>
<tr>
<td>▪ Match word or sentence cards correctly to a Shared Reading Story</td>
<td><strong>Form letters accurately; spell correctly</strong></td>
</tr>
<tr>
<td><strong>Develop strategies to read and understand short texts (Stage 1 stories)</strong></td>
<td>▪ Follow dotted lines to form letters</td>
</tr>
<tr>
<td>▪ Use pictures to help understanding of text</td>
<td>▪ Copy letters and words correctly and neatly</td>
</tr>
<tr>
<td>▪ Uses pictures to predict what will happen next in a story about familiar topic</td>
<td>▪ Write keywords (from Primer lesson) and sentences from dictation</td>
</tr>
<tr>
<td>▪ Listens to or reads texts and asks questions for clarification</td>
<td>▪ Spell known words (from primer lessons) correctly</td>
</tr>
<tr>
<td>▪ Use written forms to communicate real messages</td>
<td>▪ Write labels for things in the classroom (door, wall, mat, etc.)</td>
</tr>
<tr>
<td>▪ Take part in creating “Experience Stories”</td>
<td>▪ Sound out words to help in spelling during writing activity</td>
</tr>
<tr>
<td>▪ Draw a picture and tell the story in the picture</td>
<td></td>
</tr>
</tbody>
</table>
- Draw a picture and write a title for the picture
- Scribble and use marks and pictures to represent letters (very early writing)
- (By end of the year), draw picture and write a 2-3 sentence story
<table>
<thead>
<tr>
<th></th>
<th>PART-TO-WHOLE METHODS</th>
<th>WHOLE-TO-PART METHODS</th>
<th>BALANCED METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING WHOLE TEXTS</strong></td>
<td>Provides minimum reading of whole texts, with controlled and sometimes unnatural language.</td>
<td>Focuses on reading for meaning and features the use of Big Books (with children) and other interesting story content. Includes lots of story-retelling activities.</td>
<td>Provides for reading whole texts through a variety of means: language experience stories, listening to stories read by fluent reader, shared reading.</td>
</tr>
<tr>
<td><strong>READING WORDS &amp; PARTS OF WORDS</strong></td>
<td>Emphasizes “breaking the code” in a systematic pattern of drills. Majority of time used for drills. Criticized by numerous reading researchers because of over-emphasis on skills and code-breaking activities but less attention to reading for meaning. Danger that learners will lose their enthusiasm to read.</td>
<td>Not emphasized. Some approaches include word attack lessons, including phonics, in early instruction, but only as the learners express readiness and need for it. Criticized by numerous reading researchers who feel that direct phonics instruction in initial reading is essential.</td>
<td>Provides for part-to-whole reading by including some phonics or sound-symbol activities aimed at helping learners decode unfamiliar vocabulary, often by breaking down a key word into its syllables and sounds, then re-combining the syllables into new or different words.</td>
</tr>
<tr>
<td><strong>WRITING WHOLE TEXTS</strong></td>
<td>Almost no provision for this element in the primer. Expect learners to use decoding skills as they think best. Needs to be supplemented with practical and creative writing activities.</td>
<td>Major focus, with no constraints placed on learner to abide by writing standards. Encourages “invented” spellings. Encourages creativity and self-expression by learners.</td>
<td>Although there is less focus than in whole language, writing creatively and expressively is encouraged and invented spellings are permitted in this part of the lesson.</td>
</tr>
<tr>
<td><strong>WRITING WORDS &amp; PARTS OF WORDS</strong></td>
<td>Provides ample practice in forming letters, spelling words, copying text and writing from dictation.</td>
<td>Contends that over-emphasis on correct spelling stifles written expression. Criticized because it results in poor spelling abilities.</td>
<td>Spends an equal amount of time on direct teaching of correct spelling and other standard writing conventions.</td>
</tr>
</tbody>
</table>
CHAPTER 7. LITERATURE DEVELOPMENT

What do we need to think about as we begin developing reading materials in our language?

Before you begin thinking about the kinds of reading materials you will develop, you need to think about the potential readers in the community and the kinds of things they might want to read.

Different groups of readers,
- Female and male
- Children, young people, and adults
- People living in rural areas and people living in towns and cities

Different purposes for reading
- To get information
- To learn more about their own social and cultural heritage
- To learn about the world outside their community
- To gain marketable skills
- For enjoyment

What kind of reading materials do we need for people with different reading abilities?

When people first learn to read in their mother tongue or “first” language (L1), they need materials that are short and easy and are about things that are familiar to them. As they become more fluent readers in their L1 and later in their second language or L2, they need reading materials in both languages that are longer and more complex. To provide reading materials for the range of people in your language community, you will need to consider four stages of literature development:

- **Stage One literature** is for people who are just beginning to read in their L1.
- **Stage Two literature** is for people who are becoming fluent readers in their L1.
- **Stage Three literature** is for people who have learned to read in one language and now want to read in a second language. For example, people who first learned to read in their L1 may want to learn to read in their L2. People who learned to read in their L2 first may want to learn to read in their L1.
- **Stage Four literature** is for people who are fluent readers in both their L1 and L2 and want to continue reading in both languages, and for a variety of purposes.

Graded reading materials that promote literacy in 2 or more languages
How can we get literature for people in our community?

MT speakers in the community can create their own materials.

Characteristics
- About people, places and activities that are familiar to the readers
- Promote readers’ awareness and appreciation of their language and culture

Examples
- Original stories, songs, poetry, proverbs, legends created by local people
- Stories, songs, poetry, legends from the oral tradition put into written form
- Stories about the writers’ experiences within and outside the community

Materials created outside the community can be adapted to the local language and context

Characteristics
- Provide information from outside the community in a form and language that local readers can understand and use easily.
- Original form can be changed.
- Names, places and activities can be changed so they are familiar to local readers.

Examples
- Information brochure about AIDS is made into a story or poster.
- Information about protecting the environment is made into a game.

MT speakers can translate materials from another language into the local language.

Characteristics
- More difficult to read than locally created or locally adapted materials.
- Text is translated into the local language but content is unchanged.

Examples
- Health and agricultural information
- Information about political issues, voting
- Sacred writings

National language materials can be purchased for the community.

Characteristics
- Written in an outside language (which may be the second or third language of community members).
- Suitable for fluent (Stage 4) readers who understand the outside language.

Examples
- Provincial or national newspapers and magazines
- Stories, songs, poetry, dramas
- Articles about national culture, social life
- Information about any topics that are interesting to people in the community

**What kinds of literature can we create ourselves?**

People in the community can produce many types of literature. Not only will this locally produced material be interesting to the new learners, it will also be easier for them to read than materials about topics that are unfamiliar to them. Below are just some of the possibilities:

- Original stories based on the writers’ personal experiences or created from their imagination
- Songs and poetry from the traditional culture or created by the writers
- Biographies and histories about contemporary or historical people and events. Biographies and histories for fluent readers can be about people and events from outside the language community.
- Folktales and legends from the traditional (oral) literature
- Jokes, riddles and wise sayings from the traditional literature or created by the writers
- Travel and geography that can be about the community, about places the writers’ have visited outside the community and about important national and international places (for fluent readers)
- Information about topics that are important to the learners (environment, political situation, health)
- Instructions and directions (directions for making and using compost, recipe for baking bread, instructions for sewing a dress, suggestions for starting a micro-credit program)
- Religious and moral teachings that include the community’s sacred texts and stories or lessons about spiritual, moral and ethical topics
- Books that contain dramas and skits with actions and dialogue
- Pictures with short descriptions of familiar people, places and activities (for new readers) and about people, places and activities outside the community (for more fluent readers)
- Alphabet books that teach the language letters. *Stage 1* alphabet books can have one letter per page and several simple pictures of familiar objects that begin with that letter. (Example in English: the letter “b” with pictures of a ball, boy, bucket and basket). *Stage 3* alphabet books can teach majority language letters.
- Simple dictionaries with MT words and their equivalents in the majority language. Some dictionaries include a short sentence in both languages for each word.
• Numeracy books that use activities to teach new concepts and introduce problems that challenge learners to expand their numeracy abilities.

• Activity books that present a variety of activities that are interesting and enjoyable for new (and more advanced) learners.

• Games that provide a way for people to have fun as they learn to read and that help teach new concepts and problem-solving skills (for more fluent readers)

• Promotional materials and announcements that provide information about upcoming community events

• Calendars that display days, weeks and months of the year (or whatever system MT speakers use to keep track of dates).

• Planning books for keeping track of appointments

• Letters to each other and to people outside the community.

• Signs on shops, schools, or religious buildings with names and other information in the MT and/or majority language.

• Newsheets and/or newsletters for new readers and for more fluent readers, in the readers’ MT only or in both languages.

You can develop many kinds of reading materials right in the community. Stories, traditional literature and information can be put into a variety of formats:

• Small reading books
• Big Books
• Flip charts
• Posters
Work paper: Plan for community-centered literature development

INTENDED OUTCOMES
What do we hope to achieve through our literature development efforts?

1.

2.

3.

4.

ACTIVITIES, TIME FRAME AND INPUTS
We will do the following things to achieve these outcomes:

ACTIVITY 1. __________________________

Time frame:

Inputs:

Risks/Assumptions:

Plan:
Example: Plan for Community-centered literature development

INTENDED OUTCOMES
What do we hope to achieve through our literature development efforts?

1. At least 40 Stage 1 story and relevant information booklets for adult learners
2. At least 40 Stage 2 booklets relating to topics that the adult learners have identified as important to them
3. At least 40 Stage 3 (Bridging) materials that are interesting and useful to the learners
4. At least 40 Stage 4 titles in the MT that are interesting to MT speakers
5. At least 10 MT speakers who are gifted authors and writing, adapting, and translating MT reading materials
6. At least 5 community members who are gifted artists, and are illustrating MT reading materials
7. At least 2 MT speakers who are recognized as good editors and who are editing all materials produced in the community
8. A fully equipped “Literature Production” Center in use in the community

ACTIVITIES, TIME FRAME AND INPUTS
We will do the following things to achieve these outcomes:

ACTIVITY 1. Conduct a “Writing and Drawing Contest” to identify writers and artists

Time frame: 6 months from now (date); contest will last 1 week

Inputs: posters to advertise the event; paper and pencils for participants; prizes for context winner; people to judge the stories and pictures

Risks/Assumptions: None

Plan:
1) Identify people as judges for stories and pictures;
2) Make posters announcing the contest and prizes;
3) Prepare contest rules; prepare sample stories and picture: topic/length of stories; topics of pictures; types of pictures that are acceptable (e.g., line drawings only);
4) Plan an opening ceremony (see separate plan); invite special guest to speak;
5) Conduct the contest;
6) Examine all entries; award prizes;
7) Identify potential writers, artists (and editors).
## Resource 7.1 Characteristics of graded reading materials

### STAGE 1. LITERATURE FOR NEW READERS

<table>
<thead>
<tr>
<th>Purposes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ New readers realize that written texts have meaning.</td>
<td></td>
</tr>
<tr>
<td>▪ People who learned to read in their L1 begin reading another language that they have learned orally.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Features</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Written by fluent L1 speakers in a language the readers understand.</td>
<td></td>
</tr>
<tr>
<td>▪ About people, places and activities that are familiar to the readers.</td>
<td></td>
</tr>
<tr>
<td>▪ Sentences are short, easy to read and use vocabulary that the readers know and use.</td>
<td></td>
</tr>
<tr>
<td>▪ Pictures on each page help readers understand the text.</td>
<td></td>
</tr>
<tr>
<td>▪ Translation into one or more additional languages at the back of the book.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formats</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Small books for reading alone or with a partner</td>
<td></td>
</tr>
<tr>
<td>▪ Big Books or Poster Stories for shared reading</td>
<td></td>
</tr>
<tr>
<td>▪ Games; matching word/picture cards</td>
<td></td>
</tr>
<tr>
<td>▪ Alphabet picture charts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Stories, songs, poetry, information about familiar people, places and activities</td>
<td></td>
</tr>
<tr>
<td>▪ Health and other information relating to familiar topics <em>(no new concepts)</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pictures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Pictures on each page communicate exactly the same message as the text.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Length</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ <strong>Early Stage 1:</strong> 4-8 pages, 1 sentence per page</td>
<td></td>
</tr>
<tr>
<td>▪ <strong>Later Stage 1:</strong> 6-10 pages, 1-3 short sentences per page</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example of Stage 1 story for children</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ <em>The man and the boy go fishing.</em>  <em>(Picture: man and boy fishing)</em></td>
<td></td>
</tr>
<tr>
<td>▪ <em>The man catches a big fish.</em>  <em>(Picture: man pulling a big fish from the water)</em></td>
<td></td>
</tr>
<tr>
<td>▪ <em>The man shows the big fish to the boy.</em>  <em>(Picture: man holding big fish; boy looking at it)</em></td>
<td></td>
</tr>
<tr>
<td>▪ <em>The fish jumps back into the water!</em>  <em>(Picture: man and boy look surprised; big splash that shows the fish jumping back into the water)</em></td>
<td></td>
</tr>
</tbody>
</table>
# STAGE 2. LITERATURE FOR PEOPLE WHO ARE GAINING FLUENCY

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th>Help readers gain confidence in using print literature for learning and enjoyment.</th>
</tr>
</thead>
</table>
| **Features** | - Written in a language that the readers understand and have learned to read.  
- Created, adapted or translated by fluent speakers of the language.  
- Uses vocabulary that the readers have learned orally and/or that they can predict based on their knowledge of the language and the topic.  
- Translation (no pictures) into one or more additional languages at the back of the book OR both languages on each page but clearly separated, as by a picture. |
| **Formats** | - Small reading books  
- Posters, games, activity books, calendars, newssheets, etc. |
| **Content** | **Early Stage 2**  
- Local stories, songs, poetry, riddles, legends, folktales, jokes  
- Local biographies, histories  
- Descriptions of local people's experiences outside the area  
- Directions, instructions about familiar activities (cooking local foods, sewing)  
- New information (health, stories from other cultures, news report, etc.) adapted to the local context  

**Later Stage 2**  
- Some topics the same as early Stage 2 but may be longer with more complex sentences  
- Include stories about people and activities outside the local area  
- New concepts, information and ideas adapted so readers can use their existing knowledge and their language fluency to get meaning from the text |
| **Pictures** | **Early Stage 2**  
- Appropriate to readers’ ages and life situations and to the purpose of the text  
- Every 1 page (help to explain the text)  

**Later Stage 2**  
- Appropriate to readers’ ages and life situations and to the purpose of the text  
- Every 1-2 pages |
| **Length** | **Early Stage 2**: 10-20 pages, 2-4 sentences per page  
**Later Stage 2**: 15-30 pages, 3-4 sentences per page |
| **Example** | Health book about nutrition with text and pictures adapted so they are appropriate to the local context. (See, for example, “Zambian Basic Education Course. Nutrition Education Supplementary Material, Pupil’s Book Grade 2.”  
[http://www.fao.org/docrep/008/af847e/af847e00.htm](http://www.fao.org/docrep/008/af847e/af847e00.htm) |
## STAGE 3. LITERATURE FOR PEOPLE WHO WANT TO READ IN ANOTHER LANGUAGE THAT THEY UNDERSTAND AND SPEAK

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Provide information about the vocabulary and grammar of the languages that readers have learned so they can use the languages—oral and written—for higher level thinking and learning.</th>
</tr>
</thead>
</table>
| Features | • School grammars (grade 3 and above) that provide information and examples about the grammatical structure of the language  
• Bilingual school dictionaries (grade 3 and above)  
  Part 1 focuses on “everyday” L1 with equivalent L2 (and possibly L3) terms  
  Part 2 focuses on “everyday” L2 with equivalent L1 (and possibly L3) terms  
  Part 3 focuses on L2 (and L3) academic / abstract terms relating to math, science and other school subjects that readers must learn as they move into higher grades; provides short definition or explanation in L1 |
**STAGE 4: FOR PEOPLE WHO HAVE BECOME LIFE-LONG READERS AND LEARNERS**

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th>Provide readers with information and ideas that are relevant to their life, affirm their heritage language and culture, and help them learn about the world outside their community.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Features</strong></td>
<td>Varies according to purpose, type and content</td>
</tr>
<tr>
<td><strong>Formats</strong></td>
<td>See table below.</td>
</tr>
<tr>
<td><strong>Topics</strong></td>
<td>Whatever topics that are interesting and relevant to the readers.</td>
</tr>
<tr>
<td><strong>Pictures</strong></td>
<td>Varies according to purpose, type and content</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>Varies according to purpose, type and content</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>All the languages that the readers know</td>
</tr>
</tbody>
</table>

**Examples of Stage 4 literature in L1 and L2**

<table>
<thead>
<tr>
<th><strong>L1 materials</strong></th>
<th><strong>L2, L3 and other languages materials</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ traditional poetry, music, legends, myths, history</td>
<td>▪ world outside the local area</td>
</tr>
<tr>
<td>▪ stories from the local culture about local people, events, situations</td>
<td>▪ comedies and dramas</td>
</tr>
<tr>
<td>▪ traditional medicines, foods, agricultural methods, income-generating projects.</td>
<td>▪ health, economic, agricultural, environmental issues and information</td>
</tr>
<tr>
<td>▪ histories, biographies</td>
<td>▪ newspapers, magazines, games, activity books</td>
</tr>
<tr>
<td>▪ letters</td>
<td>▪ poetry, music, proverbs</td>
</tr>
<tr>
<td>▪ newsheets, newspapers, newsletters</td>
<td>▪ inspirational literature</td>
</tr>
<tr>
<td>▪ games, activity books</td>
<td></td>
</tr>
<tr>
<td>▪ inspirational literature</td>
<td></td>
</tr>
</tbody>
</table>

*Remember that every community needs literature in all 4 stages because there are always people at each stage in their education development. The goal is that people will find reading enjoyable and useful. So you will need to have many things for them to read!*
Resource 7.2. Writing creatively in the Mother Tongue

Create original reading stories in your language

Before you begin writing, think about WHO, WHY, AND WHAT:

- Identify the audience. (WHO will be reading this story and what are their interests?)
- Identify the purpose for writing the story. (WHY am I writing this story? What do I want to communicate to the readers?)
- Identify the content. (WHAT will this story be about?)

As you are writing stories for new readers, remember these simple rules

- **Keep the stories short and simple.**
  Remember, reading is not easy for new readers. You want them to have a successful reading experience so they will be encouraged to keep reading and be able to move to more complex reading materials.

- **Make them predictable.**
  Predictable stories that are interesting and culturally familiar encourage new readers to participate actively in the reading experience and provide a successful reading experience, even for people who are just learning to read. This provides safety (especially for adult readers) and encourages them to continue reading.

- **Use natural language.**
  New readers may not be able to read quickly but they do have an idea of what is “good” language, especially when the text is written in their mother tongue. A good way to check for “naturalness” is to read what you wrote aloud. How does it sound as you read it? If it does not sound natural, think about how you can change it. Remember that the more natural the language, the easier it will be for new readers to understand.

- **Use familiar names and places.**
  Remember that people learn best when they start with what they know. Reading materials for new readers should be about people and activities that are familiar (known) to them. Later, as they become more fluent, they will be able to use printed literature to learn new ideas and information.

- **Write for someone you know who represents the people who will read your book.**
  When you write for a specific person who represents the intended readers, your writing will be more interesting to the readers and more relevant to their lives. It’s a good idea to put the person’s name on a piece of paper and put it right in front of you as you write. That will help you to focus on that person, thinking of what would be most interesting and enjoyable to the person, and to your readers.
Use a variety of forms to communicate your thoughts.
You can use many different forms when you write for new readers. Here are some examples:
- Personal experiences that are familiar to the readers. (Think of that specific person and write about a personal experience that will be especially interesting to them.)
- Legends or myths that are well-known to people in your community
- Songs or poems—old or new
- Proverbs or wise sayings
- Stories that you make up about things that are familiar to the readers

For more experienced readers you can write differently:
- Use more descriptive words and phrases. Think of all 5 senses (hearing, seeing, smelling, tasting, touching) when you write.
- Introduce new ideas and information that will be interesting to your readers.
- Challenge the readers. Leave them with questions that will encourage them to examine their opinions. Challenge them to think creatively about different issues. Encourage them to think about new ways of doing things.

When you write stories for new and experienced readers, remember to CLIMB THE MOUNTAIN when you write your story!
Resource 7.3 Editing your own and another person’s writing

EDITING YOUR OWN WRITING

When you have finished writing your story or article, stop, take a break, then read what you wrote. Ask yourself these questions:

• Is this what I wanted to stay?
• Who is this story (or poem or song, etc.) for? Will that person be interested in what I have written?
• Is it clear?
• Is there anything I should take out?
• Is there anything I should add?

EDITING ANOTHER PERSON’S WRITING

CHECK THE content

• Will the intended readers understand the story? Will they like it?
• Does the story follow a natural progression (sequence)?
• Does the ending fit with the rest of the story?

CHECK THE LANGUAGE

• Is the language clear?
• Is it natural?
• Are there any mistakes in the way the sentences are written (grammar)?
• Are there better or more interesting words that could be used?
• Are there foreign words that should be removed and replaced with words from the local language?

CHECK THE DETAILS. (PROOF-READING)

• Are there spelling mistakes?
• Are there missing words?

REMEMBER...

As an editor, your job is to make sure the story (or poem, song, etc.) is clear, natural and interesting to the reader.

Change only the things that are absolutely necessary. You want to encourage the new writer to continue writing. Changing too many things will discourage the writer.
Resource 7.4. Evaluating Stage One reading materials

Part 1. Evaluating Stage 1 stories: Feedback from adults

Book Title:  
Author:  
Date book was written:  

Answer 2 questions: 1) Is the story easy to read? 2) Is the language (mother tongue) good?

1. Find 3 adults to help you evaluate the book. (Work with each one separately)  
   - Make sure they are fluent readers in the local language.  
   - Make sure they have not seen the book before.

2. Have one copy of the book for the reader.

3. Have a sheet of paper for yourself. On the left side of the page, write the page numbers of the book:

4. Ask the person to read the story. As they read, make a mark every time they have trouble (read the word wrong, hesitate, sound out the word). Put the mark next to the page number on which they have trouble. When they finish reading, record the number of times they had trouble by putting the number in the appropriate box below.

<table>
<thead>
<tr>
<th>Page 1</th>
<th>Page 2</th>
<th>Page 3</th>
<th>Page 4</th>
<th>Page 4</th>
<th>Page 5</th>
<th>Page 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Ask each reader about the language in the book. Do they think the language is good? If not, what should be changed?

<table>
<thead>
<tr>
<th>Reader</th>
<th>Language is good</th>
<th>Language is ok</th>
<th>Language needs to be changed (Write page numbers and say what needs to be changed.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When at least 3 people have evaluated the readability and language, think about what you have learned and then answer the questions below. (Write your answers on the back of the sheet of paper.)

What changes are needed so the book is easier to read?

What changes are needed to improve the language?
Part 2. Evaluating Stage 1 Stories: Feedback from children
Adapted from Jey Lingham and Marilina Vega, 2003

This part of the evaluation asks 2 more questions about the Stage 1 book: 1) Will children understand the story? 2) Will they understand the pictures? This time find 3 children who cannot read and are the same age as the children who will be using the Stage 1 stories in school. Do this part of the evaluation with at least 3 children who have not heard the story before and do not know the answer to your questions.

1. Before you begin, read through the story yourself. Then write 2 questions about the story in the boxes below. Then write the correct answer to each question. Examples of questions with answers: Why did the girl run to the beach? (To see the new boat) What did she see when she got to the beach? (The boat had sunk during the storm.)

   Read the story to the child. Then ask the 2 questions you wrote about the story. Is their answer the same as yours, almost the same or quite different? Put a check in the appropriate box.

<table>
<thead>
<tr>
<th>Write 2 questions about the story. Then write the correct answer.</th>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question1:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your answer:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Same</td>
<td>☐ Same</td>
<td>☐ Same</td>
<td></td>
</tr>
<tr>
<td>☐ Almost the same</td>
<td>☐ Almost the same</td>
<td>☐ Almost the same</td>
<td></td>
</tr>
<tr>
<td>☐ Different</td>
<td>☐ Different</td>
<td>☐ Different</td>
<td></td>
</tr>
</tbody>
</table>

| Question2:                                                      |        |        |        |
| Your answer:                                                    |        |        |        |
|☐ Same                                                          |☐ Same  |☐ Same  |
|☐ Almost the same                                               |☐ Almost the same |☐ Almost the same |
|☐ Different                                                     |☐ Different |☐ Different |

2. Before you begin, look at two pictures in the book. Describe the pictures in the 2 boxes below.

During the evaluation, ask the child to look at each picture. Ask them, “What do you see in the picture?” Is their answer the same as what you had written, almost the same or different? Check the appropriate box.
**Write a brief description of 2 pictures.**

<table>
<thead>
<tr>
<th>Description of Picture 1:</th>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Same</td>
<td>□ Same</td>
<td>□ Same</td>
<td></td>
</tr>
<tr>
<td>□ Almost the same</td>
<td>□ Almost the same</td>
<td>□ Almost the same</td>
<td></td>
</tr>
<tr>
<td>□ Different</td>
<td>□ Different</td>
<td>□ Different</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of picture 2:</th>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Same</td>
<td>□ Same</td>
<td>□ Same</td>
<td></td>
</tr>
<tr>
<td>□ Almost the same</td>
<td>□ Almost the same</td>
<td>□ Almost the same</td>
<td></td>
</tr>
<tr>
<td>□ Different</td>
<td>□ Different</td>
<td>□ Different</td>
<td></td>
</tr>
</tbody>
</table>

**Summary:** Based on these evaluations, do you think this book is worth keeping? ___ yes  
___ no What changes should be made? (Write your answer on the back of this page.)
CHAPTER 8. DOCUMENTATION AND EVALUATION

PROGRAM DOCUMENTATION

What is “program documentation” and why should we worry about it?

Program documentation involves keeping records and writing reports about the community education program. Regular and careful documentation and reporting will ensure that you have the necessary information to...

- Evaluate the program. Documentation is especially valuable if the people who evaluate the program were not involved in planning or implementing it;
- Write reports required by government agencies, donors, and other stakeholders;
- Provide helpful information for others who want to start their own programs; and
- Publicize the program.

What should we include in documentation?

Documentation does not have to take a great deal of time but should be done regularly so that important information is not lost. Following are some kinds of information that should be collected and kept in a safe place as a record of the program.

Baseline information

- The situation before the program began (number of literates—male/female; number of people in school, etc.)
- Results of needs assessments
- Resources used in the program and who provided them (especially note resources provided by the local community)
- Literacy rates; education records including records of attendance and drop-outs from the previous years (in the formal education system—for children’s programs), to use for comparison

Reports

- Training activities
- Supervisory visits
- Public relations activities (e.g., school opening ceremony)
- Support committee meetings
- Meetings with donors

Records

- Daily learner attendance (including a record of teachers’ absences)
- Learner progress reports (grades)
- Program attrition rates (who, which community, when, reasons)
Samples of materials used in the program

- Copies of all curricula and instructional materials (teachers’ guides)
- Samples of reading materials
- Samples of students’ work
- Copies of all assessment instruments including tests

Assessment results

- Results of pre-tests
- Results of follow-up assessments of learners’ progress in formal or non-formal education
- Results of periodic evaluations of the community’s perception of the program
- End-of-year evaluations
- Assessments of materials, training, curricula

Others

- Newspaper articles relating to the program, etc.

PROGRAM EVALUATION

What is program evaluation?

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 working and why they are working
- Which parts of the program are not working and why they 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 a mother tongue-based education 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 an 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 of 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 outcomes and outputs? Are they SMART (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 the 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 reading 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?
- **Program's growth.** Is the program growing as we said it would? Are the people responsible for the program satisfied with the way it is growing? Is the community satisfied? What would community members like to change?
- **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 mother tongue-based education program?

**What do we need to know in order to do an evaluation?**

To design useful evaluations you need a clear understanding of:
• **The situation before the program began.** *(Has the program made a difference in the community? Has it made a positive difference for the individual learners?)*

• **The program plan and each of its parts** *(Did we state our goals, purposes, outcomes and outputs clearly? Did we write clear indicators for assessing progress?)*

• **Clear indicators of progress.** *(Are the indicators for assessing progress clearly written?)*

**What do evaluations measure?**

Qualitative evaluations answer the question, "How well did we do?" They are used to measure:

• **Attitudes and achievements of the learners** *(What do the learners think about the classes, teachers, and materials? Do the learners believe that the education program has made a difference in their lives? If yes, how do they describe the difference?)*

• **Training, attitude and ability of teachers and other staff** *(Have the teachers done a good job in communicating new information? Have they been respectful and supportive of the learners?)*

• **Quality of materials** *(Do people in the community like the materials? Do they think the materials represent the local culture accurately? Do they provide information that is interesting and relevant to the learners?)*

• **Strategies and activities** *(Do people in the community think that the different aspects of the program are helpful? Do they think the teachers and the writers do a good job? What classroom activities do they think are good? What activities do they think are not good?)*

• **Costs of the program compared to what was achieved** *(Do people in the community and other stakeholders think that the results of the program are worth the cost and effort that it has taken to get the program started and to keep it going?)*

Quantitative evaluations answer the question, "How much did we do?" They compare the projected outcomes described in the plan with what actually happened. Quantitative evaluations measure:

• **Numbers of learners, classes, teachers and materials** *(For example, how many people started the class and how many completed it? How many schools were started and how many are still operating? How many teachers were trained and how many are still teaching? How many books were produced and how many are being used?)*

• **How much the learners have learned since they started the program** *(Tests to measure reading, writing, and numeracy skills compared to results of tests before they started classes.)*
• Costs of the program compared to the learners’ success in achieving their educational goals (How many learners have completed the program and have achieved their educational goals? Based on the total cost of the program, what has been the cost per ‘successful’ learner?)

• Cost of the program in relation to the number of learners, number of books and number of teachers (What was the total cost for the first year of the program, including teachers’ salaries, classroom supplies, and materials production? How does that compare with the total amount of income from school fees, income-generating projects, and grants?)

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

You can use the following methods to get qualitative information:

• Conducting interviews (keep accurate quotes)
• Participating with and observing learners in their daily lives (e.g., their involvement in the class; their use of the languages they speak)
• Having informal discussions with participants and other stakeholders
• Studying reports, records and other documents
• Using questionnaires (“open-ended” questions)
• Examining materials that were produced for the program
• Studying learners’ portfolios (These are files of each learner's work. They show the person's progress over the time of the class. Portfolios also include the teachers' teaching plans. These can be used to assess the teachers' understanding of their role and of the teaching method)

You can use the following methods to get quantitative information:

• Questionnaires
• Testing
• Analysis of class records and other documents
• Surveys

When do we do evaluations?

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

Context evaluations

Purpose. To get a clear understanding of the situation in which the program will be implemented—the goals and needs identified by the community, the resources that might be available, and the factors that are likely to affect the program

Time frame. Before program planning begins. (Context evaluations are the same as “preliminary research”.)
Examples

- Before planning an adult education program, you learn about the prospective learners’ goals, needs, and problems.
- Before planning a children’s pre-primary program, you find out what resources (people, written literature, buildings, materials) will be available.

**NOTE:** Baseline information that includes assessing community members’ reading and writing ability should also be part of the context evaluation. Ideas for collecting baseline information are found in Chapter 2, “preliminary research” so they are not repeated here.

**Input evaluations**

**Purpose.** To make sure that the program plan includes the things that people in the community want it to include; to make sure that the materials that are produced are appropriate, interesting, and useable by the teachers and that the materials will help learners meet their educational goals.

**Time frame.** As you are planning the program and developing the materials that will be used in the classes.

**Examples**

- Leaders of the program discuss the program plan with stakeholders in the community to find out if they think the plan is appropriate.
- Leaders of the program ask community members who can read to evaluate the stories and pictures that have been prepared for the children’s pre-primary program.

**Process evaluations** (also called "formative" evaluations)

**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

**Time frame.** Do evaluations at regular times during the program (for example, in the middle and at the end of each class year).

**Examples:**

- For an adult education program, have mid-term meetings 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 preparatory school, give children a pre-test (before the class begins) and a mid-term test to measure their progress. *(quantitative evaluation)*

**Impact** or **end-of-program** evaluations (also called summative 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 (that is, if the program helped the community members meet their own goals).
- 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.

Examples
- For a women’s education program, interview the women two years 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 Six children who went through the program. Compare their scores with the scores of another group of Grade Six learners who did not attend a children’s preparatory school. (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 at 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 are 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.
REMEMBER. The best way to discover the true value of a mother tongue-based education program is for the intended beneficiaries of the program to participate fully in the evaluation process.
Work Paper: Documentation and evaluation

INTENDED OUTCOMES
What do we hope to accomplish through our documentation and evaluation efforts?

1.

2.

3.

4.

ACTIVITIES, TIME FRAME AND INPUTS
We will do the following things to achieve these outcomes:

ACTIVITY 1. _____________________________________________________________

Time frame:

Inputs:

Risks/Assumptions:

Plan:
Example: Plan to evaluate a children’s pre-primary education program

INTENDED OUTCOMES
What do we hope to achieve through our documentation and evaluation efforts?

1. We will have information about the children’s progress when they complete the pre-primary program and move into the formal education system.

2. We will have records of the children’s attendance in school, which we can correlate with the results of the tests they take at completion of the pre-primary class.

ACTIVITIES, TIME FRAME AND INPUTS
We will do the following things to achieve these outcomes:

ACTIVITY 1. Interview parents and community school headmaster and teachers

Time frame: Within the next 2 months (date)

Inputs: Evaluation tools (questionnaires, interview questions), researchers, a team to analyze the information

Risks/assumptions: People might not want to answer questions in public.

Plan: Develop 4 questions that we can use to interview parents (see objectives, above)

Develop 4 questions that we can ask the headmaster and teachers of the primary school (see objectives, above.)

Train four people to do the interviews.

Test the questions by doing some trial interviews. Adapt the questions as needed.

Interview the parents of at least 4 preschool children from each of the last 4 years. Interview the headmaster and Grade 1-4 teachers in the primary school.

Analyze the information.

Check the accuracy of the conclusions with research participants. Change what is necessary.

At a final meeting, summarize the conclusions
Resource 8.1 Writing progress reports

In general, it is good to include the following points in a project report:

- Focus of the report
- Time period covered by the report
- Program objectives and activities for this period (You can use your program plan and implementation schedule for this section.)
- Actual achievements and activities for this period and the indicators you used to determine these. (You can include numbers of people involved, what they did or learned, and results.)
- Resources that were used. Were they adequate? If not, what were the problems?
- If the report is for donors, include a financial report that accounts for expenditures for this period. (Don’t forget to discuss other sources than have been used, including community participation and contributions in-kind.)
- Lessons learned during this period of project activity and how the lessons will be applied to continued project work
- Problems encountered during this period with a note about how you did or will you solve these problems
- Plans for the next period of project activity. Note if these plans involve any changes in the project’s objectives, schedule of activities or necessary resources?
### Resource 8.2 Four Types of evaluations of MTB MLE programs

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>CONTEXT EVALUATION (pre-planning research)</th>
<th>INPUT EVALUATION</th>
<th>PROCESS EVALUATION</th>
<th>IMPACT EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) Define the situation before the program begins 2) identify and assess needs and goals 3) diagnose the problems underlying the needs 4) identify external factors that will affect the program</td>
<td>1) Be aware of potential resources 2) assess the appropriateness and feasibility of the program plan and its components 3) identify stakeholders</td>
<td>1) Identify strengths and weaknesses in the program plan and implementation 2) provide information for stakeholders 3) keep a record of the implementation process and its impact on the community</td>
<td>Relate outcomes of the program to 1) the original situation in the community 2) the goals and needs identified by the community 3) the objectives described in the program plan 4) the resources that were available to the program</td>
</tr>
<tr>
<td>ACTIVITIES</td>
<td>1) Gather baseline information about the community in general and the intended learners; 2) identify people’s goals and needs; 3) learn their assessment of problems 4) assess uses of literacy, attitudes to literacy in different languages 5) assess literacy abilities in the community 6) identify key factors</td>
<td>1) Describe &amp; analyze potential resources 2) learn about other programs or activities to which the mother tongue-based education program might be linked 3) identify potential stakeholders</td>
<td>1) Document the implementation process for each component of the program 2) interview stakeholders to learn their assessment of the components and of the program in general 3) conduct regular assessments (qualitative and quantitative) of learners progress</td>
<td>1) Document the situation periodically and compare it with the original situation 2) interview community members to get their assessment of the program’s value 3) identify stakeholders document their satisfaction 4) describe the resources that were used and their internal and external sources 5) compare this information with the original situation</td>
</tr>
<tr>
<td>INFORMATION USES</td>
<td>For 1) setting priorities 2) writing realistic objectives with realistic time frames</td>
<td>For 1) using resources well 2) planning appropriate activities 3) developing appropriate linkages</td>
<td>For 1) revising the program 2) adapting objectives and/or time frame to fit the changing situation</td>
<td>For deciding to continue, terminate, modify, expand or refocus the program</td>
</tr>
</tbody>
</table>
CHAPTER 9. PROGRAM COORDINATION

Introduction

A successful community based education program involves:

• planning (developing the long term plan that will guide the program)
• implementation (starting the program, establishing the different components of the program and making sure each component is doing well)
• maintenance (managing or coordinating the program; making sure that the things that are needed are available; supporting and supervising the different people working in the program)

It is important to note that these three parts are not separate from one another. Planning is not a one-time job that stops when implementation begins. Implementation does not end once the first set of books are written, the first teacher training workshop is held, or the first class is started. Rather, planning, implementation, and maintenance form an on-going process that continues for the life of the program. The program plan gives direction to implementation. As the parts of the program are implemented, the leaders evaluate how well that part is doing. If they see that something needs to be changed, they go back to the program plan and make those changes. Then they implement the changes. They continue to evaluate the progress of each part of the program regularly. And they continue to change the plan as needed and to implement and evaluate the changes.

What is involved in coordinating a mother tongue-based education program?

The coordinator is the person who is in charge of the overall program. She or he brings the different stakeholders together to share their ideas and plan and evaluate the program. The coordinator has overall responsibility for implementing and maintaining the different components of the program. Without a good coordinator a mother tongue-based education program—even one that seems promising at the beginning—is likely to fail.

Coordination can include the following activities (See also Chapter 3). Remember that the coordinator together with other stakeholders—especially the Advisory Committee—will do most of these activities. In some cases, the coordinator might identify other people to take responsibility for the activities.

• Plan and oversee research before the program begins and throughout the life of the program.
• Develop and maintain cooperative relationships with agencies (government, non-government, businesses) outside the community; encourage them to support the program.
• Meet regularly with the Advisory Committee. Report to the committee; carry out the committee’s instructions in the following areas:
- Check, correct and approve of the program plan (with Advisory Committee)
- Identify the communities in which classes will be established at the beginning of the program and as the program expands.
- Approve the appointment of supervisor(s)
- Mobilize stakeholders within and outside the community
- Establish the qualifications for program staff (teachers, supervisors, trainers, writers, others)
- Make decisions about tuition and about salaries or stipends for teachers, writers, supervisor, etc.
- Recruit teachers, supervisors, artists, writers, etc. (with input from the community and approval from the support committee).
- Establish an infrastructure for pre-service and in-service training.
- Work with the supervisors, teachers and community members to develop the curriculum and instructional plan. If necessary, recruit someone with expertise in this area to help.
- 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 the full participation of the community. Then use the results of the evaluations to help stakeholders revise the program plan, if necessary.
- Identify the resources (buildings, materials, books, people, etc.) 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 (including the progress of the learners). Send the reports to all interested stakeholders.

**Developing and using resources (See also Chapter 2, Mobilization)**

People, buildings, materials, money, and time are some of the resources that are necessary to start and maintain a mother tongue-based education program. Other valuable resources for local programs are the traditional literature—oral or written—in the language, traditional knowledge and the traditional numeracy system. All of these can be put into written form and made into graded reading materials (if this is acceptable) and/or used orally in classes.

A basic principle for using resources in mother tongue-based education programs is that *local resources will be used whenever possible and as much as possible*. When the program is planned according to the goals and needs of the community and
when community members invest their own resources in the program, they become “owners” of the program and are more committed to maintaining it. Outside funding is often needed, especially for producing reading materials. But outside funding should supplement local resources, not replace them.

**What are “people” resources?**

Supportive community members are the most important resource in any mother tongue-based education program:

- They take part in formal and informal research before the program starts
- They decide which dialect(s) will be used
- They approve the writing system
- They set the goals and objectives for the program
- They plan activities to promote the program within and outside the community
- They select and approve people for different positions in the program
- They write, illustrate, edit, and produce curricula and reading materials
- They take responsibility for maintaining the program by:
  - Raising funds
  - Supporting, and encouraging the local staff
  - Taking care of buildings and classroom equipment
- They serve on support committees
- They take part in evaluating the program

**How do we identify people resources?**

The following individuals and groups in the community might be involved in the program:

- Local government officials; other local political leaders
- Religious groups, NGOs
- Women’s groups and youth groups
- School leavers (people who started school but then could not continue)
- Business people
- Parents
- Community, vocational, and high school teachers and learners
- People in local government agencies (Education, Health, others)

**What other kinds of resources do we need for the program?**

For community programs you need building space for:

- Holding classes (although classes can also be held outside)
- Storing books and classroom supplies
- Preparing reading and other materials (if this is done in the community)
• Keeping the community library
• Conducting training workshops
You need equipment and supplies to:
• Furnish classrooms (for example, teacher's table or desk, shelves for books and supplies, mats for learners, chalkboards, writing paper, chalk, pencils, books.)
• Produce books (for example, silk screen printers, ink, stencils, duplicating paper, staple machines, staples.)

How do we mobilize these resources?
• Ask the community to make existing building space available. If there are no suitable buildings, encourage people in the community to work together to build a place to hold classes, produce and store books and classroom materials, conduct training workshops and maintain the community library.
• Ask individuals or groups in the community to provide classroom furniture.

What kind of financial resources will we need?
For a community program you will need funds for
• Transportation (research, mobilization, training, supervision, evaluation)
• Training workshops
• Producing books and teaching materials
• Equipping classrooms
• Providing stipends for community staff

How do we get the financial resources we need?
Here are some possible ways to generate funds for the program:
• Charge school fees
• Have community-sponsored fund-raising events
• Establish an income-generating project that is dedicated to supporting the program
• Use local goods (for example, garden food and firewood) and services (for example, help with gardening or with cutting firewood) to help pay teachers and other staff
• Write proposals for grants and subsidies from provincial, and national government, NGOs, and donor agencies
• Integrate the program with the government education system
Work Paper: Program coordination

INTENDED OUTCOMES
What do we intend to achieve by developing a program coordination system?

1. 

2. 

3. 

4. 

ACTIVITIES
We will do the following things to achieve our outcomes:

ACTIVITY 1. ____________________________

Time frame:

Inputs:

Risks/Assumptions

Plan:
**Example: Coordination plan for an adult beginning education-for-development program**

**INTENDED OUTCOMES**

*What do we intend to achieve by developing a program coordination system?*

1. We will have a coordinator who has overall responsibility for the program.
2. We will have two supervisors, each responsible for overseeing half of the adult classes.
3. We will have a Support Committee composed of local leaders who share responsibility with the coordinator for making decisions about the program (based on agreed-upon responsibilities).
4. We will have a properly used system to keep records of class attendance and of learners’ assessment profiles.
5. etc.

**ACTIVITIES**

*We will do the following things to achieve our outcomes:*

**ACTIVITY 1.** Establish responsibilities for the Support Committee

**Time frame:** By the end of this year (date)

**Inputs:** Community leaders who can work with the coordinator to decide on the committee’s responsibilities; information from other programs that have established Support Committees

**Risks/Assumptions** None

**Plan:**

1) Identify two programs in the province that have Support Committees.

2) Request a copy of the document listing responsibilities for their Support Committees.

3) Coordinator recruits several respected elders to study the documents and suggest responsibilities for the committee for this program.

4) Coordinator checks with others in the community (including tentative teachers) to get their input.

5) Coordinator revises the list of responsibilities and uses it when recruiting committee members.
Resource 9.1. Writing funding proposals.

As program facilitators, your goal is that people will use locally available resources for their programs as much as possible. There may be times, however, when it is necessary to seek outside funds for special projects. (NOTE: Some people say that it is better to apply for funds only to help get the program started. The danger in depending on long term funding from outside is that if the funding stops the program may collapse.)

A well-written project proposal has the following parts:

Introduction
This section describes the people who will benefit from the mother tongue-based education program and the number that will benefit from it. It then explains why the 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 program.

Objectives
These are the specific things that you expect the project to accomplish quickly (short-term objectives) and over a longer period of time (long-term objectives, or goals.) The objectives should be realistic so that the funding agency can see that the project is likely to be successful.

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 agency!)

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.

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 Advisory Committee that will support the project can be included in this section.

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 program. It describes some of the things about the program that are special (such as a Community Materials Production Center) 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.

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 source of funding, for example:

- Equipment and supplies for Community Materials Production Centers.
- Transportation, accommodation, and food for training courses.

**Attachments**

Even if the introduction has been interesting and the action plans are worthwhile and well written, the funding agency will still need assurance that your organization can do a good job. You can demonstrate your reliability by including several special reports with your proposal. Examples of reports that might be included:

- Copies of the government’s language and education policy (if there is one) and the program plan for the province, NGO, or community that is applying for the grant.
- Financial report of the previous year. This should list grants and donations from all sources, no matter how small, and should explain how each grant was used. Especially important here is to include the amount of money or type of labor that the community provided for the different projects.
- Summary of previous activities of the organization. This should be short and easy to read, and should emphasize the practical things that were accomplished and how they helped the program.
- List of other agencies that are funding the project and the type and amount of their support.