

MANUAL

for Developing Literacy
and Adult Education
Programmes in
Minority Language
Communities



United Nations Educational, Scientific
and Cultural Organization
UNESCO Bangkok

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Manual for developing literacy and adult education programmes in minority language communities / Asia-Pacific Programme of Education for All, United Nations Educational, Scientific and Cultural Organization. Bangkok: UNESCO Bangkok, 2004.
116 p.

1. Literacy programmes. 2. Adult education. 3. Language minorities.
4. Minority groups. 5. Guides. 6. Asia and the Pacific.

371.829

ISBN 92-9223-022-0

This manual was prepared and edited by Dr. Susan Malone
in consultation with APPEAL staff.

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Published by the
UNESCO Asia and Pacific Regional Bureau for Education
P.O. Box 967, Prakanong Post Office
Bangkok 10110, Thailand

Printed in Thailand

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Introduction

This manual is about planning and implementing education-for-development programs for adult speakers of minority languages. It is written for members of the minority language communities and for the *outsiders*—provincial and district trainers, supervisors and others—who work with and support the communities.

The purpose of the manual is to provide information that will help program leaders plan and implement adult education programs that have the following characteristics:

- ▶ The programs are *learner-centered*. The content of the lessons are relevant to the learners' lives and are drawn from their own experiences.
- ▶ They are *community-centered*. Community members, and especially the learners, take leadership in making decisions about their programs from the very beginning.
- ▶ They are *development-oriented*. Reading and writing are not the goals of the programs but are considered tools to help the learners achieve their own goals.
- ▶ The programs are *sustained* because the learners, and their communities, recognize the benefits that the programs have brought to their lives.

Organization of the manual

The manual is organized into ten chapters. *Chapter One* introduces some minority language communities in Asia and the Pacific. *Chapter Two* contains short case studies of six education programs in minority language communities. Following each one is a list of *good practices* that can be drawn from that case.

The next seven chapters describe the components of successful minority language education programs. *Chapter Three* focuses on learning about the community, mobilizing stakeholders and recruiting the people that will be needed to plan, implement and sustain the program. *Chapter Four* discusses the process of helping the community develop a writing system that is acceptable to the Mother Tongue speakers and to other relevant stakeholders. *Chapter Five* describes methods for identifying learners' goals, needs and problems—the content of the learning. *Chapter Six* then presents suggestions for using that information to develop teaching plans and instructional materials. *Chapter Seven* discusses methods for developing graded reading materials that are interesting to the learners and appropriate to their level of reading ability. *Chapter Eight* is about training. Since each of the previous five chapters include a section on training for a particular program component, *Chapter Eight* presents general principles of training and then gives special emphasis to training facilitators for the adult classes. *Chapter Nine* focuses on program evaluation—identifying the things that need to be changed and assessing the benefits of the program for the learners and their communities. *Chapter Ten* is a short summary of the main points of the manual.

Using the manual

One of the most exciting, and most challenging, things about a minority language education program is that, by its nature, it is a **grass-roots** or **bottom-up** (rather than a **top-down**) endeavor. Its purpose is to serve a specific language community and, therefore, it begins in the community and is owned by the community members. The language of instruction (especially in early classes) is the Mother Tongue of the learners; the lessons focus on issues and topics that are most interesting to them and relevant to their lives and the instructional methods are appropriate to their learning styles. A manual for these types of programs, therefore, cannot be considered a set of directions. Rather, it is a resource for the Mother Tongue speakers and the trainers and others from outside the community who support them. The implementation team is encouraged to adapt the ideas and suggestions in each chapter to their particular needs. ■

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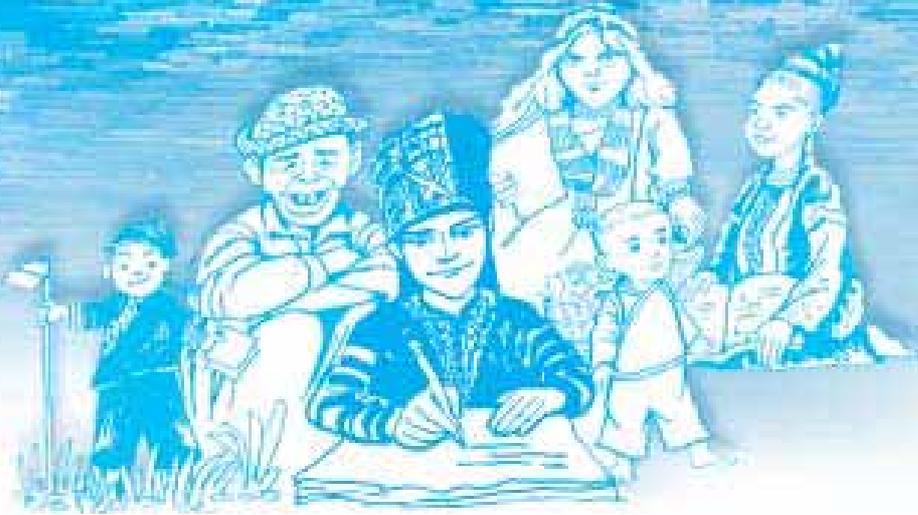
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Minority Language Communities in Asia and the Pacific



Introduction

The languages of the world, and the cultures they represent, provide the world with a rich and rewarding diversity of ideas, philosophies and cultures:

Every language reflects a unique world view and culture mirroring the manner in which a speech community has resolved its problems in dealing with the world, and has formulated its thinking, its system of philosophy and understanding of the world around it. With the death of the language...an irreplaceable unit in our knowledge and understanding of human thought and world view has been lost forever (Stephen Wurm, 1991, page 17).

There are about 6000 languages spoken in the world today. However, the languages are not evenly divided among the population. Over 90 percent of the world's 6 billion people speak only about 300 of the languages (Hindi, Arabic, Mandarin Chinese and English are examples of these *majority* languages). Less than 10 percent of the total population speak the remaining 5,700 or so *minority* languages. Of these 5,700 minority languages, 3,485 (61 percent) are found in the Asia-Pacific region—the world's treasure house of languages and cultures.¹

Who are the people who speak all these minority languages? They are both indigenous people (the original inhabitants of an area) and migrants (people who came from another area). Many minority groups have been able to maintain their traditional languages and cultures in spite of pressure to change. As the quotation above shows, more people, including members of majority societies, now recognize that traditional languages and cultures are resources, not only for the minority communities, but also for the countries in which they live and for the rest of the world.

¹ The chart in *Annex 1.1* describes the language situation in Asia and the Pacific.

The following paragraphs describe several features of traditional cultures, especially in minority language communities, and give examples of the ways that some communities are incorporating their traditions into their community-based education programs.

► Traditional literature

Many minority language communities have a traditional literature that has been passed from one generation to the next for centuries. This literature—which, in most cases, was unwritten—includes songs, stories, poetry, folklore, wise sayings and religious beliefs. As the world around them is changing, many minority people want to put their traditional literature into written form to make sure that it is not lost:



...when our children, our grandchildren, want to know the real story, they can read the book and understand. Because if all the elders die, how are our people going to remember the old stories?²

Many minority communities that have established their own education programs use their traditional literature to make graded reading materials. These written materials become a valuable part of the education program and, when translated into majority languages, are available to the wider community as well.

► Traditional music

In many societies, people traditionally composed songs about important people and events. Sometimes their songs were meant to give themselves courage in battle or times of danger. Songs are an important part of everyday life in many minority language communities. For example, the Dong people of China are famous for their choral songs:

² *Kuissi Kayabi*, quoted in Ferreira, 1998, page 97.





The older generation teaches the songs, and the younger generation sings to them. They make their own musical instruments to accompany their songs and dances. They sing songs of the mountains and songs of love, drinking songs, banquet songs, songs that pass on wisdom about traditional ways, songs for mourning, and songs for greeting guests. A Dong proverb says that, “As rice is food to the body, so songs are food to the soul”.³

Many minority language education programs incorporate traditional songs into their teaching and reading materials, especially when songs are an important part of the culture. The more important that songs are in a society, the more effective they are as tools for learning.

► Traditional knowledge about nature

In many minority groups there are people who are recognized for their special knowledge of plants. They know which trees make the best posts for houses and which leaves, bark and flowers can be used to heal wounds, take away pain and cure illnesses. The Kumaon people of northern India, for example, collect several plants to use as medicine and as a health food:

They use a certain plant (sometimes called Stinging Nettle in English) to relieve rheumatism pain, applying it directly to painful joints or eating its leaves like a vegetable. For generations they have also included soya beans in their diet, because they know that these are a rich source of protein.⁴



³ From Ou Chaoquan and Jiang Daqian (2003).

⁴ From N.C. Shaw, 2002. (Internet)



Like traditional literature and songs, traditional knowledge is incorporated into the teaching and reading materials in many minority language education programs. It affirms the learners' heritage and also serves as the foundation for learning new information about health and nutrition.

► Traditional learning styles

Traditional education was integrated with the community and taught children to see the world through the eyes of the community. Through whose eyes do our children see the world now?⁵



All societies, including those with no history of reading and writing, have traditionally been involved in formal and informal education for their children, young people and adults. In minority language communities that do not yet have a written language, formal learning usually focused on memorizing the traditional oral literature, genealogies and important rules and regulations. Informal learning involved learning through observation and imitation, through trial and error and, especially for adults, through group discussions and questioning.

Many minority language education programs in minority communities try to incorporate traditional learning styles into the instructional method. This helps the learners gain confidence in their abilities as learners and serves as the foundation for new learning.

► Traditional agriculture

Over the centuries, minority language societies developed their own technologies for getting food from the land and water and passed these from one generation to the next. Even today, some traditional methods are more effective than methods that are introduced from the outside.

⁵ In McLaughlin, 1994, p. 63





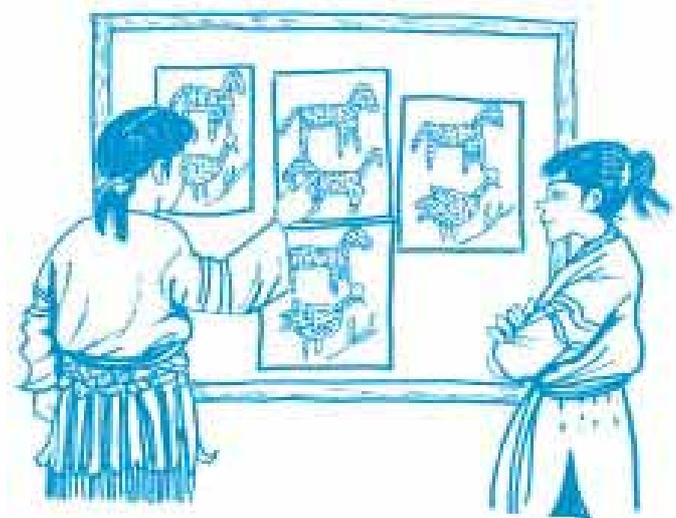
In the high mountains of Papua New Guinea, where night time temperatures get close to freezing during the dry season, the minority language groups plant their sweet potato vines in mounds rather than in shallow rows. The people learned that this was necessary if they wanted the sweet potatoes to grow large and healthy. They begin by digging a large, shallow hole in the ground. Then they cut a large amount of long grass and pile the grass in the crater. When the grass begins to decompose, they fill the hole with dirt, covering the dry grass and forming a large mound about a meter high and about 3 meters wide at the base. They plant the sweet potato vines in these mounds. As the grass buried under the mound continues to decompose, it gives off enough warmth to keep the sweet potatoes growing throughout the year. On cold mornings, you can actually see steam rising from the mounds. To this day, this is the most efficient method for growing sweet potatoes in the mountains of Papua New Guinea.

Traditional practices such as these are rich resources for many adult education programs. The learners observe, discuss and critique different practices and then create texts about them. Wise facilitators recognize that the knowledge and experiences that learners' bring to the education program is a valuable foundation for new learning.

► Traditional art

Many minority groups have their own art forms. Some of these have become famous around the world. Examples are the cave drawings by indigenous people of Australia and the mats and baskets made by indigenous groups in Malaysia.

Facilitators in some minority language education programs use traditional designs for *pre-reading* exercises. Learners gain confidence because they are able to *read* and describe the patterns. When they are comfortable with this stage, they can gradually move to less familiar patterns.



Minority language communities and education

Over the last century, many people who speak minority languages have become aware of the rapid changes that are taking place in the world outside their communities. They would like to have access to new information and technologies and to government education programs. However, they often face two problems:

1. they do not speak the language that is used in the government programs and therefore,
2. in order to succeed in the education system, they are forced to sacrifice their linguistic and cultural heritage.

This situation seems to be changing. More people, including those in power, have realized that minority language communities have the right to education in a language they speak and understand. Programs that begin in the learners' mother tongue are being established in minority communities around the world. Most of these programs are community-based, supported by NGOs, government agencies, universities and others from the majority cultures. The remainder of this manual explores the features of community-centered programs that affirm the minority learners' languages and cultures and also equip them to be active participants in the affairs of their community and nation.



Language Situation in Asia and the Pacific

The table below presents an overview of the countries of Asia and the Pacific that have the greatest numbers of languages. The countries are ranked according to the number of languages spoken within their borders.

Country	Population	Estimated total number of languages currently in use	National or official language(s)
Papua New Guinea	4,804,626	823	English, Tok Pisin, Hiri Motu
Indonesia	213,037,095	726	Indonesian
India	1,013,905,650	387	Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Malayalam, Marathi, Meitei, Nepali, Oriya, Eastern Panjabi, Sanskrit, Sindhi, Tamil, Telugu, Urdu
China	1,263,286,686	201	Mandarin
Philippines	76,039,820	169	Filipino, English
Malaysia	22,274,963	139	Malay
Nepal	23,956,818	120	Nepali, Gurung
Vanuatu	190,841	109	Bislama, English, French
Myanmar	45,571,332	107	Burmese
Vietnam	80,063,845	93	Vietnamese
Laos	5,434,966	82	Lao
Thailand	61,390,277	75	Thai
Iran	68,012,771	74	Western Farsi (Persian)
Pakistan	156,579,457	69	Urdu, Sindhi, English
Solomon Islands	443,255	69	English
Afghanistan	22,610,493	45	Eastern Farsi (Dari), Southern Pashto
Bangladesh	124,774,000	38	Bengali (Bangla)
New Caledonia	206,000	38	French
Bhutan	2,004,000	24	Dzongkha
Iraq	21,800,000	23	Standard Arabic, Kurdi (Sorani)
Cambodia	12,491,501	19	Khmer
Timor Lorosae	857,000	19	Portuguese
Brunei	315,000	17	Malay, English
Mongolia	2,579,000	12	Halh Mongolian
Sri Lanka	18,455,000	7	Sinhala
3485			

Information from *Ethnologue, 1999 (Internet)* & from *Unesco sources*



Good Practices in Implementing Minority Language Education Programs



Introduction

What should an education program in a minority language community look like? If we study reports of programs that have been sustained over a long period of time, we find that most of them share several of the same features:

- ▲ The learners value their program because it is helping them to achieve their own goals and to meet the needs and solve the problems that they themselves have identified.
- ▲ Lessons are taught in the language that the learners understand and speak—their Mother Tongue (MT).
- ▲ Lessons build on the knowledge and experience the learners bring to the classroom. This gives them confidence in their abilities as learners.
- ▲ Learners have access to a variety of interesting and challenging reading materials in their own language and later, in the majority language.
- ▲ The program is supported by the language community itself and also by agencies and organizations outside the community.
- ▲ The program is linked with on-going education opportunities, both within and outside the community, to ensure that learners can continue learning.



This chapter presents case studies from seven minority language education programs. Each case provides examples of the kinds of activities and relationships that usually promote *successful* programs—that is, they have the features described above and, therefore, are sustained.

Case studies of good practices in minority language education programs

Case 1 ► Health education and literacy for adults in the Philippines



In the early 1980s, the 30,000 people who speak Cotobato Manobo had a literacy rate of about two percent but were highly motivated to learn to read and write in their own language and also in Filipino. They were also eager for health education and wanted to improve their living conditions in general. Two trainers from outside the language group responded to their request for help in initiating an integrated literacy/health education program. The two trainers met with community leaders to discuss the educational needs that had been identified and to begin planning the program.

The planning team established the following objectives:

- To teach MT speakers to read and write in their own language.
- To teach them to speak Filipino so they could communicate orally with people from outside their language area.
- To enable adults who had finished the basic and fluency classes to continue their education in Filipino
- To provide an introduction to learning in Filipino to the young adults who wanted to enter the formal system for further education
- To encourage the learners to see themselves as Filipinos as well as Manobos.
- To build an educational relationship with the Department of Education.



Classes were established for adults, using their Mother Tongue (MT) as the language of instruction. The trainers conducted workshops to equip literate MT speakers as teachers. They helped community members develop instructional materials and small reading booklets.

Within several years a large number of MT speakers had become literate in their MT and were eager to continue their education. Program leaders established additional classes to help the new learners gain fluency in reading and writing their own language. Experienced MT teachers became supervisors to oversee the expanding program.

Once the learners had gained fluency in reading and writing in their MT, they were ready to begin learning the national language. The trainers helped the community establish linkages with the Non-Formal Education Division of the Department of Education who provided initial training and materials for the transfer classes.⁶

Good practices in this case study.

- 🌀 The program enabled learners to build competence and confidence in reading and writing in their own language **before** they began learning the new language.
- 🌀 The program expanded as MT speakers who had completed literacy classes became teachers and experienced teachers became supervisors.
- 🌀 The content of the program focused on what the learners wanted to learn.
- 🌀 An NGO and government agency actively supported the program.

⁶ From Apang, 2001.



Case 2 ► Community-based adult education in Cambodia⁷



About 100,000 minority language people live in the highlands of Cambodia. There are few schools in the minority language areas and the schools that do exist use Khmer as the medium of instruction. Because few of the people speak Khmer, individuals who do start school tend to drop out quickly. The literacy rate among the minority groups is extremely low: less than 20% of the males and less than 5% of the females can read or write in any language. In addition, the people have little access to health education or to information that would help them to learn more efficient ways of gardening and caring for the land.

To improve this situation, a pilot bilingual education program for adults was initiated in Ratanakiri Province. The program, which was approved by the national government, was a cooperative effort between the local communities and an international NGO. Classes were established in four minority languages.

The pilot program had several general purposes.

- To enable the learners and their communities to access information for improving their daily lives. To do this, the content of the lessons was based on the goals and needs identified in needs assessment surveys.
- To improve the learners' access to on-going educational opportunities in Khmer. To do this, the classes began in the learners' MT and then helped them to learn oral and then written Khmer.
- To help the minority groups establish a written record of the stories, songs and poetry of their traditional cultures. To do this, the NGO helped each language group develop a writing system. MT speakers were then able to create their own written literature and also translate materials from Khmer into their language. This increased the amount of new information and ideas that were accessible to the communities.

Lesson content was different for each language group. Topics included health, environment, new agricultural methods, gender roles, local geography, math and numeracy, marketing skills (especially calculating money), local songs, folk tales, local culture and Khmer culture.

⁷ From Thomas (2002).



The pilot program has been sustained and expanded. Community workers mobilize local people and provide supervision and support for classes and teachers. Committees in each language group are responsible for approving teaching materials and developing supplementary reading materials. Program leaders send regular reports to the provincial and national government and invite government officials to special events in the language areas.

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Good practices in this case study

- ☞ MT speakers helped to analyze the community's goals and needs.
- ☞ Lesson content focuses on the issues that are most important to the learners.
- ☞ MT speakers are trainers, supervisors and facilitators for their own programs. They are responsible for creating reading materials in their languages.
- ☞ Communities support their classes and volunteer teachers.
- ☞ Program leaders report regularly to appropriate government agencies and invite them to participate in special events relating to the program.



Case 3 ► Building confidence in new learners in India

The mass approach used in the National Literacy Program of India was not reaching some of the tribal communities situated in the interior areas of Udaipur district of South Rajasthan. To meet the needs of women in these areas, a special literacy program was organized by Astha, a voluntary organization, based in Udaipur.

Most of the women in the class had not attended school when they were children and therefore had no experience with reading and writing. Most of them had a fear of learning and a low self-concept. To build their confidence in their ability to learn to read and write, program organizers developed a **name game**. Each woman's name was written on a card and given to her. The women were asked to study the size and shape of their name as written on their card.

To play the game, everyone put their card in a pile in the center of the room. Then each woman was called to come and search for her name card. Surprisingly most of the women were able to recognize their own card on their first try. When the women were asked how they were able to recognize their own names, they pointed to the words and their shapes. Program facilitators explained to the women that they were already reading their name. With more practice, they were able to recognize other women's names as well. This process made them feel that it is not so difficult to read after all.

Another interesting learning aid was using the melody of a popular tribal song to learn consonants and vowels. In Devanagari script one has to add a symbol to a consonant to make it into a syllable. The women found this difficult to remember until they learned the song.

A third learning tool was based on the custom of many village women to draw patterns on the outside of their homes for Indian festivals. Program facilitators encouraged the learners to identify similarities between the symbols of the writing system and the shapes of different objects in their house and local environment. Connecting familiar shapes with the symbols enabled the women to write their symbols beautifully.⁸

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Good practices in this case study

- ☞ The facilitators used activities that built the women's confidence in their ability to learn.
- ☞ Learning activities were related to things from the learners' culture and from their everyday lives.

⁸ From Om Shrivistava, 1990



Case 4 ► Children's bilingual education in China.⁹



The Dong bilingual education pilot project was started for two reasons. One was that Dong children were doing poorly in the Chinese education system. Another was that community leaders were concerned that traditional Dong culture was being lost.

The project began and is supported through the cooperation of numerous individuals and groups. A respected Dong leader who is committed to maintaining his traditional language and culture initiated the program. He is supported by local Dong communities, an international NGO, local and provincial Education Commission officials, students at provincial tertiary institutions and a small funding agency. The first years of the project focused on developing reading materials in the Dong language, developing teaching materials and training teachers. Classes did not begin until program leaders were satisfied that initial preparations were complete.

Developing reading materials. At the first Dong writers' workshop, seventeen MT participants learned to write, illustrate and edit stories in their language. Later, three of the writers spent a month together writing stories for the first year of a two-year Dong-language pre-primary class. They based their stories on weekly themes that relate to Dong culture. The goal was to make the stories as familiar to the children's daily experience as possible.

The writers developed 160 stories for each of the first and second years of the MT pre-primary classes. They plan to produce an average of 60 stories per grade for the 6 grades of primary school and another 120 stories for independent reading.

Developing teaching materials. Lessons in the pre-primary classes focus on language learning, reading and writing, math, singing, art and physical education. All are taught, insofar as possible, with reference to the weekly Dong culture themes. The writers created a song for each of the eighty weeks of the two pre-primary years. Walking through one of the villages on any particular day, one can often hear children humming or singing one of these school songs. Even children too young for the pre-primary class sing the songs.

⁹ From N. Geary and P. Yongrong, 2001.



Selecting and training teachers. Shortly before the project was to begin, county education officials interviewed 19 potential teachers and selected seven of them. The teachers' educational backgrounds varied from 3 to 12 years in the national education system. To prepare for teaching in their MT, the trainees attended a four-week workshop in which they learned to read and write Dong. Although four weeks was not enough for them to become fluent, it did give them a good foundation on which they could continue learning.

Training trainers. Experienced Dong teachers who were selected as trainers attended Training of Trainers workshops. They then equipped the local people to plan the lessons, develop the reading materials and teach the children's classes.

Good practices in this case study

- ☞ A respected and visionary MT speaker initiated and continues to support the program.
- ☞ Program leaders made sure that preparations for the project were complete before they began classes.
- ☞ Many individuals and agencies cooperate to support the program. Local and provincial education officials have been actively involved in its design and implementation.
- ☞ Lesson content and reading materials focus on topics that are familiar to the learners and strengthen their appreciation for their heritage language and culture.



Case 5 ► Mobilizing a language community in Malaysia



The Kadazandusun language, spoken by about 750,000 people, is the largest minority language in Sabah, Malaysia. The language, which has many dialects, was strong until about 1963 when the government began promoting the use of Bahasa Malaysia as the national language. As a result of the emphasis on the national language, use of Kadazandusun began to decline.

During the early 1980s, some Kadazandusun speakers became concerned about the decline of their language. In order to preserve the language, a team of people began work on standardizing the dialects and developing a writing system. The Kadazan Cultural Association (KCA) Language Sub-Committee was formed to make decisions about the writing system. The KCA then conducted Writers Workshops to teach MT speakers to develop children's literature in their language.

Shortly after they published the children's books, the KCA began to ask the government for permission to teach Kadazandusun in local schools. Although the idea received some support from the Minister of Education, it was not until 1995 that a prominent Kadazandusun politician succeeded in having the language re-introduced into local schools.

Also in 1995, an official organization, the Kadazandusun Language Foundation (KLF), was established to monitor and coordinate language work.

KLF, whose staff are mostly members of the Kadazandusun community, recognizes that the MT speakers themselves must be involved in and support efforts to promote and preserve their language. KLF projects include developing linguistic materials and offering technical advice about developing the language, providing funding support for training programs, publishing MT literature, holding workshops and language competitions, establishing a Local Writers' and Illustrators' Network, providing translation services, preserving oral traditions and producing language learning software.¹⁰

¹⁰ From Lasimbang and Kinajil, 2000.



Good practices in this case study

- ⑥ The language community has established their own officially recognized language foundation for the purpose of strengthening and promoting their language.
- ⑥ The foundation is engaged in a variety of language development activities, including education.
- ⑥ The foundation works closely with local communities in its activities.



Case 6 ► Creating reading materials in India

A trainer for a minority language education program in India described the process for developing reading materials for the program.

What kind of literature did you need and for whom? We needed literacy materials, specifically for adults and young people who had finished their 6-month literacy class. The learners' reading abilities varied since some had previously had some reading and writing experience before joining the class while others were first-time learners. Our goals for literature production were to produce Beginner, Fluency and Bridging materials (Levels 1, 2, and 3).

How was the content selected? The writers, a local teacher and the supervisor, all of whom are MT speakers, selected the topics of the materials, based on their knowledge of the community and their own personal experiences. The trainer (not a MT speaker) brought in some materials from outside the area (information about AIDS and other health topics) which the language teacher and supervisor translated into the MT and adapted to the local context.

Who wrote the stories? Who did the pictures? Two writers' workshops were organized by the sponsoring NGO with the guidance of the Language Committee. The workshops were conducted in a local village. The purpose of the first workshop was to train the supervisor and language teacher as trainers. This workshop lasted for one week. The second workshop, held in a local government building in the village, lasted three days. The village head and an old lady, neither of whom are literate, came as resource people. The supervisor, language teacher, animators [facilitators] and members of the language committee wrote the stories. A local artist, also a MT speaker who lives in the same village, drew the pictures.

Who evaluated the literature? The supervisor and language teacher edited the written materials which were then checked again by the original writers. Several copies of each of the materials were distributed and tested in four villages with people from various walks of life. Their suggestions were incorporated into the materials.

How is the literature accepted in the community? People in the community pass the books from one to another and seem to enjoy reading them. They say that **"Once our language was dying but now it has been coming up again."** The testing period is not finished and we are still receiving more detailed feedback.¹¹

Good practices in this case study

- 🌀 MT speakers living in the community wrote, illustrated, edited and checked the materials.
- 🌀 A variety of resources (including the writers' own imaginations) were used to plan the content of the materials.
- 🌀 Training took place in the community.

¹¹ From H. Rajan, 2002.



Case 7 ► Building relationships with the community in India



A trainer from another part of the country and his wife lived in a minority language community for two years. Both of them were busy with their regular work during the days but they spent their evenings talking with a few young men from the village. Gradually the outsiders' relationship with these young men and with other village people grew. The young men and others in the village began sharing their concerns and told them about being exploited by people in the outside community. The young men talked about their desire to get the necessary knowledge and information that would free them from oppression and help them solve their problems.

The couple helped the young men initiate a few development projects, with support from an NGO and from the national government. These projects were good but they helped only a few people. So the husband and wife started thinking about projects that would help the entire village. They helped the young men organize a group that met twice a month to identify their problems and discuss possible solutions. Most of the resources for their projects came from within the community but the young men also learned how to access resources from the government. Having gained confidence in their own problem-solving abilities, the young men began to visit other villages to mobilize people to find solutions for their problems. The core group in the first village is aware of the role literacy can play in addressing their problems. They have expressed an interest in starting their own literacy program.¹²

Good practices in this case study.

- ☞ The trainers took time to build relationships with community members, listening to them and encouraging them.
- ☞ The trainers restricted their role to being facilitators and advisors; community members were entirely in charge of the activities.

¹² From A. Matthew, 2002



What can we learn from these case studies?

By grouping the good practices that have been identified in this chapter into categories, we can identify general principles for developing minority language education programs in Asia and the Pacific.

Planning the program

- ▶ The content of the program focuses on what the learners want to learn.
- ▶ The program helps learners gain competence in reading and writing in their MT *before* they begin learning to read and write the national language.
- ▶ MT speakers take the major role in developing their own teaching and reading materials. The materials are about topics that are familiar and important to the learners and affirm the learners' lives and their culture.
- ▶ Learning materials build on the knowledge and experience that the learners bring to the classroom situation and therefore help them build their confidence and ability to learn new ideas and skills.



The role of community members

- ▶ Respected community leaders take leadership in planning and supporting the program.
- ▶ The community establishes its own association or cooperative which takes responsibility for the program and for promoting other development activities. The association also develops relationships with agencies (government, NGOs, etc.) outside the community.
- ▶ Community members who are fluent speakers of the language are trainers, supervisors and teachers for their own programs. They create and edit MT reading materials.
- ▶ Communities within the language area work together to support their classes and volunteer teachers.



The role of trainers

- ▶ Trainers from outside the community build relationships with community members. They listen to people rather than telling them what they should do.
- ▶ They focus on the goals, problems and needs that the community members have identified.
- ▶ They take the role of facilitator and advisor; they do not take control of the program.
- ▶ They identify and equip community members for leadership as quickly as possible.



Support for the program

- ▶ A variety of agencies (NGOs, government, universities) support the minority language communities in developing and maintaining their programs.
- ▶ Local and provincial education officials help the community design teaching materials and support the program in general.
- ▶ Program leaders report regularly to appropriate government agencies and invite them to participate in special events relating to the program.



Conclusion

Thousands of programs like the ones described here have been established in minority language communities around the world. Although there are many challenges, these and other examples show that such programs are indeed possible. The remaining chapters of this manual provide specific information about the components of minority language education programs and suggestions for planning and implementing sustainable programs that serve minority language speakers.



CHAPTER THREE

Mobilizing the Community for Action



Introduction

When members of a minority language community want to develop an adult education program, one of their first priorities is to form an *implementation team* who will be responsible for planning and initiating the program. The team should be composed of *insiders* (MT speakers from the community, including facilitators, writers and others who will be involved in the program itself) and *outsiders* (advisors and trainers from outside the community). A good implementation team includes representatives from each of the population groups involved in the program: the learners themselves, facilitators, writers, trainers and supervisors and the outside advisors/trainers. Both groups of team members—insiders and outsiders—have their own roles. Community members need to think critically and creatively as they identify and analyze needs and plan the program. Outside advisors and trainers need to build relationships and learn from and about the community so they can provide information and suggest actions that are relevant and useful. This chapter focuses on learning about the community's current situation and about mobilizing community members and other stakeholders for action.

What is mobilization and why is it important?

Mobilization is concerned with learning about people's goals and needs and supporting them as they take action. If a community decides to establish an adult education program, the purpose of mobilization is to enable program leaders to:



- ▲ Collect and analyze information about the current situation in the community and identify the things community members want to change
- ▲ Learn about what is involved in establishing an education program that is suited to their particular situation (if this is what they want to do)
- ▲ Collect and analyze information they will need to plan and implement the program
- ▲ Identify and make the best use of resources, both within and outside the community
- ▲ Encourage cooperation and support, both within the community and from outside agencies

How do we analyze the current situation and identify needed changes?

The implementation team can use a variety of formal and informal activities to understand and analyze the community situation and the issues that are important to community members:

- ▲ **Community walks.** The team walks through the community, looking and listening as they go. They stop frequently to ask questions about what they see and hear, gathering information from a variety of individuals and households, identifying problems as well as potential resources.
- ▲ **Informal discussions.** The team asks individuals and groups of people to share their ideas and hopes for the community and describe the issues or topics that are important to them. These discussions take place informally, whenever and wherever appropriate.
- ▲ **Interviews.** The team uses a more formal method (including prepared questions) to encourage people to share their ideas and hopes and identify important topics.
- ▲ **Role-plays, skits, puppet shows.** If community members have identified an issue that can be dramatized, the team encourages them to do a skit, role-play or puppet show that describes their perception of the situation (especially helpful when the topic is about issues that may be too sensitive to discuss directly). After the performance, the team encourages the actors and others to discuss what took place and how the dramatization relates to their real life situations. The team can ask specific questions based on the performance and following discussion.



- ▲ *Participatory diagrams and graphics.* The team asks community members to create a diagram or other graphic that visualizes a particular situation in the community. When the community members are satisfied with their graphic, the team encourages them to identify the things they would like to change and the actions they think would be appropriate. The team asks them to describe the progress they have made so far and what still needs to be done. (*Annex 3.1* describes examples of different kinds of graphics.)
- ▲ *Information about other programs.* The team provides information about programs that have been established in other communities. If possible, community leaders visit an existing program and talk with program leaders or they invite the leaders to their own community to share ideas and suggestions. The team can also get samples of teaching and reading materials and show these to people in the community.

What other information do we need?

Before they begin planning the program, the implementation team should be aware of the variety of factors that may affect program sustainability. General categories of factors are listed below. *Annex 3.2* presents the categories in more detail, along with specific questions relating to each category.

- ▲ Demographic situation, geography and weather patterns within the language community
- ▲ Economic situation within the language community and nationally
- ▲ Social situation within the language community and nationally
- ▲ Political situation within the language community and nationally
- ▲ Community's culture and traditions
- ▲ Religious situation within the language community and nationally
- ▲ Languages spoken within the language area (in addition to the MT)
- ▲ Women's status and situation within the language community
- ▲ Status of the environment within the language area and nationally
- ▲ Education situation within the language community area and nationally
- ▲ Health within the language community area



What resources will we need to implement a sustainable program?

Minority language education programs that are sustained over time have learned to use resources creatively and wisely. Note that many of the resources listed below can be found within the community itself. Other resources may need to come from outside the community. A priority for the implementation team will be to identify and mobilize these resources.

- ▲ Space for classes, for training workshops, for meetings and for developing MT reading materials
- ▲ Community members who can provide leadership for the program, develop the teaching and reading materials, facilitate and supervise classes and assess program progress
- ▲ Other community members who know the traditional songs, poetry, rituals, legends and traditional knowledge and will share these with the writers and artists responsible for creating a written literature in the MT



- ▲ Other minority language communities, especially those with established programs, who can provide information and help with training
- ▲ Other resources that could be used to develop income generating projects to help fund the program
- ▲ Agencies and organizations both within and outside the language area:
 - Government agencies and NGOs that can provide advisors, consultants and trainers. They can also help the community link the basic education program with on-going education opportunities.
 - Universities that can help MT speakers develop their writing system and also help with training, research and evaluation.
 - Donor agencies that can provide funding for producing MT reading materials, for training and for preliminary research and on-going evaluation.
 - Businesses that can provide funding and materials. They can also provide jobs for community members who complete the program.



How do we inform and encourage insiders and outsiders to support the program?

Program leaders can use a variety of mobilization activities to encourage insiders and outsiders to support the program:

- ▲ Performing skits, dramas, traditional dances and other cultural performances, followed by sharing information about the program.
- ▲ Placing posters in the MT around the language area with information about the program.
- ▲ Asking respected, well-known leaders from the community to help initiate the program.
- ▲ Inviting leaders from inside and outside the community to attend graduation ceremonies, workshop closings and other program activities
- ▲ Distributing copies of MT materials with information about the program.



Case Study ► Mobilizing the language community for a language-wide program among the Quechua people in Ecuador.

In Ecuador, young Quichuan musicians traveled from village to village hosting educational *fairs*. They played traditional Quichuan music, performed short skits about rural life and put on puppet shows. Among the themes that were dramatized were the problems relating to illiteracy. At the end of each evening performance the visiting troupes asked villagers to discuss the relationship between what they observed in the songs and skits and their own lives. The purpose of the performances was to encourage villagers to form community-based organizations for literacy and development that would help them meet the specific needs they had identified.¹³

How do we identify and recruit people resources for the program?

Minority language education programs generally require the following staff:

- ▲ Facilitators
- ▲ Writers, artists, editors
- ▲ Trainers / supervisors
- ▲ Program coordinator
- ▲ Advisory committee

When programs are just beginning or are very small, individuals may need to fill several positions. For example, the program coordinator can also be supervisor and trainer. Facilitators can also write and edit MT reading materials (and perhaps even illustrate them). Experienced facilitators can also help with training.

Since minority language education programs begin in the learners' Mother Tongue, facilitators should be MT speakers of the language. In addition to speaking the same language, facilitators from the local community already have good relationships with the learners. They share the learners' knowledge of local history and events and are more likely to understand and share their problems and goals.



¹³ From Kleymeyer and Moreno, 1989, in Malone and Arnove, 1997. Page 40.



The implementation team can adapt and use the suggestions below for planning their own recruitment process.

Staff	Responsibilities	Qualifications
Facilitators	<ul style="list-style-type: none"> ▶ Help with preliminary research ▶ Help develop instructional materials ▶ Develop lesson plans ▶ Help develop graded reading materials ▶ Maintain classroom or other learning area; ensure that supplies are on hand ▶ Facilitate the classes ▶ Assess learners' progress ▶ Help train new facilitators 	<ul style="list-style-type: none"> ▶ From the local community and speak the MT fluently ▶ Literate in the MT (or able to learn to read and write the MT) and in the majority language ▶ Write the MT clearly and legibly ▶ Understand the learners' goals, needs and problems ▶ Respected in the community and acceptable to the intended learners
Writers	<ul style="list-style-type: none"> ▶ Help with preliminary research ▶ Help develop instructional materials ▶ Create, adapt, translate graded reading materials ▶ Help to edit reading materials ▶ Test and evaluate reading materials in the community 	<ul style="list-style-type: none"> ▶ Speak the MT fluently ▶ Live within the MT language area ▶ Literate in the MT (or able to learn to read and write the MT) and in the majority language ▶ Knowledgeable about the traditional culture ▶ Recognized as a good story teller ▶ Respected in the MT community
Editors	<ul style="list-style-type: none"> ▶ Check, test, suggest changes for MT reading materials ▶ Test and evaluate reading materials in the community ▶ Help develop instructional materials 	<ul style="list-style-type: none"> ▶ Fluent in the MT ▶ Literate in the MT (or able to learn to read and write the MT) and in the majority language ▶ Knowledgeable about the traditional culture ▶ Supportive, respectful of others ▶ Respected in the MT community
Artists	<ul style="list-style-type: none"> ▶ Illustrate MT reading materials and instructional materials 	<ul style="list-style-type: none"> ▶ Know the local community and local culture well ▶ Able to create illustrations that correctly portray the local community and are understood and appreciated by MT speakers
Trainer	<ul style="list-style-type: none"> ▶ Help with developing instructional materials ▶ Plan and facilitate pre-service and in-service training for facilitators, writers and other staff 	<ul style="list-style-type: none"> ▶ Fluent in speaking, reading and writing the MT and majority language <i>OR</i> able to communicate with MT speakers in another, shared language ▶ Experience in facilitating adult classes ▶ Works well with others ▶ Respected in the community
Supervisor	<ul style="list-style-type: none"> ▶ Help with developing instructional materials ▶ Supervise facilitators; discuss their strengths and problems with them; demonstrate new methods; help with problem-solving ▶ Help facilitators with record-keeping, ordering supplies ▶ Identify additional (in-service) training needs ▶ Meet with community; get their input on program strengths and weaknesses ▶ Help with training 	<ul style="list-style-type: none"> ▶ Fluent in speaking, reading and writing the MT and majority language ▶ Experience in facilitating adult classes ▶ Works well with others ▶ Respected in the community



Staff	Responsibilities	Qualifications
Advisory Committee	<ul style="list-style-type: none"> ▶ Help to mobilize the language group (includes encouraging local communities to build and maintain classrooms) ▶ Help to mobilize outside agencies to support the program ▶ Help to assess learning needs ▶ Help identify funding sources, raise funds for the program within and outside the community, make decisions about the use of funds ▶ Help coordinator make decisions about the program (approving facilitators, planning for program expansion) ▶ Provide direction for the program; support the coordinator 	<ul style="list-style-type: none"> ▶ Live in the language area ▶ Either a member of the minority community or familiar with it ▶ Demonstrate support for minority language education in general and specifically for the particular program ▶ Able to work with program staff, especially the coordinator
Coordinator	<ul style="list-style-type: none"> ▶ Administer the program ▶ Be responsible for finding, allocating and reporting on resources (including funding) ▶ Liaise with / mobilize agencies within and outside the community ▶ Help with training, supervision ▶ Be responsible for regularly evaluating and reporting on the program ▶ Work with the Advisory Committee to make decisions about the program 	<ul style="list-style-type: none"> ▶ Fluent in speaking, reading and writing the MT and majority language ▶ Respected within and outside the community ▶ Relates well to people outside the community, including government officials ▶ Ideally, has an education background

Conclusion

Mobilization for an adult education program in a minority language community begins with learning from community members about their goals, needs and problems. It involves finding and recruiting the best people, both from within and outside the community, to plan the program and take leadership in supporting and maintaining it. Once the community's goals and needs are known and the people are recruited, mobilization focuses on building a vision and a team. Ideally, then, *mobilization*, continues throughout the life of the program.



Using Graphics for Mobilization Activities

Following are examples of the types of graphics that community members can create.¹⁴

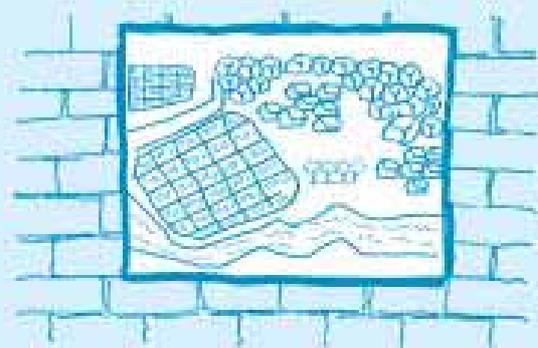
Maps

Household Maps display all the houses in the community. This activity can lead to discussions about family size (number of people living in each house), access of homes to water sources, latrines, state of housing, etc.

Agricultural Maps display the location of different crops. This activity can lead to discussions about technology (traditional and modern) or the level of productivity.

Natural Resource Maps identify locations of water sources, forests/firewood and other resources. This activity can lead to discussions about environmental issues and of access to or control of natural resources.

Land Tenure Maps display the ownership of land. This activity can lead to discussions about community members' ability to acquire land and to use it for their own purposes.



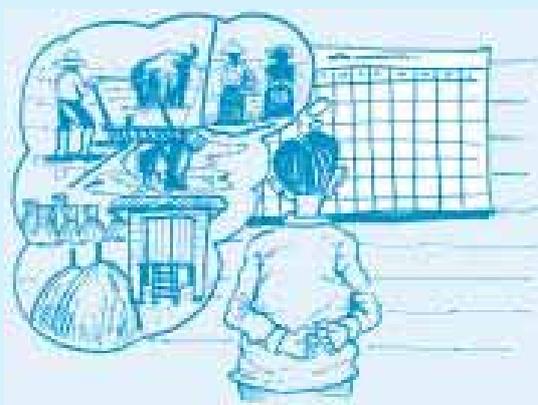
Calendars

Rainfall Calendars display climate patterns and trends. This activity can lead to discussions about agricultural work and about the affects of droughts, floods, other weather on the community and also of survival and rebuilding achievements.

Agriculture calendars display different agricultural activities (e.g., clearing, planting, weeding, fertilizing, harvesting, storing, selling) that take place throughout the year. This activity can lead to discussions about the efficiency of current methods.

Gender Workload Calendars display the main activities of men and women plotted through the year. This activity can lead to discussion of gender roles.

Health Calendars display local illnesses and their relative occurrence through the year and the ways that the community deals with these problems. This activity can lead to discussions about why different illnesses occur at different times, methods to prevent them and about access to health care, and also of traditional remedies.



¹⁴ Adapted from David Archer and Sara Cottingham, 1996.



Income & Expenditure Calendars display financial patterns of a typical family through the year. Others can display the different sources of income and expenses. This activity can lead to discussions about who controls money in the family, ways to save money so it is available when it is most needed.

Charts

Crop Charts display the different kinds of crops. This activity can lead to discussions about land use, fertilizer use, cost and benefits of different crops.

Health Charts describe the treatments community members use for different illnesses (e.g., herbs, medicine, traditional healer, hospital). This activity can lead to an analysis of the different causes of illness and a comparison of different treatments; it can also lead to discussions about access to health treatment and the quality of treatment that is available.



Credit Charts list the sources of credit that are available in the community (e.g., family, friends, money-lender, credit union, bank) and the ways that people make use of these sources. This activity can lead to discussions about the adequacy of credit, fairness of current schemes, exploitation by money-lenders, other possibilities.

Household Decision Charts display the contributions of different family members to decision-making in the home. This activity can lead to discussions about the degree to which spouses participate in discussing, planning and carrying out decisions in different areas of household life.

Diagrams

Chapati Diagram of Organizations represent all the organizations within the community and external organizations with influence. This activity can lead to discussions about the benefits of existing organizations and whether new organizations are needed.

Diagram of Informal Power Relations explores the power relationships within the community and between the community and outsiders. This activity can lead to discussions about the costs or benefits of existing relationships to all the parties involved.



Other Techniques

Timelines show a history of the community, family or individual. This activity can lead to discussions about positive and/or negative trends.



Categories of Information for Planning a Minority Language Program

The implementation team can use the information below to help them plan their program.

Information about the population, geography, climate

- ▶ Size of the language area
- ▶ Number of people in the minority group who live within the language area (by age and gender)
- ▶ Population group for whom the program is planned (adults, youth, women only, men only, etc.)
- ▶ Location of towns, schools, health and other government services, markets and other resources within the language area or their distance from the language area
- ▶ Availability of transportation to different places within the language area
- ▶ Weather patterns, especially rainy and dry seasons or hot and cold seasons

Questions:

- 🔔 *Who are the intended learners (population group)? Will the education program be large enough to reach all of them?*
- 🔔 *Are there certain times of the year when people cannot take part in the program because of the weather?*
- 🔔 *Will the program be able to expand to intended learners in the more remote parts of the language area?*



Information about the economic situation

- ▶ Economic status of the community in general
- ▶ Employment opportunities within and outside the community
- ▶ Technologies available within the community and people's ability to use them
- ▶ Relationship with outside markets, especially community members' perceptions of the way they are treated in their transactions



Questions:

- 💡 *How will the community support the program?*
- 💡 *How can the program help community members increase their productivity? How can it help them gain the specific skills they need to increase their income?*
- 💡 *How can it help the learners' function with confidence in the cash economy, if that is their wish?*



Information about the social situation

- ▶ The way that individual members of the language group organize themselves and relate to one another; the way leaders are chosen and the way they lead
- ▶ The status of women and men, girls and boys in the language group
- ▶ The amount of volunteerism and group service within the community
- ▶ The kinds of formal organizations that already exist within the community, their purpose and the ways they are supported and maintained.
- ▶ Relationships between community members with government agencies and NGOs. Community members' perceptions of the helpfulness of government agencies and NGOs.

Questions:

- 💡 *Will community members work together to support the program if they see that it will benefit the community in general? Will recognized local leaders be willing to take leadership of the program?*
- 💡 *Will people volunteer as teachers, writers, etc.? If not, what kind of material reimbursement for their time and energy will they require?*
- 💡 *Can women and men learn together or will they need separate classes? Can men teach women or women teach men? Can younger people teach older people?*
- 💡 *Is the traditional social system changing? If so, how will the changes affect the adult education program? Can the education program support the changes desired by the community?*
- 💡 *Should the new program be integrated with existing programs? Should existing organizations be asked to sponsor the new program?*
- 💡 *Do community members trust outsiders enough to work with them? Will the outside agencies be prepared to help the community with the program?*



Information about the political situation

- ▶ Individuals and/or groups within the language community that are in positions of power
- ▶ Political support for minority languages and minority language education at the national, regional, state and local levels
- ▶ Community members' satisfaction (or dissatisfaction) with their relationship with the wider society; their participation in decisions about issues that affect them.

Questions:

- 🔔 *What knowledge of the political situation do people already have and what do they want and/or need? Are they aware of their legal rights as a minority group?*
- 🔔 *Will the government and others in power support the community's minority language education program?*
- 🔔 *How can the education program help the community relate more effectively to the majority society?*



Information about the community's culture and traditions

- ▶ Descriptions of the ways that children, young people and adults traditionally learn new things
- ▶ Traditional values that are important to community members
- ▶ Traditional oral literature

Questions:

- 🔔 *Does the community want the program to include a focus on their cultural heritage? Which parts do they want included?*
- 🔔 *Are there songs, poetry, wise sayings, jokes, riddles and other things from the traditional oral literature that could be put into written form?*
- 🔔 *What traditional approaches to teaching and learning can be used in the program?*
- 🔔 *Are there certain community ethics and values that need to be part of the program?*



Information about the religious situation

- ▶ Religious beliefs that are important to the community or specifically to the learners
- ▶ Any taboos relating to religious beliefs

Questions:

- ☀ *Are there ways of teaching or lesson content that might go against the religious beliefs of the community?*
- ☀ *Are there certain times that some people would not be allowed to attend classes because of their religion?*
- ☀ *Are there certain religious rules that might affect the way the program is planned?*



Information about the language and dialect situation

- ▶ Community members' feelings and attitudes toward their language and the majority language(s)
- ▶ The degree to which people in different dialects of the language can understand each other
- ▶ The dialect (or dialects) which might be the best choice for starting the education program
- ▶ Existence of a writing system; acceptability of the writing system
- ▶ Languages used within the community (in the home, between parents and children, among adults, in religious ceremonies, among children at play, etc.)
- ▶ Languages used by MT speakers outside the community (at work, at school, in religious ceremonies; at the market, etc.)
- ▶ Uses of literacy (in any language) in the community

Questions:

- ☀ *Do MT speakers understand the benefits of using their MT in the education program? Do they also want to learn in another language?*
- ☀ *Do people think their own language should be used for certain topics? If so, which ones? Are there other topics they want to learn in the majority language?*
- ☀ *Does the language have a writing system? If so, is it acceptable to most MT speakers?*



Information about women's situation

- ▶ How do women participate in decision-making in the home? in the community?
- ▶ How is responsibility for controlling resources shared between men and women in the home? in the community?
- ▶ How is household labor divided between husband and wife?

Questions:

- 🔔 *How can the program help to empower women? What knowledge and skills do they need in order to increase their status in the home and community?*
- 🔔 *How can the program help men be more supportive of women in the home and community?*



Information about the environment

- ▶ Status of the environment with respect to water, forests, air, soil
- ▶ Community members' awareness of the environment and of what they can do to improve and maintain it
- ▶ Situation in the community regarding sanitation (use of latrines; location of latrines with respect to water sources; animal maintenance, etc.)
- ▶ Perceptions of the impact of commercial logging, mining, fishing, etc., on the environment; community's relationship with outside logging, mining, other business enterprises
- ▶ Use of pesticides and fertilizers

Questions:

- 🔔 *What environmental topics should be included in the education program?*
- 🔔 *If there are outside companies exploiting the environment, can the program help community members communicate their concern for the environment to the company, to the government and others?*
- 🔔 *If people are unaware of government policies on protection of environment and wildlife due to illiteracy, could these policies be translated into the MT and included in the curriculum?*
- 🔔 *Are people aware of the dangers of pesticides and overuse of fertilizers?*



Information about the education situation

- ▶ Percentage of people in the community that are literate in the local language; in the majority language
- ▶ Attitude towards education for different segments of the population (children, youth, adults, older people, females, males)
- ▶ Educational goals—the reasons that people give for wanting the education program
- ▶ Opportunities for on-going education for people who have completed the community program.

Questions:

- 💡 *Why do people in the community want an education program? How do they think that the program can help them individually and as a group? How do they think it will help them achieve their goals?*
- 💡 *How will people in the community continue learning once they have completed the program? Are there programs in the formal or non-formal systems that they can enter? What are the requirements for getting into these programs (literacy in the majority language? a specified reading level? specified ability in math?)*
- 💡 *What resources for on-going learning are available within the community? Is there a community learning center? a local library?*



Information about the health situation

- ▶ General health of the community in general and of specific groups (for example, infants, children, new mothers, the elderly)
- ▶ Specific health problems (for example, malaria, AIDS, lack of sanitation, unsafe drinking water)
- ▶ Access to health care facilities; quality of the facilities; degree to which community members use the facilities.
- ▶ Traditional knowledge and practices relating to health care; safety and effectiveness of traditional practices that are still used
- ▶ Life style problems (for example, use of alcohol, tobacco, drugs; sexual promiscuity)
- ▶ Knowledge and practices in caring for children; physical and social well-being of children in the community
- ▶ Knowledge and practices relating to family planning



Questions:

- 🔔 *Which traditional health issues and practices should be included as topics in the education program? Who can help with teaching these topics?*
- 🔔 *Are there agencies working in the community that can help? Are there health materials that can be adapted and/or translated into the MT and used as reading materials?*
- 🔔 *Are there any health topics that are taboo? If so, how will people get necessary information about them?*



Who should be involved in developing the writing system?

People from within and from outside the language group need to work together to develop the writing system. The MT speakers of the minority language are the true *experts* in the language. However, developing a writing system requires technical expertise that may not be available within the minority language community itself. Therefore, a **Language Committee** that takes overall responsibility for the process should usually include the following people:

- ▲ Fluent MT speakers who are not literate. They know the best ways to express different ideas in their language, even if they cannot read and write. They know how to pronounce words correctly and how to put the words together to make good sentences, questions or commands. They may not be able to say exactly why their language works as it does, but their knowledge of the language makes them valuable members of the committee.
- ▲ Fluent MT speakers who are literate in another language. MT speakers who know their own language well and who have also learned to understand, speak, read and write one or more majority languages will also be key members of the committee. In fact, they usually have the most influence when it comes to making decisions about how the language should be written.
- ▲ Language specialist. A person with knowledge and training in languages will be an important resource for the committee. The specialist can help committee members identify the important features of their language that need to be represented in the writing system. The specialist can then suggest symbols or letters that the committee can choose to represent the important features. For example, if the committee decides to use symbols from a neighboring language or from the national language, the specialist can help them think about which symbols to choose. If the committee decides to create new symbols for their language, the specialist can help them do that. Once the committee has produced a tentative writing system, the language specialist can help them develop a plan for testing it.
- ▲ Government representative. Some national governments have policies on developing writing systems for minority languages. A representative from the appropriate government department can provide the committee with information about these policies.
- ▲ People from neighboring languages. MT speakers from related languages can be valuable resources for the Language Committee, especially if they have already gone through the process of developing their own writing system.
- ▲ Other community members. If the community is planning an education program, the people who will be involved in the program (facilitators, writers, trainers) will also be valuable members of the committee.

The following example describes the process in which a language group in Australia developed their writing system.



Case study 4.1 ► Developing a writing system in Australia

Leaders of the language community held a 3-day workshop to develop a writing system in their language. They invited many literate and non-literate MT speakers to participate.

The workshop organizer, who was a language specialist, divided workshop participants into teams. In each team, the organizer asked the older, non-literate participants who were fluent MT speakers to help their younger literate team members learn the proper pronunciation and meaning of different words in the language.

To help the committee make decisions, the workshop organizer wrote a word from the language on the chalkboard, using letters he thought might work to spell the word. The participants discussed that spelling and suggested their own alternatives. They discussed the advantages and disadvantages of each alternative until they reached an agreement on which letters to use. They did this until they had chosen letters to represent all the important sounds of the language except one. Some people thought this final sound should be written one way; some thought it should be written another way. The committee decided that MT writers should use both ways until the committee made a final decision.¹⁵



What things should we think about as we develop a writing system for our language?

Since each language group's situation is unique, there are no specific *rules* for developing a writing system. There are some general guidelines, however. These are listed below, along with some questions and comments that relate to each point. As noted above, if at all possible, a language specialist should help the Language Committee answer the following questions:

1. Will the writing system be acceptable to Mother Tongue speakers of the language?

Do MT speakers of the language already have ideas about how their writing system should look? For example, do they want it to look like the national language? Do they want it to look like a neighboring language? Do they want their own, unique writing system?

The first thing the Language Committee should do is to talk with MT speakers throughout the language area, to learn their opinions about how their writing system should look. Later, when a tentative writing system has been prepared, the Language Committee should test it carefully to make sure that it is satisfactory to as many people as possible.

¹⁵ Adapted from Wrigley. 1991. pages 19–24



Does the language have more than one dialect? If so, can all the dialects use the same writing system? If some of the dialects have sounds that other dialects do not have, will the Language Committee need to find different symbols for those dialects?

Selecting a single writing system might make it possible for all the dialect groups to use the same teaching and reading materials. However, if the dialects are very different, one writing system may not work for everyone. Developing writing systems for each dialect means that each one will need to develop their own materials which will be more expensive and take more time.

If the language has many dialects, the most important thing to remember is that representatives from each of the dialect groups should participate in decision-making about the writing system. A great deal of discussion and compromise will be needed to find solutions that are acceptable to all the dialect groups. The example below shows how a Southeast Asian language group with multiple dialects dealt with their situation:

Case study 4.2 ► Developing a writing system for a language in Southeast Asia

A large minority language in Southeast Asia has many dialects. Some dialects are similar but others are quite different. Representatives of the dialects held a workshop to decide if the writing system that had been established for one of the dialects could be used by all the others. They discussed the differences in the ways each dialect group speaks the language. Each dialect group studied the existing writing system to see if it would represent the sounds of their particular dialect. They realized that they would need to add several new symbols to the existing writing system so that it would represent all the dialects adequately.

A language specialist, who was also a MT speaker of one of the dialects, suggested that they could use symbols from the official language writing system for the additional sounds. However, the representatives did not want to use those symbols.

Two representatives of a neighboring language group that already had a writing system were also at the workshop. They explained how their writing system solved a similar problem. Participants studied the writing system of the neighboring language. Eventually they agreed to choose the symbols from the related language group rather than from the official language. *"The neighboring language is like ours,"* said the participants. *"This choice is close to us and looks right for our language. That's why we like it best."*

Has another writing system already been developed for the language? If so, does it represent the language well or is a new system needed? If mother tongue speakers feel they need to develop a new writing system, will it cause trouble with the people who are used to using the old one?



If another writing system has already been established, there may be people who are strongly attached to the old system and will resist anything new or different. The Language Committee will need to test the different possibilities carefully before they make decisions on this issue. As many MT speakers as possible, representing all the different opinions, should take part in the testing process.

The language group in the example below had to choose between three different writing systems, each in a different script:

Case study 4.3 ► Decision-making in a language with three writing systems

A minority language in South Asia had three writing systems. Each writing system used a different script. To help decide which script to use, the Language Committee produced a test to learn which of the three scripts was preferred by MT speakers.

One day some of the committee members were in their office when an elderly MT speaker came to see what they were doing. While the committee members worked at their desks, the old man noticed three stacks of papers sitting on a table. Each of the three stacks of papers had the same locally familiar story printed on them but each one had been printed using a different script. One story was in the national language script. Another was in an ancient script that had originated in a neighboring country. The third was in a modern version of the ancient script. Of the three scripts, the Language Committee was sure that the ancient script was, by far, the most difficult to read.

The old man looked carefully at each of the three papers. Then, with a satisfied look on his face, he picked up the story in the ancient script, sat down and read it.

The Language Committee realized they needed to test the three versions with many more members of the minority community to find out if the old man was one of many—or one of only a few—who preferred the ancient script.¹⁶



¹⁶ D. Watters, 2001, personal communication



2. Will the script be acceptable to the national government?

Does the government have a policy about the script that should be used to write minority languages?

Some governments want minority languages to use the same script as the national or official language. Other governments do not have policies or rules on the use of scripts. Even if there is no policy, some minority groups have found that for political reasons, it is wise to use the same script that is used for the national or majority language.



3. Will the writing system represent the important features of the language accurately?

How will the Committee represent consonants, vowels, and semi-vowels clearly and consistently? How will they represent other features (for example, stress and tone) that may be necessary for reading and writing the language?

This is where a language specialist can be most helpful to the committee. The specialist can help them identify which features of the language need to be represented and which do not. Then the specialist can help the committee think about possible ways to represent the different features and to consider the possible outcomes of their decisions.

Are there important parts of the language that are not found in other related languages? If so, what symbols can the Committee choose to represent those parts?

Sometimes a Language Committee decides to use the majority language writing system as a model for developing their own writing system. As they compare the sounds in the two languages, they may find that the majority language has some sounds that are not in their own language.

The Language Committee may also identify sounds in their language that are not in the majority language. When this happens, the Committee may decide to choose one of the un-used symbols from the majority language to represent the sound that is unique to their own language. Or, they may decide to borrow a symbol from a neighboring language. A third choice would be to create their own new symbol.



4. Will MT speakers who are just learning to read and write be able to learn the writing system?

Will the writing system be helpful for MT speakers who want to read and write their language?

The Language Committee should use only as many symbols as are absolutely necessary to represent the important features of their language—neither too many nor too few. Having *too many* symbols (that is, some important sounds are represented by more than one symbol) makes it difficult for MT speakers to learn to read their language. Having *too few* symbols (that is, some important sounds are not represented at all), makes the language difficult to write.

5. Will the writing system help MT speakers transfer to and from the national language?

Will literate mother tongue speakers be able to transfer from their own language into the language used for formal and non-formal education or for work? Will MT speakers who had learned to read in the majority language be able and motivated to transfer back into reading and writing their MT?

Some minority language groups have little or no access to written materials in the majority language except in government schools. In this case, MT speakers may want their writing system to be similar to the majority language. This can make it easier for MT speakers who have learned to read and write in their own language to become literate in the majority language as well. Some minority groups live in areas where majority language materials are easily available and new literates are familiar with the majority language writing system. In this case, MT speakers may want their language to look different from the other language, especially if they are able to create their own MT literature (*Chapter 7*).



6. Will the minority language community be able to create written materials in their language using the technology that is available to them?

Will the community be able to use their existing technology to create MT teaching and reading materials?

Computer technology has made it much easier to produce written materials in many languages. If computers are available to them, MT speakers may want to choose symbols that can be written on computer. If they decide to use symbols that are not available on their computers they will need to get software that can create the symbols and they will need to find people who know how to use the software.

If computer technology is not available, the MT speakers will need to produce their teaching and reading materials by hand, at least at first. However, as their program grows, they will need to use more sophisticated technology. For that reason, they should think about the future as they are making decisions about the symbols for their writing system.



How do we equip the Language Committee to develop their writing system?

Following are some general suggestions for helping a Language Committee develop their writing system. Hopefully, a language specialist will help the Committee adapt these ideas to their own situation.

- 1) Plan and conduct surveys to get opinions from a variety of MT speakers about their potential writing system.
- 2) Get information from another language group that has gone through the process of developing a writing system for their own language.
- 3) Collect samples of materials that have already been written in the language. Try to find examples that show the different ways that people may have written the language in the past.
- 4) If the community wants to use a writing system from another, related language as a resource for developing their own writing system, identify the sounds that are the *same* in both languages. Then identify the sounds in their own language that are *not* found in the other language.
- 5) Prepare a list of symbols they can *borrow* from the other language; then prepare a list of options for symbolizing the sounds that are unique to their own language.
- 6) Plan a workshop for making initial decisions about the writing system. Invite representatives from the language group (including from the different dialects), from the government and from neighboring languages. Explain the options and encourage input from all the participants. Then encourage the MT speakers to make preliminary decisions about which symbols to use. This will be the *tentative* writing system.
- 7) Prepare materials and a plan for testing the tentative writing system. For *formal* testing, develop short texts with alternative ways of writing (that is, write the same text using each alternative, as in *Case Study 4.3*). For *informal* testing, encourage MT speakers to read and write the MT as much as possible and ask them to identify the things they do and do not like about the tentative writing system.
- 8) Prepare a summary of the testing results.
- 9) Plan a follow-up workshop, inviting the language specialist and representatives from the language community. Encourage participants to use what was learned in the testing to confirm or change their earlier decisions.



Conclusion

Writing systems are not developed quickly. They take time and patience, dialogue and compromise. As soon as preliminary decisions are made, a wise Language Committee encourages as many MT speakers as possible to begin writing as much as possible in their language. It is through *using* the tentative writing system that people identify its strengths and weaknesses. And it is through participating in decision-making, that people make the writing system their own.



ANNEX 4.1

Alphabet Design — Developing a Sound List

From Nicholas Faraclas. (1987). *Developing or revising alphabets*. In Malone, Susan (Ed.) *Developing Tokples Education Programs in Papua New Guinea*. Ukarumpa, Papua New Guinea: Summer Institute of Linguistics

[This procedure was developed for use with Roman-based scripts (the script used for writing English, Spanish, French, Dutch, Vietnamese, and others). If the majority language(s) closest to minority community area uses a non-Roman script, the procedure below will need to be modified.]

1. To design or revise an alphabet, you may need a linguist or another person trained in *phonetics* (writing symbols for any sound) and *phonemics* (writing symbols only for the sounds that contrast, that is, make a difference in meaning). You will probably need to use the International Phonetic Alphabet (IPA) to describe sounds. If that is not possible, you may be able to use the alphabet of a language that you know, if it obeys the Alphabet Rules in *Step 7* of this section.
2. Find someone in the community who knows the language well and who is well-known for speaking the language clearly. Have the person tell you how to say each word on a *Word List* (a list of basic words in the language, anywhere from 100 to 300 words). Write each sound of each word just like the person says it. Avoid words that may have been borrowed from another language.
3. Find another good speaker of the language who speaks clearly to check the sounds that you have noted for each word on the Word List. Note any differences between how the two speakers said each word.
4. Now make a sound list. It should have 6 columns.
 - ▶ In *column 1*, list all the sounds found in all the words on the Word List. Try to list similar sounds near each other.
 - ▶ In *column 2*, write all the words where each sound in column 1 came at the beginning of a word in the Word List.
 - ▶ In *column 3*, write all the words where each sound in column 1 came in the middle of a word, but at the beginning of a syllable.
 - ▶ In *column 4*, write all the words where each sound in column 1 came in the middle of a syllable.
 - ▶ In *column 5*, write all the words where each sound in column 1 came in the middle of a word, but at the end of a syllable.
 - ▶ In *column 6*, write all the words where each sound in column 1 came at the end of a word.



Sound List (using examples from Tok Pisin, a Creole language in Papua New Guinea)

All Sounds	Word beginning	Word Middle 1	Syllable middle	Word Middle 2	Word end
a	as	goap	mak	ranawe	stoa
e	em		sem	meri	gude
i	inap	isisi?	tit	hariap	sori
b	banis	wokabaut	/	/	/
d	dok	tudak	/	/	/

5. Now make a *Contrastive Sound List* using 3 columns.

- ▶ a contrastive sound column
- ▶ a non-contrastive sound column
- ▶ a problem sound column

(Contrastive sounds show the difference in the meanings of words. *Minimal pairs* are words that show that sounds are contrastive. An example in English is /pin/ "a small round thin pointed piece of metal with a round or flat head, used in sewing" and /pit/ "a deep hole in the ground". Non-contrastive sounds are sounds that do not show differences in the meanings of words. For example, also in English, the sound represented by the letter /a/ in the word /pass/ "a ticket or permit" is pronounced like the /a/ in "father" by British speakers of English but like the /a/ in "bat" by American speakers of English; the difference in pronunciation does not change the meaning of the word, so it is written the same.)

6. Answer these questions and put each sound in the proper column of the Contrastive Sound List.

- ▶ Can the sound show the difference in meaning in a minimal pair of words? (If YES, it is a contrastive sound. If NO, go on to the next question.)
- ▶ Can the sound always replace another sound in a word without showing a difference in meaning? (If YES, one of the 2 sounds is non-contrastive. If NO, go on to the next question.)
- ▶ If the sound is similar to another sound in *column 1* of the Sound List, is the sound found in the part of a word or syllable where the other sound is not found? (If YES, one of the two sounds is non-contrastive. If NO, go on to the next question.)
- ▶ If the sound is similar to another sound in *column 1* of the Sound List, is the sound found near some sounds that the other sound is never found near? (If YES, one of the 2 sounds is non-contrastive. If NO, go on to the next question.)
- ▶ Have all the sounds in *column 1* of the Sound List been written either in the contrastive sound column or the non-contrastive sound column of the Contrastive Sound List? (If YES, go on to *Step 7*. If NO, you need to go back and sit down with a good speaker of the language and try to find new words to use to answer the first four questions.)



7. Find a letter for each contrastive sound in the language, using these Alphabet Rules. (There is no need to find letters for the non-contrastive sounds.)

RULE 1: There should be a separate and different way to write each contrastive sound in a language. Each contrastive sound should always be written in the same way wherever it is found.

RULE 2: As much as possible, the letters that are chosen should be those that the people who speak the language are used to seeing written in other languages in their area. The alphabet should match neighboring alphabets so that neighboring communities can learn to read and write each others' languages.

RULE 3: The letters that are chosen should be as easy as possible to teach, to learn, to read, to write, to type, and to print. Letters should be chosen in this order:

FIRST CHOICE: If the sound is contrastive in the official language or in nearby languages, use the letter for the sound from the official language or nearby languages, if this letter obeys *Rules 1* and *2* in that language.

SECOND CHOICE: If the sound follows a regular pattern, try a Spelling Rule (Example: writing double vowels for long vowels.)

THIRD CHOICE: Try to use two or three letters in a group to write the sound (a "digraph" or "trigraph".)

FOURTH CHOICE: Try borrowing the symbol used for a similar sound in a neighbouring language, but put a dot under the borrowed symbol.

Contrastive Sound List

(using examples from Tok Pisin, a Creole language spoken in Papua New Guinea)

Contrastive Sounds	Non-Contrastive Sounds	Problem Sounds
/p/, /b/ pik "pig"/ bik "big"	/pik/ pronounced as in English "peek" or "pick" does not change the meaning of /pik/ in Tok Pisin	
/s/, /t/ sok "chalk"/ tok "talk"	/sok/ pronounced as in English "soak" or "choke" does not change the meaning of "sok" in Tok Pisin	

Finally, an Alphabet Book should be written. There are two reasons for developing an alphabet book:

- ▶ To give members of the Literacy Committee a clear idea of how you think the language should be written so that they can talk about it, correct it, change it, and approve it;
- ▶ To give the literacy teachers and other members of the community a guide to use for spelling the words of their language.



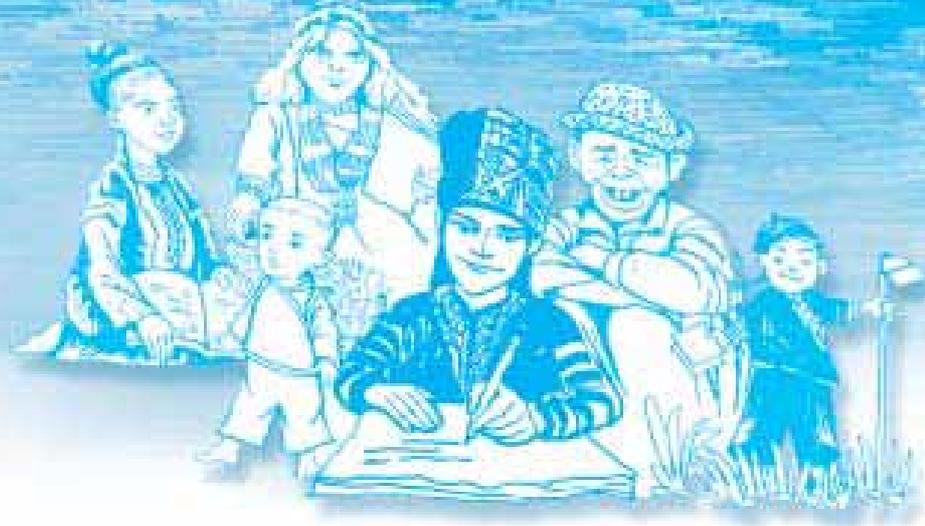
An Alphabet Book may be written either in the official language or, if possible, in the language of the community. You can write the Alphabet Book clearly by hand or you can have it typed. Do not make many copies of the Alphabet Book until it is approved by the Literacy Committee.

An Alphabet Book has at least 7 pages:

- Page 1* : An introduction page explaining the purpose of the book and that the book is a trial edition
- Page 2* : A list of all the letters in the alphabet of the language with examples of words starting with or using each letter
- Page 3* : A list of all the consonants in the alphabet with examples and with an explanation of special types of consonants and special rules for writing consonants
- Page 4* : A list of all the vowels with examples and with an explanation of special types of vowels and special rules for writing vowels
- Page 5* : A list of syllable types, with examples and special explanations, and a list of pitch classes with examples and special explanations
- Page 6* : A guide for dividing words and for spelling borrowed words
- Page 7* : A short list of words spelled with different letters of the alphabet



Identifying Learning Needs



Introduction

The purpose of adult education programs is to help learners gain the knowledge, skills and confidence they need to achieve their goals, meet their needs and solve their problems. Indeed, when adult learners stop attending classes, it is usually because they are too busy to waste their time on something that does not seem to be helpful to them. Before discussing the processes of developing teaching plans (*Chapter 6*) and reading materials (*Chapter 7*), therefore, this chapter focuses on discovering what it is that the learners themselves want to learn.

How do we identify *learning needs*?

There are two general guidelines for identifying learning needs that apply both to minority and majority language communities: 1) the people who collect the information—the researchers—should be familiar with and understand the learners' daily life situations, and 2) they should use participatory methods that encourage the learners to express their thoughts freely.



An additional rule for assessing learning needs in *minority* language communities is that the researchers should be MT speakers of the language. Outsiders can also be involved but their focus should be on training the community members who will collect the information and on helping them use what they learn to plan the adult education program.

The first step, therefore, is to identify the MT speakers who will make up the research team. The team can then develop their plan for identifying learning needs. Below are several methods that can be used.

- ▲ **Community walks** to observe the learners in their everyday activities and interactions. The walks should be followed by interviews to ask learners about what was observed.
- ▲ **Interviews** with the future learners, individually or in groups, using open-ended questions or pre-planned questionnaires
- ▲ **Home visits** to observe the learners' living conditions and talk with them informally
- ▲ **Skits, role-plays and puppet shows** in which participants act out situations, problems and needs. (This can be especially helpful if participants are reluctant to bring up certain topics in a public discussion. If the issues are sensitive, it may be best to do these activities in a home or other private location.)
- ▲ **Reports** from previous programs or other written materials that provide more information about the community

What kinds of questions can we use that will encourage learners to share their opinions?

The way that researchers ask questions can either encourage people to express their feelings freely or make them afraid to answer at all. The following questions encourage thoughtful responses:



- ▲ **Open-ended questions.** These encourage the learners to share both their observations and their opinions about their situation. Example of an open-ended question: *"If women in this community could change something about their daily lives, what changes would they want to make?"*
- ▲ **Descriptive questions.** These encourage the learners to describe some aspect of their own lives or to describe their perceptions of the community in general. Example of a descriptive question: *"Please tell me about the work you usually do each day".*



- ▲ **Focused questions.** These usually follow a more general question and encourage the learners to provide additional or more specific information about the topic. Example of a focused question: *“Who helps you with your daily work?”*
- ▲ **“Contradictory” questions.** Some people feel uncomfortable if another person asks them about something that might be considered controversial. A *contradictory question* presents one way of looking at a situation (perhaps the controversial way) and asks the participant to respond. Example of a contradictory question: *“Some people say that women should be content to stay in the home and take care of their family. What do you think?”*

Some questions are not appropriate for assessing learning needs. These are questions that make a person feel uncomfortable or embarrassed, that might cause problems for them or that do not ask for helpful information. Below are several examples of inappropriate questions:

- ▲ **Leading questions.** These reveal what the researcher wants to hear and therefore limit the learner’s response. Example of a leading question: *“Don’t you think that this community needs an adult education program?”*
- ▲ **Ambiguous questions.** These are very vague and even confusing. Example of an ambiguous question: *“What do you think of education?”*
- ▲ **Closed questions.** These limit the learner’s answer to yes or no. Example of a closed question: *“Do you want to learn how to start a village cooperative?”¹⁷*

How do we equip MT speakers to identify learning needs?

Below are suggestions for equipping MT speakers as researchers to identify learning needs. Trainers can adapt the suggestions to the particular community, based on the researchers’ understanding of their own communities.



¹⁷ Categories of questions adapted from IIED, 1995, in FOOTSTEPS, No. 52. September 2002



- ▲ Discuss the purpose for doing the research. Why is it important to identify learning needs? How will this information be used?
- ▲ Discuss the ways that people in the community normally ask for information from others. What is an appropriate way to ask for information? What is inappropriate? What have the research trainees themselves observed and experienced?
- ▲ Describe several methods (described in this chapter) that can be used for assessing learning needs.
- ▲ Decide which of the methods will be most appropriate for that particular community. For example, if decisions are usually made by consensus through group discussion, group interviews may be most appropriate. If people are used to speaking for themselves, individual interviews may be best. If people are threatened by direct questioning, role-plays or other group activities can be used.
- ▲ Use skits or role plans to demonstrate each of the methods that have been selected. After each demonstration invite the research trainees to discuss the strengths and weaknesses of the method. They revise the methods as needed.
- ▲ Help the research trainees to develop *research instruments* (guides or forms) for each of the methods they will use. (See *Annex 5.1*).
- ▲ Provide time for the research trainees to practice each of the methods with each other using their research instruments. Following each demonstration, encourage them to discuss any problems that they observed with the method itself, with the research technique or with the instrument. Change the method, technique or instrument as necessary.
- ▲ When everyone is satisfied, make trial copies of the research instruments.
- ▲ Researchers test the instruments and their research techniques by trying each one with a few people in the community (not the actual learners).
- ▲ Revise the forms or the techniques as needed.
- ▲ Researchers carry out the research and record the results.
- ▲ Check with the learners that what the researchers recorded is what the learners meant to communicate.
- ▲ Make the information available to the people who are planning the teaching-learning materials (*Chapter 6*).
- ▲ Store the information in a safe place so it can be retrieved later (for reporting, analysis, interpretation, evaluation, etc.)



ANNEX 5.1

Sample Form: Keeping Research Records

Researchers' names _____

Date the research activity takes place _____

Research participant's name (names) _____

Gender _____ Age _____ Home village _____

Educational background _____

(For group interviews, include this information for each research participant)

Type of research activity (interview, etc.) _____

Directions (activities) OR questions (interviews).

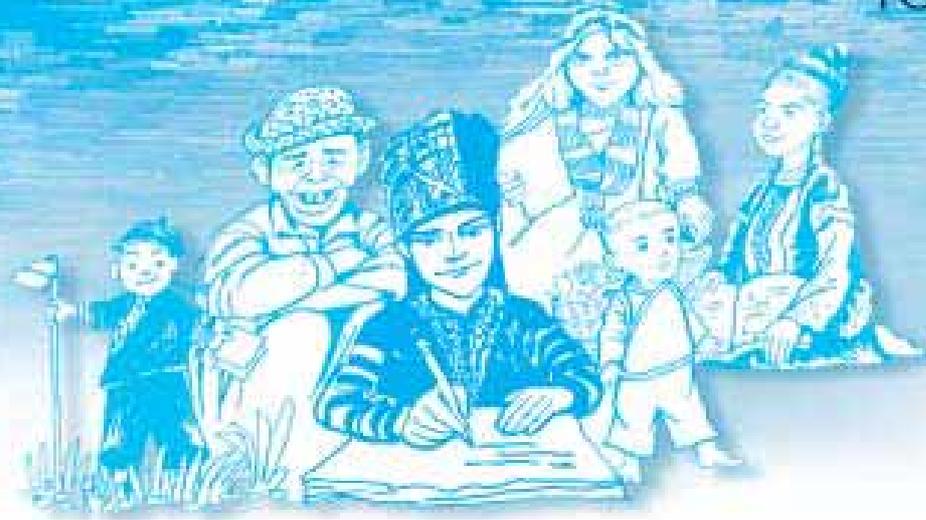
NOTE: For activities, provide plenty of space to describe what the participants did and what they said in the follow-up group discussion. For interviews, provide plenty of space to write the responses to the questions.

Researchers' personal impressions or summary of the interaction (this can be a short assessment of the interaction).

Additional notes.



Developing Teaching Plans and Instructional Materials



Introduction

This chapter presents suggestions for developing teaching plans and instructional materials for adult education programs that promote self-directed life-long-learning in more than one language. Included in the chapter are suggestions about who should be involved in developing the plans and materials and about methodologies and activities that might be used. Examples given throughout the chapter are meant to provide trainers with practical ideas for helping minority communities develop plans and materials for their own programs.

Levels of learning in adult minority language education programs

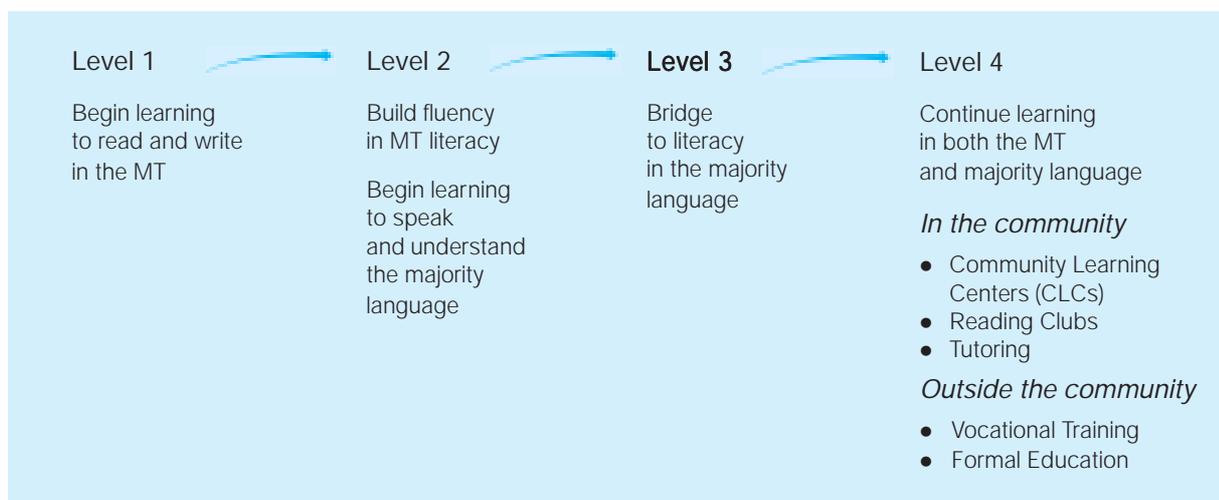
APPEAL training materials describe three general levels of literacy among adult learners:

1. Basic level (Level 1) for adult learners who have never been to school or who have dropped out of school before acquiring basic literacy skills.
2. Middle level (Level 2) for learners who have acquired basic literacy skills.
3. Self-learning level (Level 3) for learners who can continue learning independently.

Adult education programs in *minority language communities* include an additional level.

1. Level 1 classes for *first-chance learners* who speak only (or mostly) their community language or Mother Tongue (MT)
2. Level 2 classes for learners who want to gain fluency in reading and writing their MT and also want to understand and speak the majority language

3. Level 3 classes for learners who are ready to transfer to literacy in the majority language
4. Level 4 classes for learners who can continue learning in both their MT and the majority language.



Learners should be able to begin their education at the *level* that is appropriate to their language and literacy abilities. As they achieve their learning goals at one level, they should be able to move onto the next level. Level 4 learning is life-long and, ideally, encompasses a variety of formal, non-formal and informal education opportunities using both the MT and the majority language.



How do we plan a 4-level program that promotes self-directed, life-long learning in 2 (or more) languages?

Teaching materials for a total education program for adults in minority language communities should focus on four major areas:

- ▲ Learning new Life Skills, including critical thinking and problem-solving
- ▲ Reading and writing the MT
- ▲ Understanding and speaking the majority language
- ▲ Reading and writing the majority language



Who should develop teaching plans and instructional materials for these programs?

The implementation team (*Chapter 3*) can recruit individuals to serve on a *Curriculum Team* that will be responsible for developing teaching plans and instructional materials for Level 1-4 classes, except for those Level 4 classes that take place outside the language area (for example, vocational training). The following representatives from within and outside the community should be on the Curriculum Team:

- ▲ *Learners*, who will make sure that lessons focus on the knowledge and problem-solving skills that their peers want to learn. If the program is for both males and females, both groups should be represented equally so that both have a voice in planning the content.
- ▲ *Facilitators* who will use the materials
- ▲ *Trainers and supervisors* who will train the facilitators and supervise the classes
- ▲ Other *MT speakers from the community* who will be involved in the program (for example, writers and artists who will help prepare reading materials) or who have cultural knowledge (for example, about medicinal plants and traditional agricultural methods) that will be incorporated into the content of the lessons
- ▲ A *professionally trained educator* with knowledge and experience in developing teaching materials, who will make sure that the materials follow good educational principles
- ▲ *Resource people* with specialized knowledge about specific topics (for example, a health worker to help plan health-related lessons)
- ▲ If possible, a *representative from the government education system* (national, provincial and/or local), to ensure that the materials follow government guidelines



What information will the Curriculum Team need to develop the teaching materials?

The following categories of information will be helpful:

- ▲ *The issues that are interesting and important to the learners—their learning needs and goals*

Chapter 5 discussed the process of identifying the issues that are most interesting and important to the learners. The Curriculum Team will use this information to plan the topics of the lessons for each level.

- ▲ *The knowledge and experience the learners will bring to the learning situation*

What do the learners already know about the topics that they identified? For example, they may have identified “*Using the Bank*” as a topic. The implementation team needs to



find out what experience the learners have already had in using banks. What can they already do? What specifically do they want to be able to do? This information will help to ensure that lessons do not teach the learners what they already know or assume that they know things that they have not yet had a chance to learn.

▲ *The learners' traditional learning styles*

How do people in the community traditionally acquire new knowledge and skills? Do they traditionally learn by observing and imitating a skilled person or do they like to learn by trying new skills by themselves? Do they talk about new ideas in groups or do they prefer to learn new concepts on their own? Whenever possible, the team should incorporate the learners' traditional learning styles into the education program. (For example, if the adults traditionally learn by observing a skilled person, a lesson on banking might include a visit to the bank to observe someone from the local community as they carry out a specific banking task. Then the learners can practice the activity in role-plays.) Incorporating traditional learning styles into the program will help the learners feel more comfortable and *safe*, especially at the beginning of the program. As the learners become more confident, the facilitators can gradually introduce new learning styles, as long as the new ways do not make the learners feel uncomfortable or inadequate.

▲ *The minority language writing system*

How does the minority language writing system compare with the majority language system? (*Chapter 4*) Are they similar or different? Do they use the same script or different scripts? This information will help the Curriculum Team as they plan the process by which the learners will *bridge* between reading and writing their MT and reading and writing the majority language.

▲ *Teaching and reading materials that are already available in the minority language*

Have any teaching or reading materials already been produced in the MT? If so, are the materials written in the writing system that is now in use? (Some minority languages have had several writing systems developed by different people.) What do the MT speakers think of the materials? It may be possible to use the materials in the program but the team first needs to check the acceptability of the materials within the language community.



How do we equip MT speakers to develop their teaching plans and instructional materials?

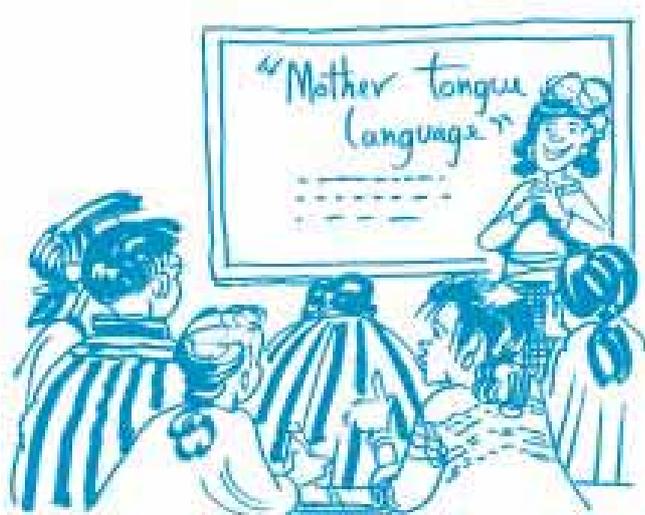
As noted earlier, developing teaching plans and instructional materials for minority language programs is a team effort involving MT speakers as well as resource people from outside the community. The best way to equip the Curriculum Team is to work with them in developing the plans and materials. The suggestions below focus mostly on preparing for Level 1 classes. Suggestions for Levels 2-4 are also included, but with less detail.



Planning for Level 1 classes

The *goal* for Level 1 classes is that the learners will

1. Be able to use their new knowledge and problem-solving skills to take action on issues that are important to them
2. Gain confidence in their ability to work together as a community to achieve shared goals
3. Be able to read and write short texts about familiar topics in their MT and use what they have learned in meaningful and useful ways



A teaching plan for a Level 1 class will focus on

1. learning new life skills and
2. learning to read and write the MT.

Level 1: Learning new *Life Skills*

The Curriculum Team can use the following suggestions to help them plan Life Skills lessons: (1) identify the *topics* and *sub-topics* for a series of lessons, (2) identify the *teaching/learning focus* for each topic or sub-topic, and (3) plan appropriate *learning activities* for each lesson. These steps are explained below, with examples.

- 1) List the *topics* and *sub-topics* that will be covered in a series of lessons. The topics selected for Level 1 classes are drawn from the goals, needs and problems that the learners themselves have identified (Chapter 5). Below are examples of a topic and sub-topics relating to a specific problem:



EXAMPLE: *Topic and sub-topics*

Problem identified by the learners: Many children in the community suffer from dysentery.

Topic: Causes of dysentery

Sub-topics:

1. Contaminated water
2. Food storage / flies
3. Bottle feeding of infants
4. Poor sanitation
5. Other causes

- 2) **Identify the *teaching/learning focus* for each topic or sub-topic.** This is the specific information and/or problem-solving skills that relate to each topic or sub-topic. Below is an example of a *teaching/learning focus* for a series of lessons on the sub-topic, *contaminated water*.

EXAMPLE: *Teaching/learning focus*

Sub-topic: Contaminated water

Teaching/learning focus for a series of lessons: Identify sources of water contamination

- 3) **Plan *learning activities* for each lesson.** Learning activities should (1) encourage the learners to think critically about the particular topic or sub-topic in focus and (2) help them gain confidence to take action. Below are some suggestions for learning activities. The Curriculum Team may know of other possibilities.

Group discussions: Learners discuss the topic, the way it relates to their own lives and the things they would like to do or change.

Mapping activities: Learners create a graphic or map that shows the community situation relating to the topic.

Debates: Learners divide into teams, each side taking a different point of view with respect to a particular issue.

Resource people: People with expertise in certain topics share their knowledge and experience with the learners and answer questions.

Face-to-face interactions with officials: Learners and facilitator go to officials to discuss issues, present a request, or get information.

Role plays: Learners take different roles to act out a situation or demonstrate alternative solutions to problems



Group experiments: Facilitator helps learners devise an experiment related to a certain topic (example: flies and fresh food). They conduct the experiment and then discuss how they can apply what they have learned

Community walks: Learners walk through the community to observe specific activities or features of the community or environment and discuss their observations that relate to the topic or issue that is in focus.

Reading/critiquing texts: Learners read a text together (or facilitator reads it to them) and then discuss the text, identifying the strengths and weaknesses of the points as these apply to their own knowledge and experience.

Composing songs, poems: Individually, in pairs or as a group, learners compose songs or poetry in their MT about a topic or an experience they have had. The facilitator helps them put the song/poem into their exercise book and if they want, onto a sheet of paper to post on the wall. Later, the learners combine all their created literature to make a book.

Demonstrations and practice: One person (resource person, facilitator, individual learner) demonstrates an activity (for example, mixing rehydration fluid), learners discuss and then practice it.

Audio-visual presentations: Facilitator uses audio and/or video cassettes for helping to communicate information and ideas



Following are examples of possible learning activities for a series of 7 lessons (L= Lesson)

EXAMPLE: Learning activities

Teaching/learning focus: Identify sources of water contamination

Learning activities:

Lesson 1: **Community walk** (to identify possible sources of water contamination)

Lesson 2: **Group discussion** of what was learned in community walk

Lessons 3&4: **Make a community map** that shows the location of latrines and the places where animals are kept in relation to the community water supply

Lesson 5: **Review** what has been learned; plan actions to address the problems

Lesson 6: **Carry out one of the actions.** For example, use the community map to plan new locations for latrines, away from the water source.

Lesson 7: **Reflect** on the plans for action; adjust the plans according to the decision of the group. [NOTE: Facilitator then should encourage the learners to continue taking action.]



Level 1: Learning to read and write the MT

Planning for this part of the lesson should take into account four skills that are essential for becoming fluent readers and writers:

	Focus on meaning	Focus on accuracy
Focus on reading	Reading for meaning	Reading symbols & parts of words
Focus on writing	Writing to communicate	Forming symbols/ spelling

Four essential skills in reading and writing

The Curriculum Team can use the suggestions below to plan lessons that help learners gain all four of these essential literacy skills. (*Annex 6.2* is an empty template that facilitators could use to plan Level 1 classes.)



	Focus on meaning	
Focus on reading	Reading for meaning	

Focus on reading for comprehension and meaning

The purpose of this component is to provide new learners with a variety of *meaningful reading activities*. The goal is that they will discover that reading is interesting, informative, relevant and enjoyable. The Curriculum Team can use the suggestions below to plan this component:

- 1) **Have a variety of short, easy reading materials in the learners' MT for the learners to read alone or in pairs (Chapter 7).** It is helpful to have several different types of materials (for example, booklets, posters, flip charts and games) relating to each topic and sub-topic. Materials that focus on their own culture and everyday life (stories, songs, poetry, legends and wise sayings) are also interesting and enjoyable for learners at all levels of reading ability. Having many interesting reading materials (at least 30 small booklets is good, along with the other materials) will stimulate and encourage the learners to become fluent readers.



- 2) **Choose at least one meaningful reading activity for each class period.** Several meaningful reading activities are listed below but the Curriculum Team will probably be able to think of additional activities. Note that several of the activities can also be used for the *writing-to-communicate* part of the lesson.

Listening to fluent reading: Facilitator reads a short, interesting text about a relevant topic (for example, the Life Skills topic for that day) as the learners listen. Learners discuss the text. **Purpose:** Learners hear the facilitator *modeling* fluent reading. This is especially appropriate for new learners who have had little or no previous experience with print literature because it helps them understand that the marks on the page communicate meaning.

Reading together: Facilitator writes a short text (again, can be related to the Life Skills topic) on the chalkboard (or poster or a large size book that everyone can see). She invites the learners to *read* along with her as she points to the words, even though the learners may not be able to read on their own. **Purpose:** Learners see and hear facilitator model fluent reading; practice reading as a group.

Creating graphics: Learners create a graphic about the lesson topic. They compose labels for the different parts of the graphic and dictate these to the facilitator who writes the labels on slips of paper (or they write the labels themselves). They attach the labels to the appropriate places on their graphic then read and discuss the meaning of the graphic. **Purpose:** Creating their own graphics to go with the text helps the learners focus on the meaning of the text.

Composing texts: As a group, learners compose a short text about a common experience (can relate to the Life Skills topic) with the facilitator who writes the text on the chalkboard or poster. Learners and facilitator read the text together. They discuss what they have written. Facilitator changes the text according to their instructions. **Purpose:** Learners see their ideas and their words can be put into written form. They then practice reading and adapting their own texts.

Paired reading: Learners practice reading easy reading materials relating to relevant topics in pairs, with partners helping each other as needed. Some MT education experts suggest that learners spend 10-15 minutes a day doing this kind of reading. **Purpose:** Learners practice reading in a non-threatening environment.

Following are examples of reading-for-meaning activities for a series of 7 lessons. If additional lessons are needed to cover the topic, the Curriculum Team and facilitators could plan additional activities.

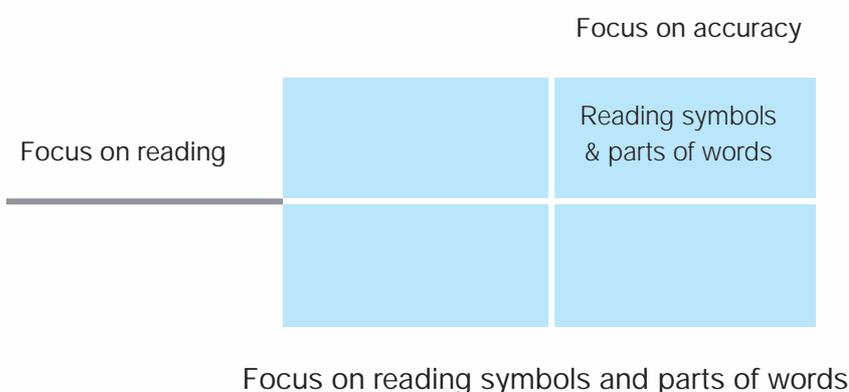


EXAMPLE: Reading-for-meaning activities

Sub-topic: Cleaning a contaminated water source

Learning activities:

- Lesson 1:** **Listen to fluent reading.** Facilitator reads a story about a community that took steps to ensure that their water source was clean. Learners then discuss the actions that were described in the story.
- Lesson 2:** **Read from a poster.** Facilitator and learners read a poster with pictures and labels that show sources of contaminated water. Volunteers, in pairs, read with the facilitator and then by themselves.
- Lesson 3:** **Compose a text.** Learners create a text about what they have discovered about sources of contaminated water in their own community. They dictate the text to the facilitator who writes it on the chalkboard. Facilitator and learners read the text they have created. Facilitator leaves the text on the chalkboard for the next session.
- Lesson 4:** **Adapt the created text.** Facilitator and learners re-read their text several times. Learners tell the facilitator the things they want to change. Once the changes have been made, learners practice reading the text several times, as a whole group and in pairs. After the session, facilitator puts the text onto poster paper and puts it on the wall for future reading.
- Lesson 5:** **Read from a flip chart.** Facilitator and learners read a flip chart with illustrations about basic steps for establishing a clean water source. Learners discuss ways they can adapt the ideas to their own community.
- Lesson 6:** **Paired reading.** In pairs, learners practice reading a short booklet with illustrations about clean water. If they are not yet able to read the text, they look at the illustrations and discuss their understanding of the topic. Again, they apply the information in the text to their own community situation.
- Lesson 7:** **Review.** As a group, re-read the week's poster, flip chart, short story and the learners' own created text.



Sometimes learners need to *sound out* words that they cannot understand from the general meaning of the text. The purpose of this component is to help the learners:

- recognize the symbols that are used for each of the sounds of their language,
- learn the sounds that each symbol represents and/or the purpose of each symbol, and
- learn to combine symbols to make syllables, combine syllables to make words and combine words to make sentences.



Below are suggested steps for planning this component.

1. **List the symbols in the writing system.** If there are no primers or alphabet charts that list the symbols used for writing the language, a team of MT speakers can develop the list, ideally with the help of a language specialist. All the symbols should be listed, as well as other parts of the language, such as tone, that are marked in some way in the writing system.
2. **Prepare a simple primer, workbook or set of worksheets that facilitators can use to introduce the symbols.** Once the Curriculum Team has identified all the symbols in the writing system, they can develop a simple primer, workbook or worksheets that facilitators can use to introduce the symbols. The primer, workbook or worksheets should include the following components:
 - a) **All the symbols of the language, in the order that they will be introduced.** It is best to introduce the most *productive* symbols first—that is, the symbols that are used most often in the language and will be the most useful to know. The symbols that are not used as often can be introduced later.
 - b) **Keyword for each symbol.** *Keywords* are the words that are used to introduce the symbols of the writing system—one keyword for each symbol. There are four things to consider when selecting key words. *First*, keywords should be very familiar and interesting to the learners. *Second*, keywords should be easy to illustrate. *Third*, if possible, keywords should begin with the new symbol, except, of course, when the new symbol is found only in the middle or at the end of words. *Fourth*, if possible, keywords should use only symbols that have already been taught. (Exceptions to the last rule are the 3-4 most common, productive symbols which are taught in the first two lessons.) Here are examples of keywords to teach 5 productive symbols in the English language writing system:
 - *ant* to teach the letter “a”
 - *nest* to teach the letter “n”
 - *egg* to teach the letter “e”
 - *toad* to teach the letter “t”
 - *banana* to teach the letter “b”

Note that because the letter “x” is not usually used at the beginning of words in English, either *ax* or *ox* would be appropriate keywords to teach “x”.

If possible, the keyword for a particular lesson should be related to the Life Skills topic that is in focus that day. Frequently, however, the team will not be able to find a



keyword that matches the Life Skills topic. *This is not a problem. If the Curriculum Team cannot relate the keyword to the particular Life Skills topic that is in focus for that lesson, they can choose another, unrelated, but interesting, word.* The most important thing is that the keyword is *familiar* and *motivating* to the learners and can be *easily* and *clearly illustrated*.

- c) **The process for introducing the new symbols.** The Curriculum Team will need to plan a clear and simple process that facilitators can follow for introducing each new symbol. The process should enable learners to 1) recognize the new symbol and learn the sounds associated with the symbol, 2) put symbols together to form syllables and words and 3) put words together to form sentences. Annex 6.1 is an example of one teaching plan for introducing a new symbol. The Curriculum Team may prefer another method for introducing new symbols. They should use the method that is most effective in their own situation.



- 3) **Plan additional activities that will reinforce the learners' ability to recognize and use the symbols of their writing system.** Facilitators can then use several activities to encourage the learners to practice the symbols they have learned. Below are examples of activities:

Find the symbol. Facilitator asks learners to look at posters and other printed materials on the walls or around the room and find words that use the new symbol. Volunteers go to the written materials, point to the symbol and say the name of the symbol. If possible, they also read the syllable and word.

Finding pairs (for new readers). Facilitator makes syllable cards (one large syllable per card—size of a playing card) using new symbols. Facilitator puts cards face down. Learners take turns turning over a card and reading the syllable. If correct, they score a point or keep the card until the end of the activity. (This can also be done in teams).

Seeing sames and differences. Learners identify the new symbol in a row that contains the new symbol and 3 or 4 other symbols that have already been taught. Learners touch or draw a circle around the symbol that is the same as the first (new) symbol.

b n t b a

Memory game. Learners try to find 2 cards with the same symbol, syllable, word or sentence or they can match a word card with a picture card. The facilitator uses 12 pairs of cards (24 total) and places them face down, in no specific order, in 6 rows of 4 cards each. Learners turn over 2 cards at a time, trying to find matching pairs. If the 2 cards do not match, they put them face down again. When they find a match they keep the pair of cards and turn over two more cards. When all the matching pairs have been found, the person with the most cards wins.

Putting symbols together to make words. Facilitator makes symbol cards. Cards can be 1/2 the size of regular playing cards. Make 5 or more cards for the most frequently used symbols, 1-2 cards for the less common symbols. Learners practice putting symbol cards together to form words.



b a t

Putting groups of letters together to make words. Depending on the language, it may be helpful to use cards with productive groups of letters or syllables in addition to single symbols. This is sometimes called *chunking* or *grouping* letters.

ch i ck e n

Onset Rime Activity. Learners match the beginning sound with the ending *rime* to make many different words.

c at

h at

m at

Putting words together to make a sentence. Facilitator writes a sentence (can include the key word) onto a long strip of paper, then cuts the sentence strip into words. Facilitator mixes up the words and gives them to the learners (individually or in small groups). Learners put the words into correct order to make the sentence.

the baby is sick

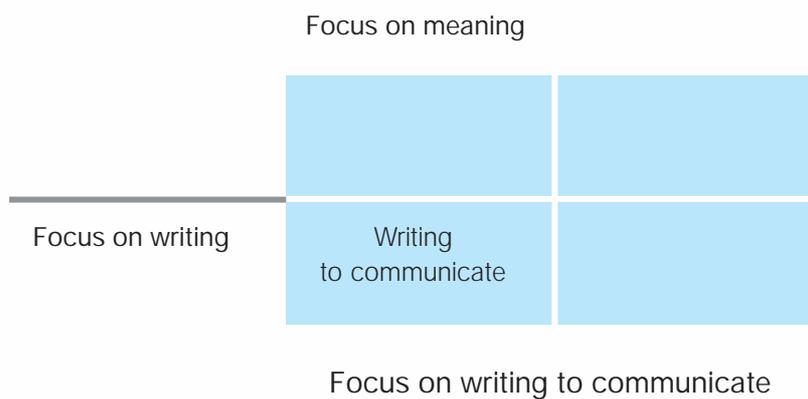


EXAMPLE: Reading symbols and parts of word activities

Learning activities:

- Lesson 1: Find the symbol.
- Lesson 2: Seeing sames and differences.
- Lesson 3: Matching pairs.
- Lesson 4: Putting symbols together to make words.
- Lesson 5: Memory game.
- Lesson 6: Putting words together to make sentences.
- Lesson 7: Review.





The purpose of this component is to help learners gain confidence in their ability to communicate their thoughts in writing. The goal is that they will be able to write letters to family or friends and, eventually, for business purposes, to keep records, and to create stories, songs, poetry and other meaningful texts.

*The Curriculum Team and especially the facilitators should remember that the purpose of this part of the lesson is not to teach correct spelling or symbol formation. Focusing on the parts of the language at this point may make it difficult for the learners to concentrate on creating a meaningful text. If an individual learner wants to know how to write a symbol or spell a word correctly, the facilitator can write that particular symbol or word on the chalkboard and/or in their writing book so the learner can see it. However the facilitator should encourage the learner to focus on *meaning* and not worry about accuracy at this point.*

Several of the activities that were introduced in the “*reading for meaning*” component above will also be appropriate for the “*writing to communicate*” component. Following are examples of activities that facilitators can use:

Modeling the writing process. Learners dictate a short text (perhaps about a group experience or their plans for action) to the facilitator who writes it on the chalkboard or poster. Learners and facilitator read the text together.

Creating stories in text and/or pictures. Each of the learners thinks of a short story about an experience they have had alone or with other learners. If they cannot write an entire story, they can write just a sentence or a few words or simply draw a picture. Learners use what they have written or drawn to tell their story to the other learners.

Making a village notice board. Learners and facilitator create a notice board and put it in a prominent place in the community. They think about announcements or other information they would like to put on the notice board. As a group they create short texts or dictate the texts to the facilitator until they are able to write the texts themselves.

Writing and following commands. Learners write short commands on a slip of paper (example: “*Go to the door*” or “*Look up*”). The commands do not need to be related to the Life Skills topic. They exchange slips of paper then take turns following the written commands. If appropriate, this can be done as a competition between teams, with writer and reader each getting a point for successful completion of a command.

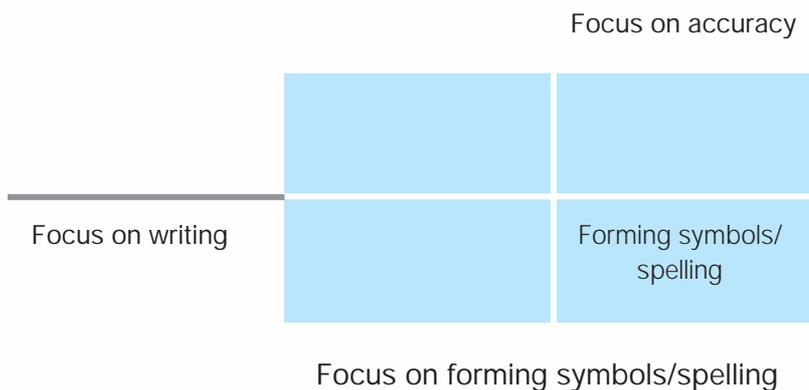
Making name signs, labels. Learners make small name signs to put on their houses or labels to put on items in the class area, home, religious center or other community place.



EXAMPLE: “Writing to communicate” activities

Learning activities:

- Lesson 1: Modeling the writing process.** Learners agree on the most important statement or question about the topic for that set of lessons and dictate the sentence to the facilitator who writes it on the chalkboard, saying the words as s/he writes. Learners observe the facilitator writing the text and then read it together.
- Lesson 2: Creating picture stories.** Each learner thinks of an experience relating to the current life-skills topic. Alone or in pairs, they draw a picture or write a word about the experience. Volunteers show their pictures to the rest of the group and tell about the experience described in their picture.
- Lesson 3: Adding texts to their picture stories.** Alone or in pairs, learners think of a short text to describe their pictures (L2 activity). They write their texts on the paper with the picture or on another piece of paper. If they want help, the facilitator writes the text for them or shows them how to write it.
- Lesson 4: Writing and following commands** as a game with partners.
- Lesson 5: Creating texts: planning actions.** Learners write a short list of actions to take relating to the life-skills topic.
- Lesson 6: Making signs and labels.** The signs and labels do not need to be related to the life-skills topic.
- Lesson 7: Creating texts.** Learners practice writing short text about the actions that will be taken in the life-skills component.



The purpose of this component is to help the learners gain confidence in their ability to write their language correctly. Emphasis is on the individual *parts* of the language rather than on meaning. The facilitator should correct mistakes but in a way that is appropriate for adult learners, so that they learn the correct form but do not feel embarrassed or ashamed. In planning for this part of the lesson, the team should allow time for the learners to master each new symbol correctly before introducing the next one. Learners also need time to practice spelling so that they gain confidence in their writing ability. Below are examples of several activities for this part of the lesson:

Writing new symbols, syllables and words. Facilitator says the name of the new symbol and then writes the symbol on the chalkboard so that everyone can see it. Learners copy the symbol in their exercise books. This can also be done with syllables and words. The learners read the syllables and words on the chalkboard together and then write them in their exercise books. Facilitator goes from learner to learner to be sure they are writing clearly and correctly.

Writing from dictation. Facilitator says the name of a symbol and learners write it in their books. After all the learners have written the symbol, the facilitator writes the symbol on the blackboard. Learners make corrections in their exercise books, if necessary. Facilitator checks each person's work, helping them with any problems. This can also be done with syllables, words and, later, sentences.

Spelling competition (if competition is culturally appropriate). To make the "*writing from dictation*" activity into a team competition, learners can write their syllables or words on the chalkboard. The side that spells the most syllables and words correctly wins.

Find the mistakes. Facilitator writes a list of known words (for example, keywords from past lessons) on the chalkboard, deliberately mis-spelling some words. Learners find the words that are mis-spelled. Volunteers tell the facilitator how to write the word correctly or volunteers write the word themselves. Learners write the word correctly in their exercise books.

EXAMPLE: *Forming letters and spelling activities*
(7 lessons for writing 2 new symbols)

Learning activities:

Lesson 1: *Writing the new symbol.* Facilitator writes the new symbol on the board so learners can observe how it is written. They copy the symbol into their exercise books. Facilitator checks for and corrects mistakes.

Lesson 2: *Writing the new keyword.* Facilitator writes the new keyword on the board so learners can observe how the word is written. They copy the keyword into their exercise books. Facilitator checks for and corrects mistakes.

Lesson 3: *Writing from dictation.* Facilitator says all the symbols that have been learned, one at a time, while learners write them. Facilitator checks for and corrects mistakes.



Lesson 4: Writing next new symbol. As above, facilitator writes the new symbol, learners copy it into their exercise books.

Lesson 5: Writing new keywords. Facilitator says the 2 newest keywords and the learners write them in their exercise books. Then the facilitator goes around to check each learners' work and helps them correct any mistakes.

Lesson 6: Finding mistakes. Facilitator writes all the learned keywords on the board, making mistakes in half of them. Learners try to spot the mistakes and correct them, writing the correct spellings in their exercise books. .

Lesson 7: Spelling competition with all learned keywords. If competition is not appropriate, this can be done as dictation while learners write the words in their exercise books. Facilitator checks each learner's work and corrects mistakes.

Planning Level 2 classes

In Level 2 classes, adult learners (1) continue learning new knowledge and critical thinking and problem-solving skills; (2) gain fluency in MT literacy; and (3) begin learning to understand and speak the majority language.

By the time the learners complete Level 2 they should be gaining confidence in their ability to use written materials in their MT to learn new information and to communicate with other MT speakers in writing. They should also be able to communicate orally, at a basic level, in the majority language. The Curriculum Team can use the following general suggestions for planning Level 2 classes.

Level 2: Learning new Life Skills

As before, the Life Skills lessons should build on what the learners already know and should enable them to learn the new knowledge and skills that they themselves think are important. Before they begin planning for this component, therefore, the Curriculum Team needs to go back to the learners and ask them to identify the topics that they want to learn. The team can then use that information to plan the Life Skills lessons. As they continue to gain new knowledge and skills, the learners may become aware of additional learning needs. Facilitators should be alert for changes in the learners' awareness and be prepared to adjust the teaching materials to meet the learners' new expectations.

The suggestions for planning Life Skills lessons for Level 1 classes can also be used for Level 2.

- 3) List the *topics* the learners want included in the classes.
- 4) Identify the *specific information and problem-solving skills* that they want to learn (the teaching/learning focus)
- 5) Plan the *learning activities* for each lesson.



Level 2: Gaining fluency in MT literacy

In Level 2 classes, learners expand their ability to read their MT fluently and with comprehension. They begin using reading to learn about new ideas, people, places and activities. They become comfortable writing longer texts in their own language that communicate their thoughts, plans and needs.

The Curriculum Team can use the following suggestions to plan lessons that focus on increasing fluency and comprehension in the learners' MT:

- 1) **Assess each learner's abilities and goals for MT literacy.** With respect to *reading*, are they able to read and comprehend short texts about familiar topics in their MT? Are there any symbols that are still hard for them to identify? Are there additional features of the language that they still need to learn? If the answer is "yes", the Curriculum Team needs to prepare Level 1 type learning activities to help the learners become familiar with the remaining new features of their MT or with the features they still find difficult. As noted previously, if possible, the symbols should be related to key words that are based on the topics of the lessons. If that is not possible, the Curriculum Team should find familiar and interesting key words that can be illustrated and then use the key words in meaningful texts.

With respect to *writing*, are the learners becoming confident in their ability to write short texts in their MT that communicate their thoughts? Can they form all the symbols correctly and spell accurately? Do they have additional goals for writing their MT? For example, do they want to communicate with family and friends outside their language area? Do they want to keep records? Do they want to put their traditional songs, poetry, etc. into written form? The answers to all of these questions will help the Curriculum Team plan lessons that build on what the learners have already achieved, help them overcome any problems they have encountered and encourage them to expand their uses of reading and writing in their MT.

- 2) **Create additional MT literature that focuses on the topics that the learners have identified and that will challenge them to expand their reading skills.** What topics do they want to read about? What MT materials are already available? What new materials are needed? Remember that reading materials should begin at the learners' current level and gradually increase in the level of reading difficulty. Learners will become discouraged if the materials suddenly become too difficult for them. (Annex 7.1 of Chapter 7 describes characteristics of reading materials for each of the four levels.)
- 3) **Introduce any remaining symbols that were not introduced in Level 1 classes.** If there are any parts of the language that were not taught in the Level 1 classes, they should be introduced early in Level 2.
- 4) **Plan activities that will help the learners achieve their expanded objectives for reading and writing their MT.** Below are some examples of these kinds of activities:

Reading to learn. Alone, with partners, or in small groups, learners read increasingly more complex written materials in the MT about the Life Skills topics or about other topics that are relevant to their lives (for example, HIV/AIDS prevention, land rights, income-generating projects; current affairs). After they finish reading, they discuss, question and evaluate what they read.



Writing texts. Alone, in pairs or in small groups, learners compose texts about the Life Skills topics or other topics that are important to them. They write the texts and, if possible, put them to practical use. For example, they can write and send a letter to a local government agency or they can establish a record-keeping system. The facilitator helps as requested (for example, with problems reading or writing certain symbols or spelling certain words, or the proper form for addressing government officials).

Level 2: Understanding and speaking the majority language

The third focus in Level 2 classes is on understanding and speaking the majority language. The implementation team can use the following suggestions for planning this component:

- 1) **Assess the learners' ability to use the majority language orally.** Ask the learners individually if they understand the majority language when someone talks to them and if they themselves can speak it. Compare these self-reports with informal testing (for example, asking a person several questions in the majority language and assessing their ability to respond appropriately in the majority language or in their MT.) Through this assessment process, facilitators may be able to identify individuals who know the majority language well enough to be tutors for their fellow learners. It will also give the Curriculum Team a general idea of where to begin this component of the adult education program.
- 2) **Plan the process for introducing the new language.** A variety of methods have been developed for helping people learn a new language.¹⁸ A person with training in "*Second Language Acquisition*" can help the Curriculum Team plan the method that is most appropriate for their particular situation. The most important thing to remember is that the learning must be meaningful and understandable to the learners. That is, learners should *not* be expected to memorize lists of new words or phrases they cannot comprehend. The new words and phrases in the majority language should always be introduced in a meaningful context that the learners can understand. (Experts in second-language acquisition call this "*comprehensible input*".)
- 3) **Plan activities to encourage the learners to practice using the new language.** Several examples of activities are given below but the Curriculum Team and facilitators might be able to think of additional activities. An important point to remember is that the activities should make the learners feel safe and not embarrassed as they are learning the new language. Activities should be non-stressful and should help the learners gain confidence as they use the language in meaningful and enjoyable ways.

Following are examples of activities to introduce learners to the majority language.

Following directions. Facilitator says a set of short, specific directions (stand up; go to the door; touch the door; go back to your place; sit down"). After each direction, the facilitator demonstrates the proper way to carry out the command. Then a volunteer (or group of volunteers) does as directed by the facilitator. After several repetitions, other learners volunteer to follow the directions. After a few weeks, the roles can be reversed: the volunteers give the directions and the facilitator does as commanded.

¹⁸ There are many ideas on the internet on Second Language Acquisition.



Asking and answering questions. Facilitator uses real-life situations to ask questions that the learners answer. Early questions can be answered with yes or no. (Example: Is that woman washing clothes? Is the flower red?) Later questions can require more than yes or no answers: (What is that woman doing? What color is that flower?)

Stories and experiences in two languages. Learners can tell a short story or tell about a personal experience in their MT and then a volunteer re-tells the story in the second language.

Fill in the blanks. The facilitator can tell a familiar story or describe a familiar incident in the MT. Then the facilitator can re-tell the story or experience in the second language, leaving out key words. The learners say what they think the key word is. Example: *The women were walking across the ____ when one of them fell into the ____.* (bridge, river)

Using pictures. If possible, facilitators have large photographs or illustrations of people in the community doing familiar activities. Facilitators use the illustrations to teach vocabulary and parts of speech. Examples: (1) *Who is this? This is a ____* (girl; a boy; an old woman; an old man; a baby, a dog). (2) *What is this person doing? The woman is fishing; the man is harvesting rice; the girl is riding a donkey; the boy is carrying firewood; the baby is sleeping, etc.*

Using real objects. Facilitators use real objects (food, tools, clothing items) to introduce new vocabulary and new parts of speech in the majority language. Examples: (1) describing the objects (name, purpose); (2) Describing the way a particular food item is prepared or the way a tool is used.

Games. One game that adults and children both like is "Who am I?". Examples: *I work at the school and help children learn to read and write. Who am I?* (teacher). *I give medicine to people at the health center. Who am I?* (health worker). A variation of this game is "What am I?" Examples: *You use me to boil rice for dinner. What am I?* (saucepan); *I am tall and provide shade for your house. What am I?* (tree)

Planning Level 3 classes

In Level 3 classes, the learners (1) continue learning *new Life Skills* (using the oral and written forms of their MT); 2) build *oral fluency* in the majority language; and 3) begin learning to *read and write the majority language*.

The Curriculum Team can use the following suggestions to plan for Level 3 classes.

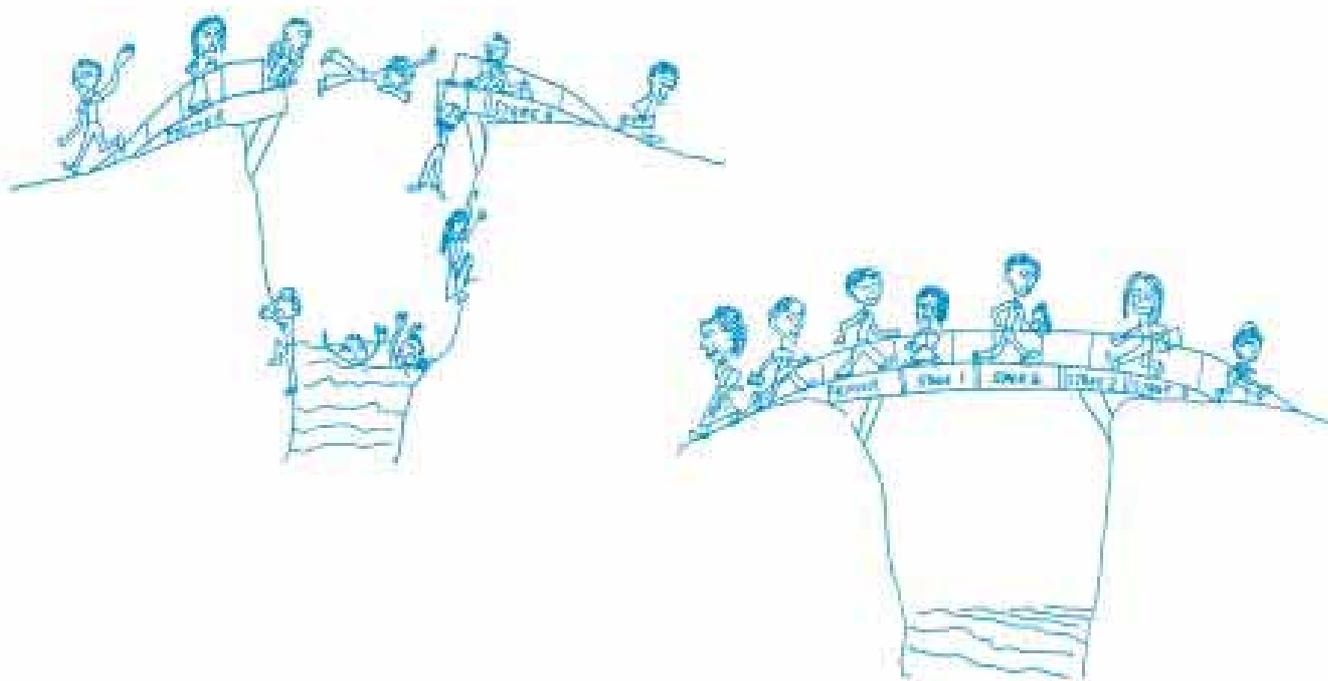


Level 3: Learning new Life Skills and building fluency in understanding and speaking the majority language

Many of the suggestions for Life Skills component in Levels 1 and 2 can also be used for Level 3. Also, as the learners increase their ability to understand and speak the majority language, facilitators can use that language for the Life Skills component in Level 3 classes. They should check the learners' comprehension frequently and use the MT to explain concepts that are not clear.

Level 3: Learning to read and write the majority language

The Curriculum Team should consider several points as they plan the *bridge* that will help learners transfer what they have learned about reading and writing in their MT into reading and writing the majority language:



- The learners do not have to learn to read twice. They can use what they learned about reading and writing in their MT as a foundation for literacy in the majority language. If the two languages have similar writing systems, it will be easier to learn to read and write the new language. If the two writing systems are very different, the learners will still benefit from knowing how to read their MT but the transfer of literacy skills to the new script will be more difficult and take longer.
- If both languages use the same script¹⁹ and if the two writing systems have many of the same symbols, the Curriculum Team may want to develop a *transfer primer* to introduce the majority language symbols. The team can use 3 questions to help them plan the sequence for introducing the majority language symbols:

¹⁹ For example, in Thailand the Chong language is written in Thai script and in Bangladesh the Bishnupriya language is written in Bengali script.

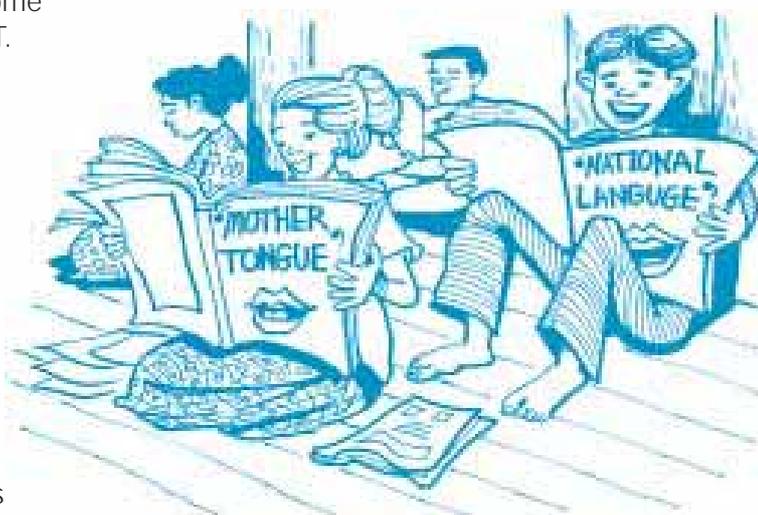


1. Are there symbols in both the minority and majority writing systems that *look* and *sound* the same? Introduce these familiar symbols first.
 2. Are there some symbols that look the same in both languages but have *different* sounds? Introduce these symbols next.
 3. Are there symbols in the majority language that are *not* used in the learners' MT? Introduce these symbols last.
- The strategies and activities for learning to read and write the MT can also be used for the majority language. Again, the learners should have ample time to practice reading and writing simple texts. If they are willing, they should read aloud so the facilitator can help them pronounce words correctly.
 - Learners should continue reading and writing in *both* the MT and majority language throughout Level 3. If they move too quickly into the majority language and out of the MT, they may lose the benefits they had gained by beginning in their MT. This is why it is important for the MT community to continue producing literature in their own language (see Chapter 7).
 - It is best if the learners continue in Level 3 classes until they have achieved fluency and confidence in reading and writing in the majority language. For some adults, this may take up to 5 years, depending on the amount of time they spend using the majority language.

Planning for Level 4 classes

At this stage the learners have become fluent in reading and writing their MT.

They should also be able to speak, understand, read and write the majority language at least at a basic level of fluency. They are able to continue learning about a variety of topics in both languages. Young adults may be able to move into the formal education system if tutoring and/or distance education programs are available to them. Other learners may be ready to move into non-formal programs that focus on vocational or other technological skills training. Still others may choose to continue learning within the local community. An important part of planning for Level 4 involves establishing linkages with formal, non-formal and informal educational programs, both within and outside the community, so that the learners can continue their education.



Conclusion

The process of developing effective teaching plans and instructional materials is the most difficult part of minority language adult education programs. It is impossible to make this process “easy” but it can be done so that the process is not more difficult than it needs to be. As the learners achieve their learning goals and gain confidence in their own abilities, they become the best resources for sustaining their community’s education program. This is why the learners themselves must be the focus of the plans and also participants in the planning process.



ANNEX 6.1

Example of a Lesson for Introducing a New Symbol

Following is an example of one process for introducing a new symbol. (Note that this process was designed for languages in which the symbols correspond to meaningful sounds of the language. Also, the example below uses a *Roman* script, the script used to write languages like English, French, Vietnamese, and Bahasa Malaysia.)

This lesson teaches the symbol **b**. The keyword for the symbol is **banana**. This word might be selected as a keyword because 1) it is familiar to the learners, 2) it is easy to illustrate and 3) it relates to the problem used as an example in this chapter (children having dysentery): some people give children small amounts of banana when they have diarrhea.

Already done before the lesson begins:

- 1) A symbol (or letter) box drawn on a poster taped to the wall. In the box are the symbols that have already been introduced. Every time a new symbol is introduced, the facilitator adds it to the symbol box. Below is an example of symbol box:

a	m	o
e	n	t

- 2) A keyword box drawn on a poster on the wall. In this box are all the key words that have already been introduced. Every time a new keyword is learned, the facilitator adds it to the keyword box. Below is an example of a keyword box:

apple	money	oxen
egg	nut	tree

Teaching plan: Teach the symbol **b**.

Before the class session begins, draw a picture of a banana on the chalkboard

Example:



- 1) Review all of the symbols in the symbol box (above). Point to one symbol at a time, reading each one together. Then relate each of the symbols to the keywords in the keyword box. You can also ask learners to think of other words that use each symbol at the beginning, middle or end. Volunteers call out the words that use those symbols.
- 2) Point to the picture of a banana on the chalkboard and ask learners to say what the picture represents (banana). If the keyword relates to the topic for the day, you can briefly discuss the relationship. If the keyword does not relate to the keyword, you can briefly talk about the keyword or ask the learners questions about it.

Example:



- 3) When they have said what the picture represents, write the keyword **banana** under the picture of a banana. Tell them that this is the word **banana**. Read the keyword several times, emphasizing the **b** sound, then invite learners to read the word with you.

Example:



banana

- 4) Tell the learners that you and they will first break the sentence into parts and then put the parts back together into a sentence.
 - 4.1 Write the key sentence, "Manea gave her baby a banana." on the chalkboard. Read the key sentence smoothly, pointing to the words in the sentence as you read. Do this several times, then invite the learners to read the sentence several times along with you.

Example: **Manea gave her baby some banana.**

- 4.2 Write the keyword "*banana*" directly under "*banana*" in the key sentence. Tell learners that this is the word from the sentence that says "*banana*". Read the word several times, then invite learners to read along with you.

Now the lesson on the chalkboard will look like this:

Manea gave her baby some banana.
banana

- 4.3 Write the syllables of the keyword "*banana*" so that the first syllable (*ba*) is directly under the *ba* in the line above it, leaving a clear space between all the syllables. Emphasize that these are the parts of the word "*banana*". Read the word slowly so that each syllable is distinct (*ba na na*). Read the word like this several times, then invite the learners to read along with you.

Now the lesson will look like this:



Manea gave her baby some banana.
banana
ba na na

- 4.4 Write the syllable, "ba", directly under the "ba" on the line above it. Emphasize that this is the syllable that contains the new symbol. Read the key syllable several times, then invite the learners to read along with you.

Now the lesson will look like this:

Manea gave her baby some banana.
banana
ba na na
ba

- 4.5 Write the letter "b" by itself, directly under the syllable "ba" on the line above it. Emphasize that this is the new symbol itself. Say the sound of the symbol several times, then invite the learners to say the sound with you as you point to the symbol.

Now the lesson will look like this:

Manea gave her baby some banana.
banana
ba na na
ba
b

- 4.6 Invite the learners to help you put the sentence back together. Write the syllable "ba" again, with "b" directly under the "b" in the line above it. Remind the learners that this is the syllable that contains the new symbol. Read the syllable several times, then invite the learners to read along with you.

Now the lesson will look like this:

Manea gave her baby some banana.
banana
ba na na
ba
b
ba

- 4.7 Write "ba na na" again, with the first syllable, "ba", directly under the "ba" in the line above it. Remind the learners that these are the parts of the word "banana". Read the syllables slowly, so the learners can hear each syllable. Do this several times and then invite the learners to read along with you.

Now the lesson will look like this:



Manea gave her baby some banana.
 banana
ba na na
 ba
 b
 ba
 ba na na

- 4.8 Write the word “*banana*” again, with the first syllable, “*ba*”, directly under the “*ba*” in the line above it. Remind the learners that this is the word “*banana*”. Read the word. Do this several times and then invite the learners to read along with you.

Now the lesson will look like this:

Manea gave her baby some banana.
 banana
ba na na
 ba
 b
 ba
 ba na na
 banana

- 4.9 Tell the learners that you will put the whole sentence back together again. Write “*Manea gave her baby some banana*” so that the “*b*” in “*banana*” is directly under the “*b*” in the line above it. Read the entire sentence several times, pointing to the words as you read them, then invite the learners to read along with you.

Now the lesson will look like this:

Manea gave her baby some banana.
 banana
ba na na
 ba
 b
 ba
 ba na na
 banana

Manea gave her baby some banana.

- 5) Write several other words (listed in the primer, workbook or worksheet) that have the new symbol at the beginning, middle and end (if the sound is used in all those places). Write the words so that the new symbol in one word is directly below the same symbol in the word above it (see example below). Read each word several times, pointing to the new symbol, then invite the learners to read the word with you. Then read the entire list of words together.



Example:

ball
basket
number
grub
corncob

(Note: the words themselves should be familiar but you may need to use words with some symbols that have not been introduced yet.)

- 6) Add the new symbol to the *symbol box*. Read all of the symbols together.

a	m	o	b
e	n	t	

- 7) Add the new key word to the *key word box*. Read all of the keywords together.

apple	money	oxen	
egg	nut	tree	banana

Note: In each of the activities above, the facilitator can ask for volunteers to read the sentence, words, syllables and symbols, alone or in pairs. If no one volunteers, read them again as a group.



Template for Planning Teaching Materials for Level 1 Learners

This template is for a Level 1 class that meets for 10 hours a week—2 hours a day, 5 days a week. You can adjust the times according to your own program.

This template is for 2 general components: Life Skills (including numeracy) and MT literacy. The literacy component is further divided into 4 sub-components: (1) Reading for meaning, (2) Reading symbols and parts of words, (3) Writing to communicate, and (4) Forming symbols and spelling.

Assessment focus and methods					
Learning aids/resources					
Teaching/learning activities					
Teaching/learning focus					
Topic / sub-topics					
Time Frame	60 minutes each class period	60 minutes each class period			
Component					



Developing Graded Reading Materials



Introduction

This chapter focuses on the process of developing MT literature that is appropriate to learners' reading abilities and focuses on topics that are interesting to them. Experiences from minority language programs around the world have shown that a variety of relevant graded reading materials is an important factor in encouraging new learners to become life-long readers, first in their own language and also in the national or majority language.

What reading materials will be needed as the adult education program expands?

Chapter 6 described four levels of learning in minority language education programs. These same four levels can be used to describe the reading materials that will be needed to encourage adult learners to expand and sustain their reading abilities. Annex 7.1 describes characteristics of reading materials at each level:



- ▲ *Level One* reading materials for people who are just beginning to read their MT
- ▲ *Level Two* reading materials for people who are becoming fluent MT readers
- ▲ *Level Three* reading materials for people who have learned to read their MT and now are learning to read in a second language
- ▲ *Level Four* reading materials for people who want to continue reading in both languages for a variety of purposes

How will the community develop their MT reading materials?

There are several methods for developing reading materials in minority languages. Once the specific interests of the adult learners have been identified (Chapter 5), a special priority will be to produce



materials that focus on the topics most interesting to the learners.

- ▲ MT speakers can write original materials based on their own experiences and/or their imagination. Examples are stories about interesting, funny and exciting experiences or about imaginary characters dealing with contemporary issues that are important to the community.
- ▲ They can put their traditional oral literature into written form. This provides reading materials that are relevant and interesting to the learners and also helps to ensure that the minority community's knowledge, culture and history will not be lost. Examples are traditional legends, songs, poetry, wise sayings and folktales.
- ▲ They can adapt materials originating outside the community to a format that is appropriate for MT learners. Adapted materials provide information and ideas from outside the community, but in a language and format that new MT readers can more easily understand and use. For example, a government pamphlet about clean water, written in the majority language, can be made into a story in the MT about local people taking action to clean their contaminated water source. Information about HIV/AIDs can be made into a poster or flip chart and information about developing a micro-credit scheme can be made into a game.
- ▲ They can translate materials from another language into the MT. These materials communicate the same ideas and information and use the same format as the original and only the language is changed. Translated texts are more difficult to read so they are



more appropriate for people in Level 2 classes who have gained fluency in reading their MT. For example, relevant parts of the national constitution, translated into the MT, can be used for a discussion on political issues. Bank deposit and withdrawal slips translated into the MT can help the learners become familiar with the content of these forms, even before they have learned the majority language. Sacred texts can be translated into the minority language.



What specific kinds of materials can MT speakers develop?

Minority language communities throughout the world have developed a great variety of reading materials in their own languages. Examples of these materials are listed below.

Note that many of the materials can be created by the learners themselves.

- ▲ 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 within the language community. Biographies and histories for fluent readers can be about well-known 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 relating to the language area, to places the writers' have visited outside the community and (for fluent readers) to national and international places that will be interesting to people in the community
- ▲ Information about topics that are important to community members (for example, the environment, political situation, health, etc.)
- ▲ Instructions and directions (for example, for making and using compost, for sewing a dress, recipes for baking bread, 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 issues
- ▲ Dramas and skits with actions and dialogue, from the traditional culture or created by the writers
- ▲ Picture books with short descriptions about locally familiar people, places and activities (for new readers) and about people, places and activities outside the community (for more fluent readers)
- ▲ Symbol or alphabet books that teach the writing system symbols. Level 1 books teach the MT writing system. (Example in English: the letter "b" with illustrations of a ball, boy, bucket and basket). Level 3 books can teach majority language symbols.
- ▲ Simple dictionaries with MT words and their equivalents in the majority language. Some dictionaries include a short sentence in both languages for each word. (These are especially



helpful for Level 3 learners.)

- ▲ Numeracy books that use activities to teach new numeracy concepts and introduce problems that challenge learners to expand their numeracy skills.
- ▲ Activity books with a variety of reading and writing activities that are interesting and enjoyable for new (and more advanced) learners.
- ▲ Games that provide a way for learners to have fun as they are learning 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 (and/or the time system used by MT speakers)
- ▲ Planning books for keeping track of appointments
- ▲ Letters to each other and to people outside the community.
- ▲ Signs on shops, schools, religious buildings and homes with names and other information in the MT only or in the MT and the majority language
- ▲ Newsheets newsletters for new readers and for more fluent readers, in the readers' MT only or in both languages.

How can we equip the community to develop literature in their MT?

If community members are to develop and expand a body of literature in their own language, they will need to develop infrastructures (people, methods, materials and other resources) for writing, illustrating, editing, testing, revising, producing, storing and distributing graded reading materials as their program expands. Equipping program leaders and the community in general to develop their own literature requires helping them build the vision and the capacity for each part of the process. The following activities will most likely be included:



- 1) Identify the range of individuals who will be using the reading materials, focusing, especially in the beginning, on the learners themselves.
- 2) Identify the topics that are interesting to community members and especially to the learners (Chapter 5).
- 3) Prepare sample Level 1 reading materials. If the first classes are to be for new learners, have at least 30 Level 1 MT stories. (Annex 7.1 describes the characteristics of materials at each level; Annex 7.2 describes the process of preparing Level 1 stories.)

4) Develop materials for teaching the minority language writing system to potential MT writers (Chapter 6). This can include a chart that shows each symbol in the writing system with a picture and keyword.



5) Conduct a writing contest. If writers have not yet been identified, invite literate MT speakers to take part in a writing contest. If contestants have not used the written form of their language before, use the primer, symbol chart and other teaching materials to introduce them to the MT writing system. Having them practice reading several of the sample Level 1 stories together will help to familiarize them with the writing system and also provide them with examples of the kinds of stories that are needed. Once they know what is expected, provide them with paper and pencils and encourage them to write Level 1 or Level 2 stories in the MT about things that are familiar to people they know in their home community.

Recruit other MT speakers as judges to read the stories and award prizes for the best ones (in a public ceremony, if possible). This is often a good way to identify potential writers and, at the same time, helps to publicize the program.

- 6) Conduct a drawing contest. If the implementation team has not yet identified artists, they can invite people who are familiar with the MT community and culture and with the learners' living situations to take part in a drawing contest. Explain to the contestants that their illustrations should be appropriate for new MT readers (for example line drawings with no unnecessary detail). Judges award prizes for the illustrations that most accurately portray the language community and will be most understandable for new readers.
- 7) Select and train the writers, artists and editors who will be responsible for developing MT materials. Once the best writers and artists are selected, conduct a series of Writers' Workshops in which participants learn how to develop graded reading materials. Annex 7.2-7.6 can be used as resources for training the community members as writers, artists and editors.
- 8) Develop a plan and method for evaluating newly produced materials. Develop an evaluation form for testing the materials. Focus should be on acceptability and usability of the materials by the intended readers (especially the adult learners). Identify fluent MT writers and train them as editors.
- 9) Identify a process and develop a plan for producing the materials. Most people whose language has never been written before are delighted to see their MT in written form and are not too concerned with the cover, binding or paper quality. Later, when materials have been tested, edited and put into an approved format, program leaders will need to be



more concerned about quality. In most cases, however, most minority language communities do not demand expensive materials. More important is that the materials are interesting, use good (correct) language and have a neat appearance. **Annex 7.7** describes the variety of methods that have been used to produce reading materials in minority languages.

- 10) **Network with others who can be resources for this process.** To enable local writers to produce materials about topics that are unfamiliar to them, help them to network with health and agricultural workers and use resources from government and non-government agencies.

Conclusion

The need to develop reading materials in multiple languages is one of the reasons why some governments do not encourage or support minority language education programs. But minority language communities around the world have demonstrated that this can be done, as long as the community members themselves are at the center of the process. Helping communities to build their capacity for sustainable literature development helps to ensure that MT speakers will have access to information and ideas from outside their community. It also provides them with the means to preserve their history and cultural heritage, by putting their traditional wisdom, knowledge and experiences into written form.



ANNEX 7.1

Characteristics of Reading Materials at Each Level²⁰

	Level 1	Level 2	Level 3	Level 4
Purpose	Help new learners learn how to get meaning from written texts; provide reading practice; affirm their language and culture	Help learners gain fluency and confidence in their reading ability; affirm their language and culture	Enable readers who are fluent in their MT and understand the majority language to transfer to reading the majority language	Enable learners to read about a variety of topics that are interesting and relevant to them
Language	Learners' MT	Learners' MT	MT and majority language	MT and majority language
Content	Familiar and interesting to the learners; reinforces what they have already learned	Familiar and interesting to the learners, introduces new ideas and information	Familiar topics (in majority language)	Variety of familiar and new topics
Level of Difficulty	Short, easy sentences (no restriction on symbols)	Longer, more complex sentences; no restrictions on vocabulary	From very simple (alphabet books) to moderately complex	No restrictions
Illustrations	1 on each page; about familiar people, objects and activities; illustrations help readers understand the text	1 on every 1-2 pages	Depends on the type of material	No restrictions
Suggested length (stories or information)	Early Level 1: 4-10 pages, 1-2 short sentences per page Later Level 1: 8-12 pages, 2-3 sentences per page	Early Level 2: 10-20 pages, 3-6 sentences per page Later Level 2: 15-30 pages, 3-6 sentences per page.	Depends on the type of material	No restrictions

²⁰ Annexes 7.1-7.7 adapted from Malone, Susan (2003). Resource Manual for Literacy Specialists. SIL International.



Writing Creatively in the Mother Tongue

Creating original reading stories in your language

Before new writers begin writing, encourage them to 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?)

Encourage the writers to remember these simple rules when writing stories for new readers:

- ▶ **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 the stories predictable.**

Predictable stories that are interesting and culturally familiar encourage new readers to participate actively in the reading activity 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 literature is in their mother tongue. A good way to check for *naturalness* is to read what you wrote aloud. Does it sound natural to you? If not, 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 use reading to learn new ideas and information.

- ▶ **Write for a specific person you know who represents the people who will read your book.**

When you think of a specific person that represents your 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 them, thinking of what would be most interesting and enjoyable to them, and therefore, 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 the 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!



Translating and Adapting Reading Materials

Using written materials from outside the language area

Remember that you may need to get permission to change something that someone else has written. It is important to check with the author and/or publisher about this before you begin.

Once you have permission to do so, there are several possible ways you can change materials that were written in another language so they can be read, understood and used by people in your language:

Things to think about when you translate resource materials

The most important thing to think about when you translate from one language into another is that you want to communicate the *meaning* of the original text accurately and in a way that sounds natural to the people who speak your language.

Remember, a good translation translates *meaning*, not words. It is...

CLEAR. When people read the translation, it makes sense to them. They are able to understand each thought.

ACCURATE. When the original author wrote the original book, he/she wanted to communicate specific ideas to a specific group of readers. A good translation communicates the same ideas, only to a different group of readers. New ideas are not added and none of the original ideas are removed.

NATURAL. Mother tongue readers find the translation easy to read because it is in a written style that is familiar to them.

Steps in translating resource materials

If possible, work in teams of two or three.

1. Read through the original text together and answer these questions:
 - What is the main point that the author wanted to communicate?
 - What format did the author use to communicate the main point? (story? poem? list of steps to follow?)
 - Can you use this same format for your intended readers? (If not, you will need to adapt the material; see below.)
 - Will people in your language want to read this material?
 - Do you think you will be able to translate it so it is clear, accurate, and natural?



2. Now prepare to translate. Read a page (or section) at a time and as you read, talk together about the questions below.
 - What is the main idea of this section?
 - Are there specific points of information in this section? If so, what are they? Write them on a piece of paper.
3. Based on your answers to the questions above, decide together how you can communicate the same ideas and information in your own language. Close the book and write your translation, remembering the specific ideas and information that you want to communicate. Do not worry about the illustrations at this point.
4. After you finish translating that page, go back to look at the text. Do the original and translated texts communicate the same ideas and information? If not, make the necessary changes to your translation.
5. Go through each page of the original text like that. When you have finished translating all of the text, read through your translation together. Answer these questions:
 - Is the meaning in the translated text the same as in the original text?
 - Are all the sub-points included?
 - Is the language clear and natural?
 - If it is an information book, will the readers get the correct information?
 - If it is a story or song, will the readers understand it?
6. Make any changes that are needed. Then read through the completed translation. Again, make any changes necessary to make it clear, accurate, natural and interesting to the readers.
7. Ask someone else who has not seen the original text to translate what you have written back into the original language. Does the back translation say the same thing as the original? If not, identify and fix the problems.
8. Ask several other MT speakers to read the text. Ask them to suggest changes they think would make it more understandable to the readers. Try to find people who represent the intended audience of the translation to do this.
9. When you (and your editors) are satisfied that the text is ready, carefully write the text for each page in the appropriate places to make the new booklet. Add the illustrations, title page, and cover, if necessary.
10. Make just a few copies of this trial translation so you can test it.
11. Test the trial translation with at least 20 readers. Ask the readers questions about the text to learn if the translation is clear, accurate and natural.
12. When you are satisfied the translation is clear and accurate and that people like to read the translation (the language is natural and the topic is interesting to them), you are ready to print additional copies.



Steps in adapting resource materials from another language

Work in teams of two or three.

1. If you want to change the format (for example, from a set of directions to a story) ask yourself which formats would be most appropriate for the ideas and/or information. (Can they be communicated accurately in a story? In a song? In a poster? In a game?) Some formats might work well but other formats would not. (For example, there might be too much information for a poster.)
2. As you are thinking about the format, ask yourself these questions: How do you want to use this material? What will be its purpose? Who will be using it? Answering those questions will help you think about the format you want to use.
3. Once you have chosen the format, go over the original text together, section-by-section. What are the important parts of each section that you need to communicate? List each point.

REMEMBER: If the original material is communicating technical information, you need to be especially careful to identify all the important points of information.

4. Once all the team members agree that you have identified the important information and ideas, plan how you will communicate them correctly in the new format.
5. Once you have created the new format, check it to be sure that all the necessary information is there. 1) List the points in the new material; 2) Check that those are the same points that are in the original material.
6. Ask someone else to check what you have done.
 - Have all the information and ideas been communicated accurately?
 - Is it appropriate for the intended audience? Will they be interested in it?
 - Is the language okay?
 - Are the spelling and punctuation correct?
7. When everyone agrees that the adapted material is ready to use, test it in the community. Make the necessary changes before you produce it in larger quantities.



ANNEX 7.4

Editing Locally Produced Reading Materials

What is *editing*?

Editing involves checking the materials to make sure they are well done. When you edit, you look at three things: 1) content, 2) language and 3) details (spelling, punctuation.)

Editing your own work

When you have finished writing the first draft, read it over to yourself. Read it out loud, so you can hear, as well as see, what you wrote.

If you find that you have to stop or pause or if you make a mistake while you are reading, put a mark at that place in the text.

When you have finished reading, look at each place you marked. Why did you stop or pause at that point? Below are some specific questions you can ask yourself. As you identify problems, think about what you can do to correct the problems.

Here are some questions to ask yourself about the *content* of the story.

- Will the intended audience be interested in this story?
- Will they understand the story?
- Do the parts of the story fit together well?
- Does the ending fit with the rest of the story? Does it make sense?

Here are some questions to ask yourself about the *language*.

- Is the language clear? Does the intended audience understand and use this kind of language in their daily lives?
- Is there anything you can take out? Are there any words or phrases or sentences that are not absolutely necessary to make the writing clear and interesting?
- Are there any mistakes in the way the sentences are written (grammar)?
- Are there better or more interesting words that you can use? If the book is for new readers, are there easier words that you can use?
- Are there foreign words that can be removed and replaced with words from the learner's MT?

Now re-write the story (second draft), making all the corrections that are needed. After you have re-written it, put it away for a few days. Then look at it again, checking content, language and details.

Make necessary changes (third draft). Remember that the next step will be for someone else to edit your story. So leave plenty of space between each line (use every other line of lined paper if you are writing by hand). When you give your story to someone else, don't feel bad when they



suggest changes. This *always* happens, even to famous writers. It is an important part of preparing good literature!

Later, after someone else has edited your story and you are ready to make the final draft (the one that you will have printed or that you will give to people to read), here are some questions to ask yourself about the *details*.

- Are there any spelling mistakes?
- Are there punctuation mistakes?
- Are there words missing?
- Are the letters clearly written? Are the lines straight?

Editing someone else's work

When you edit something that another person has written, you have the same three tasks described above but you add one more: 1) check the content of the story, 2) check the language, and 3) check spelling and other details; and 4) *do all this in a way that encourages the writer*.

First, ask the person who wrote the story to read it to you. As you listen, make notes of any questions you have. Ask the writer your questions. Encourage the writer to make any changes you both think are necessary.

Next, read the entire story to yourself. If you stop or pause or make a mistake while you are reading, put a mark at that place in the text. When you finish reading, look at places you marked. What made you stop or pause or make a mistake at that point? What is the problem? Write your suggestions about what the author can do to fix the problems.

As you read, ask the questions about content, language and details that you use for your own writing (see above). Also, if the text is a translation, is the translation accurate? (*Annex 7.3*) If the text communicates information, is the information accurate?

Just before you make the final draft, check it one last time for *details*. When you do this, ask the same questions as above.

REMEMBER: *The editor's job is to make sure the story (or poem, information, song, etc.) will be clear, natural and interesting to the intended reader and that it presents accurate information. Editors should change only the things that are absolutely necessary. The goal is to encourage the new writer to continue writing. Changing too many things will discourage the writer.*



ANNEX 7.5

Illustrating Reading Materials for New Readers

Why do we need illustrations in reading materials for new readers?

Illustrations help new readers in several ways:

- They help the new readers understand the text.
- They help them predict what will come next in the text.
- They make the written text more interesting.

How many illustrations do we need?

Stories for new readers need many illustrations. A good rule for a Level One reading book is to have one picture for each page of text. (See chart for Level One reading materials, *Chapter 7*)

What kinds of illustrations do we need for new readers?

- Illustrations should show only what is happening in the text.
- Illustrations should be about people, clothes, trees, plants, houses, landscape, etc., that are familiar to the new readers.
- People and objects should be complete figures. For example, if the picture is of a person, it should include all parts of the body: head, body, arms and hands, legs and feet.
- Illustrations should fill most of the space that is provided.
- The lines should be simple (no unnecessary shading or details).

If you are training people who have not drawn for new readers before, it is good if you can show them examples of a good and bad picture. Then encourage them to talk about what they think would be good and bad illustrations for new readers in their community.



Suggested Components of a Writers' Workshop

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
<p>Introductions</p> <p>Expectations</p> <p>Workshop overview</p>	<p>Discuss what makes a good story in the MT</p> <p>Describe the different levels of reading materials: show examples for each level</p>	<p>Introduction to illustrating reading materials.</p> <p>Participants plan illustrations for their Level 1 stories (artists work on illustrations)</p>	<p>Introduction to process of putting stories into booklet form</p> <p>Participants put their stories into booklets.</p>	<p>Write Stage 1 poetry and songs from the traditional culture.</p>	<p>Put Level 2 materials into booklets</p>	<p>Plan process of testing materials in the community.</p>
B R E A K						
<p>Review writing system</p> <p>Practice handwriting</p>	<p>Participants list topics of interest to the new learners (based on research, their own awareness)</p>	<p>Introduction to the editing process.</p> <p>Participants edit their own and others' stories</p>	<p>Continue putting stories into booklets (complete at home)</p>	<p>Put traditional songs, poetry into booklets (complete at home)</p>	<p>Introduction to making flip charts and posters; discuss appropriate topics for Level 1 flip charts and posters.</p>	<p>Plan process of producing materials for use in program.</p>
L U N C H						
<p>Practice telling stories from the local culture.</p> <p>Practice writing stories about personal experiences (no restriction on length)</p>	<p>Group selects one of the stories from yesterday, revises it together to make a Level 1 story. Trainer writes story on the board. Revise.</p>	<p>Continue editing; make necessary changes for final pre-formatting draft.</p>	<p>Participants share their stories.</p>	<p>Introduction to Level 2 literature. Participants write Level 2 stories.</p>	<p>Work on flip charts and posters.</p>	<p>Identify resources within and outside the community to support literature production</p>
B R E A K						
<p>Continue writing stories</p>	<p>Participants write their own Level 1 stories.</p>	<p>Introduction to translation principles: Participants translate Level 1 stories into the majority language (complete at home).</p>	<p>Participants share traditional stories, poetry, songs from the oral culture. Discuss the process of putting these into writing.</p>	<p>Continue working on Level 2 stories. (Complete at home.)</p>	<p>Continue working on flip charts and posters (complete at home)</p>	<p>Closing</p>

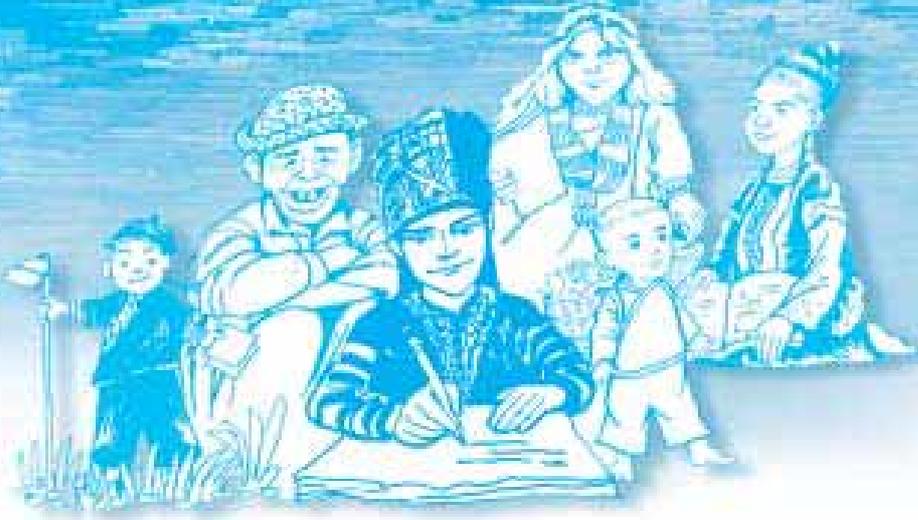


ANNEX 7.7

Methods for Producing Minority Language Reading Materials

Production method	Advantages	Disadvantages
<i>Pen or typewriter with carbon paper</i>	<ul style="list-style-type: none"> ▶ very cheap ▶ can be used for trial, testing 	<ul style="list-style-type: none"> ▶ time consuming if more than 3-4 copies are needed ▶ if lost, may not have copies
<i>Silkscreen printer</i>	<ul style="list-style-type: none"> ▶ electricity not required ▶ easily transportable ▶ stencils can be re-used ▶ can be used in village situations ▶ makes unlimited copies 	<ul style="list-style-type: none"> ▶ stencils & ink may be difficult to find and/or expensive ▶ requires careful cleaning with kerosene ▶ ink can <i>bleed</i> through paper
<i>Drum duplicator</i>	<ul style="list-style-type: none"> ▶ fast ▶ makes unlimited copies (re-using stencils) ▶ can be used in village situations (hand-controlled do not require electricity) 	<ul style="list-style-type: none"> ▶ duplicator requires careful maintenance ▶ stencils & ink may be difficult to find and/or expensive ▶ ink can <i>bleed</i> through paper
<i>Photocopier</i>	<ul style="list-style-type: none"> ▶ quick and easy ▶ reproduces illustrations exactly 	<ul style="list-style-type: none"> ▶ limited accessibility ▶ expensive ▶ some machines print only on one side
<i>Offset press</i>	<ul style="list-style-type: none"> ▶ exact reproduction ▶ clear and clean ▶ can do large amounts 	<ul style="list-style-type: none"> ▶ expensive except for large numbers of copies ▶ limited accessibility





Introduction

Chapters 3 to 7 have each discussed methods for equipping MT speakers for establishing and maintaining different components of their adult education program. This brief chapter deals more specifically with the kinds of training that are needed for people in each position, with special attention to training facilitators.

A special challenge in some minority language communities is that the MT speakers have had so little access to education in the past that it is difficult to find staff with the qualifications needed for sustaining their program (*Chapter 3* lists suggested qualifications for each position). When this happens, the training process begins by helping a few key MT speakers gain fluency in reading and writing their language and then equipping them as leaders. These leaders can then identify other potential staff, help them become literate and train them for the different positions. An important principle for any MT education program is to *start small and grow slowly*—to begin by establishing a small but firm foundation of core people and build gradually from that foundation. In communities that begin with few literate people, the initial foundation will be especially small and its growth will be especially slow. Another good principle is that *training goes from the known to the unknown*—it begins by identifying what trainees already know and uses that as the foundation for helping them learn the new knowledge and skills they need to do their work well. In programs with few educated staff, this principle may be the key to successful training and, therefore, one of the keys to program growth and sustainability.



How can we train MT speakers for their adult education program?

In adult education programs that are considered successful and are sustained over time, training is a cyclical process that focuses on *capacity-building*, *ownership* and *responsibility*. It involves the following components:



In general, training for adult education programs in minority language communities should:

- ▲ Encourage trainees to be clear about their own vision for their community, language and culture and encourage them to think about what they themselves can contribute to the individual learners, to the program and to the community in general.
- ▲ Enable them to use what they already know and can do as the foundation for learning new knowledge and skills.
- ▲ Encourage them to be creative and to experiment with new ideas and techniques.
- ▲ Provide opportunities for them to share experiences and exchange ideas.



The table below lists general training objectives for the different staff of an adult education program for learners in *Level 1* classes in a minority language community. It also suggests activities for achieving the objectives. Program leaders can adapt these ideas to their specific situations as they plan their own training programs.

Staff	Training Objectives	Training Activities
Facilitators	<ul style="list-style-type: none"> ▶ Identify and analyze the factors (political, social, economic, religious, etc.) that will affect their teaching and learning situation (<i>Chapter 3</i>) ▶ Identify the learners' specific learning needs, including the topics that the learners have said are important to them (<i>Chapter 5</i>) ▶ Identify and analyze the ways that adults in the community traditionally learn new knowledge and skills ▶ Be aware of the different <i>levels</i> of learning in minority language education programs and understand the purpose and focus of Level 1 classes (<i>Chapter 6</i>) ▶ Be familiar with the MT writing system and aware of the ways it differs from the majority language writing system (<i>Chapter 4</i>) ▶ Be able to read the MT fluently and to write the MT fluently and neatly ▶ Understand and be able to apply principles of facilitating adult learning in group contexts ▶ Be able to plan daily lesson activities ▶ Be familiar and comfortable with the teaching method (<i>Chapter 6</i>) ▶ Be able to create stories and other reading materials that are appropriate for adult learners (<i>Chapter 7</i>) ▶ Be able to keep records and write reports (<i>Chapter 9</i>) 	<p>Attend facilitator training workshops that include:</p> <ul style="list-style-type: none"> ▶ Group discussions ▶ Role plays ▶ Demonstrations and practice ▶ Observe '<i>master</i>' teachers in their classes ▶ Practice facilitating classes under the supervision of supervisor, trainer or master teacher ▶ Meet with resource people to learn about specific Life-Skills topics ▶ Write, edit and test stories, poetry, songs, other texts appropriate for learners in their classes ▶ Practice using report forms
Supervisors	<ul style="list-style-type: none"> ▶ Same as for facilitators ▶ Be familiar with types of assessment that are appropriate to Level 1 classes. ▶ Be able to plan and carry out assessments. ▶ Be able to provide oral and written reports as required. 	<ul style="list-style-type: none"> ▶ Same as for facilitators ▶ Make supervisory visits to observe experienced supervisor; practice supervising; ask questions
Trainers	<ul style="list-style-type: none"> ▶ Same as for facilitators ▶ Understand and be able to apply principles of training 	<ul style="list-style-type: none"> ▶ Same as for facilitators ▶ Attend Training of Trainers Workshop ▶ Attend training workshops to observe master trainers and to practice doing some training components



Staff	Training Objectives	Training Activities
Writers, editors	<ul style="list-style-type: none"> ▶ Understand and appreciate the learners' motivation for learning and their particular learning needs, including topics that are important to them (Chapter 5) ▶ Be aware of the different levels of reading materials in minority language education programs and the characteristics of materials at each level (Chapter 7) ▶ Be familiar with the MT writing system and aware of the ways it differs from the majority language writing system (Chapter 4) ▶ Be able to read and write the MT fluently ▶ Be able to develop a variety of reading materials that are appropriate for Level 1 learners (Chapter 7) ▶ Understand the purposes of editing; be able to edit their own and other writers' materials (Annex 7.4) ▶ Be able to test and evaluate materials in the MT community (Chapter 9). 	<ul style="list-style-type: none"> ▶ Attend literature development workshops (Chapter 7) that include: <ul style="list-style-type: none"> ▶ Presentations, discussion ▶ Studying materials from other programs ▶ Practicing writing and editing each type of material ▶ Observe and practice testing and evaluating materials
Artists	<ul style="list-style-type: none"> ▶ Identify the learners' specific learning needs, including the topics that the learners have said are important to them (Chapter 5) ▶ Be aware of the different levels of reading materials in minority language education programs and the characteristics of materials at each level (Chapter 7) ▶ Understand and be able to apply principles of illustrating Level 1 reading materials (Chapter 7) ▶ Be able to test and evaluate illustrations for Level 1 learners (Chapter 9) 	<ul style="list-style-type: none"> ▶ Attend literature development workshops that include: <ul style="list-style-type: none"> ▶ Presentations, discussions ▶ Studying illustrations used in Level 1 materials from other programs ▶ Learning about what makes good illustrations for readers with different reading abilities ▶ Practicing doing illustrations ▶ Observe and practice testing and evaluating illustrations in MT materials
Advisory Committee members	<ul style="list-style-type: none"> ▶ Identify the learners' specific learning needs, including the topics that the learners have said are important to them (Chapter 5) ▶ Have a general understanding of the purposes and processes of the education program, including the 4 levels of classes (Chapter 6) ▶ Be aware of the types of resources that will be needed to sustain the education program (Chapter 3) ▶ Be able to plan mobilization activities to obtain the resources (Chapter 3) 	<ul style="list-style-type: none"> ▶ Visit programs in other language groups ▶ Take part in preliminary research including identifying resources; de-brief on the process ▶ Take part in mobilization activities; de-brief on the process ▶ Visit classes; talk to learners, facilitators ▶ Meet with community members, leaders



How can we prepare facilitators to understand and use participatory methods that are appropriate for adult learners?

Some adult learners in minority language programs may have a poor self-image because of negative educational experiences in the past, because of discrimination by the majority society or simply because of their difficult living conditions. The adult learners, however, have a rich background of knowledge and experience and a life-long history of learning, even though the learning may not have involved reading and writing. Facilitators need to know how to help adult learners overcome any negative feelings about themselves and recognize how much they already know and can do. Facilitators then need to know how to encourage and enable the learners to use what they already know and can do as the foundation for new learning and action. Training, therefore, needs to prepare facilitators for these kinds of enabling roles.

Also, as noted at the beginning of this chapter, some facilitators may have had little formal education themselves. If they did go to school, they may have been exposed to teaching methods that emphasize rote learning (memorization without comprehension) which is especially inappropriate for adult learners. The training process needs to equip facilitators to understand and use teaching methods that are appropriate for adult learners—that help them understand and evaluate everything they read and write.

Good training follows the same principles as good facilitating: start where the trainees (or learners) are and enable them to use what they know and can do to gain new knowledge and skills. Trainers and the training process should model practices that facilitators will use in their own classes:

- ▲ If the adult education classes are to be learner-centered and promote interaction and participation, the training should be trainee-centered. It should encourage trainees to take an active role in identifying their training needs, solving problems and evaluating their own progress.
- ▲ If lessons are to build on the knowledge and skills that learners bring to the education program, the training process should encourage trainees to use what they already know and can do as the foundation for their own learning.
- ▲ If the teaching methods are to encourage self-directed learning, the training process should encourage trainees to examine critically the information and methods that are being introduced, suggest alternatives and experiment with their own ideas.
- ▲ If facilitators are supposed to give the adult learners time to master new knowledge and skills and to gain confidence in themselves as learners, the training process should give trainees time to build their own abilities and confidence.

The **30-10-60 rule** suggests a way for trainers to prioritize activities for Facilitator Training Workshops (or any training workshop). The three categories of the 30-10-60 rule are listed below, along with activities that would be appropriate for each category. The activities found in the table on training objectives and activities, above, would also fit into one of these categories.

- ▲ 30% of the time should be used for participants to work in groups:



- Sharing their goals for the program in general and specifically for their own specific area of responsibility
 - Identifying their own expectations for training
 - Team building
 - Discussing and debating issues; making decisions together
 - Problem-solving; thinking creatively
 - Doing role plays
 - De-briefing on their experiences in practice training (below)
 - Visiting existing classes
- ▲ 10% of the time should be used for presentations and demonstrations by the trainers:
 - Presenting new theories and practices
 - Presenting case studies
 - Demonstrating / modeling teaching methods
 - ▲ 60% of the time should be used for participants to practice what they have learned

Conclusion

Training in adult education programs should ensure that all staff members have the capacity to fulfill their own responsibilities and take ownership of the program and also to encourage others in the community to do the same. **Capacity-building** includes helping program staff to develop

- ▶ Competence, including the knowledge and skills required to do their work
- ▶ Confidence in their own abilities and in the abilities of the learners
- ▶ Creativity to think about and use new ideas
- ▶ Commitment to stay with the program, even when discouraged
- ▶ Credibility with the learners, with the community in general and in the larger society.

How can trainers equip themselves as capacity-builders? They can learn how to be good listeners and how to give positive feedback. They can learn how to think and act creatively so they can encourage trainees to do the same. They can learn how to model the attributes and skills that they want to impart to their trainees, because good modeling is more effective than telling others what to do and how to do it. Finally, they can learn how to be good mentors because this is the best way to encourage and equip others to take leadership. Trainers who are good capacity-builders have the privilege of seeing those they train take ownership and responsibility of their program and of seeing the program become a valued part of the community it serves.





Why are program evaluations necessary?

Evaluations provide information that enables stakeholders (program leaders, learners, the community in general, donors, government agencies and others) to:

- ▲ Assess the degree to which the program is accomplishing its stated objectives
- ▲ Change the parts of the program that are not working well and strengthen the parts that are working effectively
- ▲ Report to donors, government agencies, NGOs and other potential supporters
- ▲ Maintain a record of the program



What specific parts of the program should be evaluated?

Wise program leaders use evaluations throughout the life of the program to assess each component:

- ▲ **Program plan.** How well were the community's problems and needs incorporated into the program plan? (Chapter 3) Are program outcomes and outputs realistic? Are they measurable? Are they clear? What can be done to improve the plan?
- ▲ **Writing system.** Is the writing system acceptable to the MT speakers in general? (Chapter 4) Is it acceptable to the government? How well does it represent the sounds of the language? How easy is it to learn? Can it be reproduced using technology available to MT speakers? What can be done to improve the writing system?

- ▲ **Program staff.** Are the learners and the community in general satisfied with the facilitators, supervisors and other program staff? (Chapter 3) Do staff members relate well with the learners and others in the community? Do they speak, read and write the MT fluently? Do they understand the culture? Do they understand and respect the learners? What can be done to improve the recruitment process?
- ▲ **Training.** Does training build staff members' capacity to take care of their responsibilities? (Chapter 8) Does it model good adult education principles for facilitators to follow in their own classes? What can be done to improve the training process?
- ▲ **Teaching plan and teaching materials.** Do the facilitators find the teaching plan and materials clear and easy to use? (Chapter 6) Do the materials focus on topics that are interesting and important to the learners—female and male? (Chapter 5) Do they include the components identified for the specific level of learning? What can be done to improve the teaching plan and teaching materials?
- ▲ **Reading materials.** How many reading materials have been produced for each level? (Chapter 7) Are the materials relevant to the learners' interests and appropriate for their reading abilities? Are there enough materials to challenge the learners to continue reading? Are MT speakers in the community satisfied with the quality of the materials? What can be done to improve the materials development process?
- ▲ **Learners' progress.** Do the learners feel that they are learning the things they want to learn? Are they achieving their own objectives for learning? How are they using what they have learned in their daily lives? What can be done to make the program more satisfactory for them?
- ▲ **Program growth.** Is the program expanding as expected? Are the people responsible for the program satisfied with the way it is growing? Are the learners and others in the community satisfied? What would they like to change?
- ▲ **Program's cost effectiveness.** How do program outcomes and outputs compare with costs? Are stakeholders satisfied that finances and other resources are being put to the best use? What can be done to make the program 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 program?



How do we get the answers to these questions?

Program leaders can use two general methods to evaluate the different components of their program. The first focuses on *quality*, the second on *quantity*.

Qualitative evaluations focus on:

- Attitudes and perceptions (of stakeholders)
- Quality and usefulness (of materials)
- Strategies and activities (of training, of teaching methods and learning activities)
- Costs compared to perceived outcomes



The following methods provide information for **qualitative** evaluations:

- Interviews
- Observing and participating with learners in their daily lives
- Informal discussions
- Studying reports, records and other documents
- Examining materials that were produced for the program
- Studying materials produced by the learners over a period of time (known as *portfolio assessment*)

Quantitative evaluations focus on:

- Numbers (learners, classes, facilitators, reading materials etc.)
- Skills and abilities that can be measured and quantified
- Costs compared to outputs

The following methods and materials provide information for **quantitative** evaluations:

- Questionnaires
- Tests
- Class records, finance reports
- Surveys

When should we do evaluations?

A good evaluation begins before program planning, continues until after the program itself has ended and assesses all aspects of the program:

- ▲ **Context evaluations** take place before the program begins. They help program leaders learn about the community in which the program will be implemented—the goals and needs that community members have identified, the resources that might be available, and the factors that are likely to affect the program.
- ▲ **Input evaluations** take place during planning and initiation. They help stakeholders assess the degree to which the program plan meets the community's expectations. Input evaluations are also concerned with the effectiveness of training and the relevance and acceptability of learning and reading materials. They assess the degree to which resources are being utilized effectively.
- ▲ **Process evaluations** take place at regular intervals during the program (for example, in the middle and at the end of each class year). They assess learners' perceptions of their own progress and the community's perceptions of the program in general.
- ▲ **Impact evaluations** take place at the end of the program or when a group of learners completes the program. They help program leaders assess the degree to which the program has helped the learners and the community in general to achieve their goals.



How do we equip program staff to evaluate their program?

The best way to equip staff to plan and conduct evaluations is to go through the process with them:

- ▲ Identify the *focus* of the evaluation. (What part of the program needs to be evaluated?)
- ▲ Identify the *purpose* of the evaluation. (Who will use the information that is collected? How will they use it? How will the evaluation improve the program? How will it benefit the learners and the community?)
- ▲ Identify the *indicators*—the things that will show if the program (or a component of the program) is achieving its objectives.
- ▲ Identify the *sources of information*.
- ▲ Identify the *people* who will collect and analyze the information.
- ▲ Plan the *time frame*. (When will the evaluation activities begin? How long will they last? When will documentation be completed?)
- ▲ Identify the evaluation *methods* that will be used to collect the information
- ▲ Develop the *instruments* that will be used
- ▲ *Train* the evaluators to use the instruments
- ▲ *Collect, check and analyze* the information.
- ▲ *Prepare a report* of the results.

Conclusion

Although evaluations are a valuable means for ensuring that a program is satisfactory to its stakeholders, they are the most neglected component of most minority language education programs, and, indeed, of all development programs. Evaluations do not need to be expensive or time-consuming. Encouraging members of the community to take part in evaluating their program is an important way of ensuring that, as it expands and is sustained, the program will help them achieve their own and their community's goals.



Promoting Sustainability



What are the characteristics of adult education programs that are successful and sustained?

This manual has described some of the characteristics of adult education programs that are considered successful and are sustained over time:

- ▲ The programs serve the specific needs of the learners and contribute to the general welfare and development of their communities. Consequently, the communities support their programs.
- ▲ The learners' MT is the language of instruction.
- ▲ Lessons build on the knowledge and experience the learners bring to the learning situation and focus on issues that are important to them.
- ▲ A variety of reading materials, in the MT and the national language, are available to the learners and to the community in general. The materials are interesting to the readers, appropriate to their reading abilities and challenge them to continue reading and expanding their reading ability.
- ▲ Program leaders have identified and made good use of all available resources—people, buildings, supplies, and finances.
- ▲ Community members have the capability and commitment to plan, implement and sustain their program.
- ▲ The programs are closely linked with on-going educational opportunities within and outside the community so that the learners can continue learning, either formally, non-formally or informally.
- ▲ The programs are supported by agencies and organizations within and outside the community.

What are the characteristics of programs that are not sustained?

Unfortunately, studies of adult education programs around the world reveal that very few of them are sustained for long periods of time. Studies of these failed programs reveal that most of them share the same problems:

- ▲ Content is not relevant to the learners' interests and needs.
- ▲ Facilitators are not adequately trained.
- ▲ Teaching methods are not appropriate for the adult learners.
- ▲ There are few or no relevant and interesting reading materials that challenge the learners to continue reading.
- ▲ Learners who complete the basic program lack opportunities to continue their education but have not yet acquired language and literacy skills that enable them to continue learning on their own.
- ▲ The programs lack strong community leadership and support.
- ▲ The programs are not supported by the government or by other agencies and organizations outside the community.
- ▲ Lessons and materials are in a language that the learners do not understand.



Planning sustainable adult education programs

The purpose of adult education programs is to enable learners to acquire the knowledge, skills and confidence they need to achieve their own and their community's goals. Minority language programs affirm the learners' heritage language and culture and enable them to use their knowledge and experience as the foundation for further learning. This manual has described a process for planning sustainable programs that are valued by all their stakeholders. Emphasis has been on:

- ▲ Building relationships with people in the community; learning about their goals, needs, problems and strengths
- ▲ Mobilizing individuals, agencies and organizations within and outside the community to support the program and to take responsibility for it
- ▲ Developing a writing system that *fits* the language best and is acceptable to MT speakers;
- ▲ Establishing a system for recruiting, training and supporting program staff; focusing on capacity-building and leadership development



- ▲ Developing teaching plans and materials that help the learners achieve their own goals for learning
- ▲ Establishing a system for writing, editing, testing and producing MT reading materials that are interesting and relevant to the learners
- ▲ Evaluating all aspects of the program, especially the learners' satisfaction with their progress and the community's satisfaction with the program in general

Clearly, implementing a minority language education program is not a simple undertaking. There are few, if any, minority language communities that possess all the resources needed to establish and sustain their own program. A collaborative effort involving the minority community, government and non-government organizations and funding agencies will be needed if this relatively small percentage of the world's learners are to participate meaningfully in **Education for All**. Can it be done? As minority language communities around the world have shown, yes, with good planning and cooperation, it can indeed be done.



Glossary

advisory committee	Group of leaders who are committed to the adult education program and willing to take leadership in supporting it. May be composed of MT speakers and others (from government agencies or non-government organizations) within or close to the community who support the program
curriculum team	Team that develops the teaching plan and instructional materials for a MT adult education program
facilitator	Person who facilitates others in learning; teacher
implementation team	Team of people responsible for mobilizing the community to plan, implement and support the adult education program
language group	Group of people who speak the same language (usually refers to minority groups)
Level 1	Classes for new learners who have not been to school before
Level 2	Classes for people who may have attended school before but who want to become more fluent readers and writers
Level 3	Classes for people who have learned to read and write in one language and who have learned to speak and understand a second language and now want to read and write in the second language
Level 4	Educational opportunities for people who have attained fluency in reading and writing and want to continue their education either in formal or non-formal systems or informally.
mobilization	Encouraging a community (and supporters from outside the community) to work together in planning and implementing an adult education program
majority language	Language that is spoken by the majority of people in a specific area (country, sub-region or state/province); usually the language of education, jobs, and political advancement in that area. In some countries the majority language is also the national and/or official language.
minority language	Language spoken by a specific group of people who do not constitute the majority of the population
Mother Tongue (MT)	Language spoken by people in the minority language community. Also called minority language
NGO	Non-Government Organization
script	Type of symbols that are chosen to represent a particular writing system (examples: Roman script used for Bahasa Malaysia; Thai script used for Thai; Devanagari script for Hindi and Nepali)
Second Language Acquisition (2LA)	Process in which a person learns a second language. Focus is on understanding and speaking the second language, but can also include learning to read and write the second language as well
stakeholders	All the individuals and entities in the community, government, NGOs and elsewhere that are involved in and/or affected by the education program
writing system	Graphic representation of some of the linguistic features of a language

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