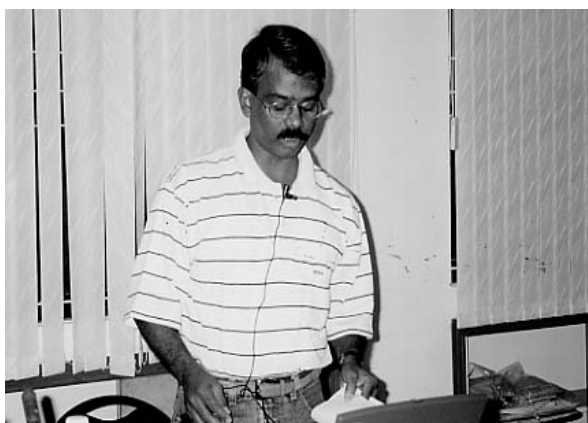


(2) Concrete Steps in Developing Literacy and Continuing Education Materials at Grass-Root Level

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1. Why Learner Centered/ Generated Materials?

- (1) Relevancy
- (2) Inadequate number-Less access
- (3) Dissemination of process rather product
- (4) Dependency on experts

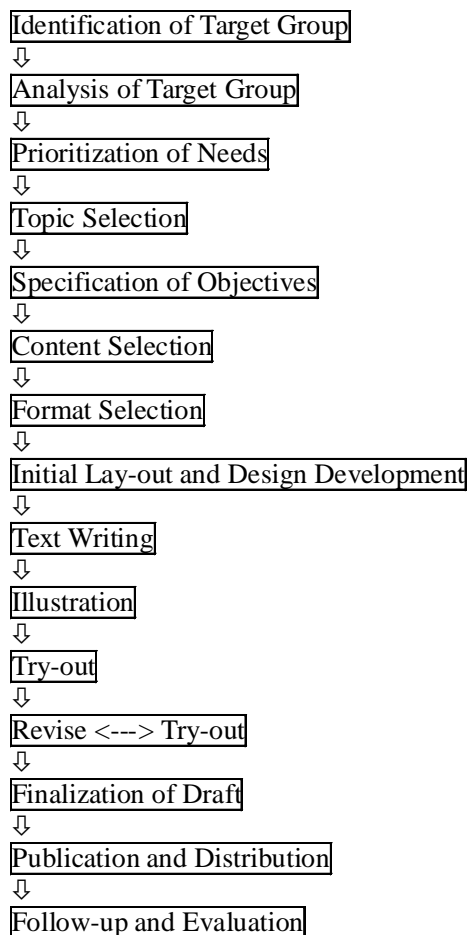
2. Importance of Learner Centered Material

- (1) The needs of the learners vary widely.
- (2) Reflect learners' felt needs.
- (3) Transaction process is planned considering socio-economic and cultural conditions.
- (4) It addresses the learning needs of the users.
- (5) Learning and felt needs can be integrated in materials and in actual transaction.
- (6) Create scope for active participation in the learning process.
- (7) Contextualising learning by drawing from learners' experience.
- (8) Involving learners in decision making concerning their learning.
- (9) Provide opportunities to learn through an interactive process.
- (10) Put the learners at the centre.

3. Involvement of Learners and Facilitators

- (1) Need assessment
- (2) Selection and sequencing of contents
- (3) Preparing texts and illustrations
- (4) Tryout
- (5) Distribution
- (6) Evaluation of materials

4. Steps of Material Development



5. Types of Materials

- (1) Motivational
- (2) Participational
- (3) Instructional
- (4) Follow-up

6. Package Learning Materials

- (1) Identification of Target Learner
 - a. Level of literacy skill
 - b. Area (urban, rural)
 - c. Age (children, adolescent, adult)
 - d. Sex (male, female, both)
- (2) Assessment of Learners' Need
 - a. Physical, socio-cultural and economic characteristics
 - b. Common problems and their causes
 - c. What are the developmental need of the community as a whole and the learners in particular?

- d. What do they want from the programme?
- e. What learning style do they prefer?
- f. What learning skill do they have?
- g. Where, when and how do they learn?
- h. How much time can they spend?
- i. What access will they have to media/facilities?
- j. What are the available resources?

Methods

- a. Observation
- b. Semi- structured interview
- c. Transect walks
- d. Focus group discussion
- e. Case studies
- f. Resource mapping
- g. Direct matrix ranking
- h. NP

(3) Analysis and Prioritization of Needs

New Participatory Method

- Making a list of problems and needs and numbering them according to priority
- Making a list of solutions to the problems
- Identify important or crucial issues as the theme of the material

(4) Selection and Sequencing of Content

- a. Time considerations
- b. Complexity of the subject
- c. Felt need of the learners and their interest
- d. Consistency with the objectives of the material
- e. Integration with the literacy levels of the learners

1) Sequencing of content

- Casual sequence (following a chain of cause and effect)
- Chronological sequence (to discuss topics in the order in which they happens)
- Structural sequence (where certain ideas or skill must be tackled earlier in order for later ones to make sense)

2) An exemplar content planning

Theme: A better life

Topics:

- Ideal home
- Safe water
- Sanitary latrine
- Family planing

3) Learning points

Topics: A. Ideal home

Sub topic

- A.1 An example of ideal home
- A.2 Basic requirements for an ideal home
- A.3 Reason for dirty environment
- A.4 Ways and means for making home environment clean

(5) Format Selection

Printed book: Booklet, Primer, Comics, Work

book

Printed non-book: Poster, Flip chart, Wall newspaper, Card, Folding leaflet, Maps

Games and plays: Matching card, Jigsaw puzzles, Snake and ladder

Audio-visual material: Audio cassette, CD, Radio programme, Television programme, Video cassette, Slides

Other materials: Drama, Street plays, Folksong, Puppet show

To decide appropriate format following aspects need to be considered:

- Do any of the learning objectives dictate certain format?
- Which format will be most convenient for the learners to use?
- Are any of the formats likely to be particularly helpful for fulfilling any objectives?
- Do the learners have necessary skills to use the specific format?

To decide appropriate format following aspects need to be considered:

- Do the material developers have the necessary know how ?
- Are the basic requirement (e.g. electricity) available in the area?

(6) Curricular Unit

Level: Basic, middle, self-learning, continuing education

Title: In congruence with needs/rational

Rational: Statements of problems and giving reason how this selected topic will help solve the problem

Aim: General statement of intent

Objectives: What learner will be able to perform

Pre-requisite: Pre-required literacy and numerically skill

Scope of content: Topics and learning points to be covered in relation to the objectives

Activities: Learning methods and activities to be used

Time required: Time required for presentation, exercise

and evaluation

Evaluation: Process and time of evaluation

a. Adaptation of literacy and continuing education materials

Types of materials:

- 1) Primers, post-literacy materials, textbooks and supplementary reading materials for elementary school children
- 2) Leaflets posters, booklets, etc. produced by government and non-government agencies concerning agriculture, health, industry, community development, environment, etc.

b. Ways of adapting the existing materials

- 1) Add other media to the existing material-
adding an audiocassette with an existing booklet.
- 2) Develop extra self-instructional sheets to supplement the existing materials.
- 3) Adapt the existing pictures to match with local context.
- 4) Adapt the audio portion of the film, using local language

c. Points need to be considered

- 1) Content
 - Is the content relevant to the learners?
 - Is knowledge and information updated?
- 2) Illustrations
 - Are the settings, peoples, costumes, food, manners and customs and culture depicted in the materials familiar to the learners?
- 3) Format/Size
 - Is the format most suitable to be used by the learners?
- 4) Title
 - Is it attractive enough for the learners?
- 5) Language
 - Is the text easy to understand for the learners?

(7) Text Writing

a. Content:

- 1) Relevant to everyday life
- 2) Message should cover total concept
- 3) Chronological
- 4) Casual sequence
- 5) Gradual development of knowledge, skill, attitude and values

b. Presentation:

- 1) Should be informal.
- 2) A variety of ways to present
- 3) Scope for reinforcement of ideas or issues

4) Activities for interaction and self-learning

5) Easy language and familiar words consistent with level of learners' literacy skills

c. Learning activities: for promotion of active learning.

- 1) Tick boxes in a checklist
- 2) Answer a multiple choice question
- 3) Underline key words in a text
- 4) Complete a table
- 5) Write learning in own words
- 6) Fill-in the blanks
- 7) Discuss learning with other people
- 8) Write simple answer
- 9) Choose the right word
- 10) Put in the missing word

(8) Illustration and Layout

- a. Should proceed together.
- b. Should reflect learners' real way of life.
- c. Must be clear, accurate, and consistent.
- d. Should be related directly and meaningfully to the text.
- e. Should be helpful to clarify the text.
- f. More space should be given to illustration than text.
- g. Design and layout should be attractive.
- h. Should leave a lot of empty space to help rest the readers' eyes.
- i. Pointers should be used to highlight the important messages.

(9) Try Out

- a. Clarity
- b. Simplicity
- c. Language
- d. Illustration
- e. Relevance of theme and topics
- f. Communication of message
- g. Usefulness of format
- h. Cost effectiveness

(10) Finalization of Draft

a. Aim and objectives:

- 1) Whether was the material developed according to the aim and objectives?

b. Content:

- 1) Whether do the content, topics and learning points have consistency with the objectives?
- 2) Are the contents factually correct?
- 3) Are examples appropriate to the local situation?
- 4) Are all the new concepts adequately explained?

- c. Activities:
 - 1) Are all the activities and /or self-tests are worthwhile, relevant and practicable?

- d. Presentation:
 - 1) Is it plain and simple?
 - 2) Does it avoid formal writing style resembling school textbook?
 - 3) Does it use variety of ways to present the message?