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GLOSSARY

AJP

ACCU's "Asia/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas." The AJP materials are first developed in English as prototypes through the cooperative efforts of literacy and subject experts in the UNESCO Member States of the Asia-Pacific Region. The objectives of AJP are to sustain the literacy skills of neo-literates in the region, and at the same time to provide useful knowledge and information to improve their quality of life.

ATLP

APPEAL's Training Materials for Literacy Personnel - Twelve volumes of training materials produced by UNESCO/PROAP/APPEAL to improve the quality of literacy and continuing education programmes in the Member States of the Asia-Pacific region. An illustrative manual on adapting ATLP for programmes for women has also been developed for promotion of literacy among girls and women.

Brainstorming

A group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group.

Community Learning Centre (CLC)

Locally organised educational institutions outside of the formal education system, based in villages or urban areas, usually set up and managed by local people to provide various learning opportunities for community development and improve the people's quality of life.

Curricular Unit

An outline of material to be developed which helps materials developers to develop it exactly as it has been planned and to evaluate it after development. The outline covers theme, target learners and level, objectives, contents, format, teaching-learning process and required timeframe.

Evaluation

Appraisal, assessment of a project or programme.

Facilitators

Those who assist the learners' learning activities on certain topic mainly at CLCs for expansion of their existing skills and/or introducing new ideas for the improvement of their living condition.

Family Planning

A health service that helps couples decide whether to have children, and if so, when and how many.

Flip Chart

A flip chart is a series of sheets of paper, fastened together at the top. When a sheet has been used, it can be 'flipped' over the top so that the next sheet is visible.

Ice-breaking

A technique that creates a relaxed atmosphere, especially between people meeting for the first time.

Income-Generating Programmes (IGP)

These help participants enhance their capability of generating or increasing their income in cash or in other forms of profit.

Literacy Clip Art (LCA)

ACCU's Literacy Clip Art (LCA), a collection of more than 900 illustrations covering 8 categories relevant to literacy materials, is designed to serve as an instrument for local facilitators to develop their own learning materials easily and effectively at grassroots level. Available in two versions (South Asia; South East Asia), and in two formats (CD-ROM Windows; Book).

Literacy Resource Centre (LRC)

ACCU's Literacy Resource Centres for Girls and Women managed by its NGO partners for the promotion of literacy in the Asia-Pacific region. The Centres provide technical support to local NGOs and literacy workers, and act as a centre of literacy network at domestic and regional level.

GLOSSARY

Master Copy

An original material for printing from which copies are made.

Needs Assessment

Identification of learning needs by getting information on learners' occupation, culture, beliefs, values, income etc. in order to give better examples and solutions which provides appropriate knowledge, attitudes and skills to address their needs and problems.

Neo-Literate

Individuals who have completed a literacy training programme recently and have demonstrated the ability and willingness to continue to learn on their own using the skills and knowledge they have attained without the direct guidance of a literacy teacher.

New Participatory Method (NP Method)

ACCU's method of analyzing assimilated data for identification of problems and needs with the participation of all members involved in the process.

Non-Governmental Organization (NGO)

A typical non-profit, non-official organization which is actively involved in the process of socio-economic development. The organization can be local, national, or international in scope. It relies mainly on donations or contributions (grants and aids) for their operation.

Numeracy

The knowledge and skills required to apply basic arithmetic operations, either alone or sequentially, to numbers embedded in printed materials.

Participatory Rural Appraisal (PRA)

Participatory rural appraisal (PRA) is a label given to a growing family of participatory approaches and methods that emphasize local knowledge and enable local people to make their own appraisal, analysis, and plans.

Post-Literacy

A stage where very essential and basic abilities in reading, writing, and numeracy are acquired but the level of which is not sufficient to perform the literacy-related tasks needed to function fully at home, at work, and in the day-to-day civic life.

Primer

Elementary textbook or basic learning material for teaching individuals the basic literacy and numeracy skills.

Resource Person

A person specializing in one subject or field who instructs on an itinerant basis; a supervisor who works primarily with inexperienced persons to assist them in developing teaching plans, materials, and procedures, often using demonstrations and directed practice sessions.

Role Play

A learning exercise where students take part in a small drama based on a hypothetical situation (e.g. a conflict between factory owners and local residents who have observed pollution in the local waterway).

Survey

An investigation of a field to discover current practices, trends, and/ or norms; may or may not include recommendations based on the data gathered.

LIST OF QUESTIONS AND ANSWERS

Chapter 1

1. **Why do we need materials?** p. 8
To make learning more fruitful...
2. **What kinds of materials help make our class fruitful?** p. 10
Real things, written materials, folk media, and relevant objects/materials locally available...
3. **What should we consider in preparing materials?** p. 12
Subject, format, language, and learning objectives...
4. **Who can develop materials?** p. 14
We can, with learners, school teachers, village elders, others around us...
5. **Which material is the easiest for us to start preparing?** p. 16
A simple information sheet can address immediate needs!!

Chapter 2

STEP 1

6. **Why do we need to know about our learners?** p. 22
To make materials that address learners' real needs
7. **How do we know about our learners?** p. 24
By reaching out we can learn what learners want to know

STEP 2

8. **What should we do after needs assessment?** p. 32
Prepare a curricular unit

STEP 3

9. **How can we get materials for our learners?** p. 36
Contact various development offices and workers
10. **How do we adapt materials?** p. 38
Select relevant materials and change them referring to curricular unit
11. **How do we convey a simple message to a large number of learners at once?** p. 40
Let's develop a poster!
12. **How do we satisfy learners' interest in knowing news and reading stories regularly?** p. 44
Work with learners to make a wall magazine
13. **How do we convey many messages in a sequence to a number of learners ?** p. 46
Let's develop a chart!
14. **How do we involve learners more actively in the class?** p. 48
Work with learners to make picture cards
15. **How do we effectively consolidate literacy skills and additional knowledge of the learners?** p. 50
Let's develop a leaflet!
16. **How do we provide a set of complex messages in an effective way?** p. 52
Let's develop a booklet!

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- 17. How do we motivate learners' interest in a certain subject? p. 54**
Let's write songs!
- 18. How do we convey a series of messages through entertainment? p. 56**
Let's develop dramas!
- 19. What other materials can we develop for our learners? p. 62**
Let's develop audio-visuals and other materials
- STEP 4**
- 20. How can we assess the quality of material? p. 68**
We can conduct a pre-test
- STEP 7**
- 21. What teaching-learning activities can we organize around our material? p. 80**
We can organize various activities
- STEP 8**
- 22. What can we do to improve our material development skill? p. 84**
Evaluate the materials we produced