Guide for Trainers
1. **Use the Handbook as a training manual**

This Handbook can be used as a training manual for materials development. Possible trainees are village literacy class teachers, CLC facilitators, and materials developers at district or higher level.

If district level officials find it necessary for the local level facilitators to acquire materials development skills, they can organize training courses for facilitators based on the information provided in this handbook. The training course suggested here may be organized separately or can be integrated with basic or refresher training courses.

2. **A framework for a training course**

General instruction for the trainers
- Please read the entire handbook thoroughly before conducting the training.
- Plan and prepare visual aids for the training.
- Arrange all required stationery/supplies for practice sessions.
- Use local resources for materials production.
- Activate each participant in group work.
- Give enough time for practice.
- Spend time for review during the training course.

The following is a suggested framework for a training programme.
1. Title of the training course
   “Training Course on Needs-Based Materials Development”

2. Aim of the training course
   To assist the village level literacy facilitators or CLC facilitators to develop their capacity for producing need-based quality and relevant materials at the village level using available local resources.

3. Objectives of the training course
   On completion of the training course the participants should be able to:
   - describe what types of resources are required for development of materials at the local level;
   - conduct needs assessment for material development;
   - prepare curricular unit for material development;
   - describe process of utilizing existing materials;
   - describe process of adaptation of material;
   - develop simple written materials.
4. Content outline
   The course may include the following topics:
   - Introduction to the course objectives and process;
   - Why develop materials and for whom?
   - Types of materials feasible for development at the village and at district level;
   - Steps and process of learning needs assessment;
   - Process of developing curricular unit;
   - Easy steps and techniques for developing posters, charts, picture cards and paper strip;
   - Easy steps and techniques for developing wall magazines, leaflets and booklets;
   - Effective utilization of materials;
   - Evaluation of materials.

5. Participants
   - Village level literacy facilitators
   - CLC facilitators
   The number of participants in each batch would approximately be 20-25.
6. Methodology
The entire training course should follow principles of adult learning (refer to page 94) or experiential learning. The method of each session should have 3 stages:

(1) Stage one: INPUT
Trainer should introduce the concept or present the information for consideration or action.

(2) Stage two: PROCESS
After getting input from the trainer, participants should put into practice their newly gained knowledge.

(3) Stage three: OUTPUT
In this stage participants should demonstrate their achievement by producing something tangible.
It is recommended that trainers incorporate participatory training methods including pair or group work.

7. Qualification of trainers
It is expected that a minimum of 2 experienced trainers should be engaged in the whole training programme. Resource person(s) having related experience could be contacted for conducting the session. Facilitators of this course should be experienced in participatory training techniques and materials development at local level.
3. **Prepare the Training Programme**

Let’s prepare a training programme according to given conditions in terms of duration, facilities, resource persons availability, and trainees’ qualification. The following are examples of programming for 5-day and 10-day training courses.

(1) Example programme of 5-day training course

- Short training with emphasis on understanding the total process of material preparation. Omits training on pre-test and revision of developed materials.
- Good for facilitators who do not have enough experience in material preparation.

<table>
<thead>
<tr>
<th>Day</th>
<th>Programme</th>
<th>Handbook reference</th>
</tr>
</thead>
</table>
| Day 1 | Orientation to the course  
-Participants share difficulties in materials development  
-Resource Person’s (RP’s) input on rationale in materials development | Chapter (CH) 1, Material Preparation Process Map |
| Day 2 | RP’s input on needs assessment  
-Needs assessment in selected villages (group work) | CH 2 page 22-31 |
| Day 3 | Analysis of data collected in field survey (group work)  
-RP’s input on curricular unit preparation  
-Curricular unit preparation (group work) | CH 2 page 32-35 |
| Day 4 | RP’s input on material preparation  
-Material preparation (group work) | CH 2 page 40-53 |
| Day 5 | RP’s input on material evaluation  
-Peer evaluation of developed materials | CH 2 page 78-83 |
Example programme of 10-day training course

- Full training including all the steps from needs assessment to evaluation.
- Good for facilitators who have some experience in material preparation and material developers at district and higher level.

<table>
<thead>
<tr>
<th>Day</th>
<th>Programme</th>
<th>Handbook reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>- Orientation of the course&lt;br&gt;- Participants share difficulties in material development&lt;br&gt;- Resource Person’s (RP’s) input on rationale in materials development</td>
<td>Chapter (CH) 1, Material Preparation Process Map</td>
</tr>
<tr>
<td>Day 2</td>
<td>- RP’s input on needs assessment&lt;br&gt;- Field survey in selected villages (group work)</td>
<td>CH 2 page 22-31</td>
</tr>
<tr>
<td>Day 3</td>
<td>- Analysis of data collected in field survey (group work)&lt;br&gt;- RP’s input on curricular unit preparation&lt;br&gt;- Curricular unit preparation (group work)</td>
<td>CH 2 page 32-35</td>
</tr>
<tr>
<td>Day 4</td>
<td>- RP’s input on material preparation&lt;br&gt;- Material preparation (group work)</td>
<td>CH 2 page 40-67</td>
</tr>
<tr>
<td>Day 5</td>
<td>- Material preparation (continued)&lt;br&gt;- Material package preparation (group work)</td>
<td>CH 2 page 40-67, 80-83</td>
</tr>
<tr>
<td>Day 6</td>
<td>- Holiday</td>
<td></td>
</tr>
<tr>
<td>Day 7</td>
<td>- RP’s input on pre-test and evaluation&lt;br&gt;- Preparation of questionnaires for pre-test</td>
<td>CH 2 page 68-75</td>
</tr>
<tr>
<td>Day 8</td>
<td>- Pre-test with learners in the same village as field survey&lt;br&gt;- Analysis of pre-test</td>
<td>CH 2 page 70-71</td>
</tr>
<tr>
<td>Day 9</td>
<td>- Peer evaluation of developed materials&lt;br&gt;- Revision of materials</td>
<td>CH 2 page 76-78, 84-87</td>
</tr>
<tr>
<td>Day 10</td>
<td>- Planning and presentation of follow-up activities by the participants&lt;br&gt;- Evaluation of the training course</td>
<td></td>
</tr>
</tbody>
</table>