

FLI

MTB MLE Curriculum & Instructional Materials Development-I Report

Islamabad 23-27 January 2012

Main goal:

The language groups need to start developing the curriculum for their pilot pre-school programs. They need to draft the goals, with learning outcomes plus indicators, instructional materials, and learning activities needed to accomplish those goals. The priority will be for the first year.

The other purposes for this workshop plus expected learning outcomes, are fully detailed in the LMD-1 Facilitators' Guide.

Facilitators from FLI

Naseem Haider, Training Coordinator, and Muhammad Zaman, Language Development Consultant.

Participants

A total of 16 people from four language groups participated in this workshop:

Hindko [hno] 4 people	Indus Kohistani [mvy] 4 people	Khowar [khw] 4 people	Shina [scl] 4 people
Aqil Ahmad	Fazal Haq	Akbar Ali Atif	Amir Haider
Arshad Ali	Kifayat ullah	Atta Hussain	Ishtiaq Ahmad (C)
Raja Tasawar (C)	Mutabar Shah Rashid	Farid Ahmad Raza (C)	Shakil Ahmad
Raja Wasal Ahmed	Talib Jan (C)	Gul Muhammad Shami	Tufail Abbas

Executive summary

LMD-1 is the first in the series of workshops to get the four language groups started with the planning and development of their curriculum and instructional materials. This time it was held in Islamabad because of the harsh winter in the north.

The workshop started on time and all the participants this time were present from day 1. For this workshop, FLI allotted 4 slots per language group. Hindko brought two new members; Indus Kohistani kept the same group that started the training; Khowar brought a new member, and all participants from Shina were new. While all four took the Discovery Course at FLI, none of them had participated in any previous MLE-related workshop. It was hard for the newcomers to understand some concepts introduced before and are recurrent through the series. Several times, we had to pause and explain again concepts shared at LCT-1 and LCT-2. The focus of the workshop was curriculum planning and development and get participants thinking and making provisions for the instructional materials they will need for the first year, in order to launch their pilot schools on schedule, i.e., 2nd quarter of 2013. In preparation for that, we discussed learning and reading theories, the national education policy on early childhood, and matching of MLE-specific learning outcomes with the government competencies. Previously, all language groups shared with the rest on the progress made in their communities since the last workshop, especially about awareness raising, cultural calendars and themes, meetings with community members, and writers' workshops, if planned. Almost all sessions had a format of presentation of the subject and group work time, and in some cases language group presentations. Handouts were distributed for interactive discussion of a particular subject, e.g., guiding principles for planning MTB MLE projects.

Concerning the tasks language groups had planned and committed to do while in their communities, there was little progress. Hindko and Khowar language groups did not bring their LNA survey questionnaires or Excel sheet were they started the data entry at the previous workshop. The Shina coordinator was unaware of LNA survey, data entry, etc. Only Indus Kohistani said that they had conducted a few more interviews in a new village but their excel sheets were not ready.

Other materials they were supposed to bring were also missing, e.g., alphabet charts (only Indus Kohistani and Shina), spelling guide (Shina only), so after the concept reviews and requirements, all groups started to prepare their own spelling guide.

In general, there was a good participation through all sessions. They completed their work papers and handed them over to the facilitators. Due to our good experience from last workshop, this time again we asked each participant to turn in a written workshop evaluation that we intend to use for necessary changes to continue improving the content quality and productivity of future training sessions. In the end, we told them about the possibility of holding another LMD workshop in April. They promised to come to that workshop prepared, having completed all pending tasks plus the new information they will need to gather.

TOPICS IN DETAIL

Follow-up after LCT-2

This was the first session after welcome and introduction session. This session was important to know about the progress made by each language project in their communities. The facilitators gave some pointers to organize their presentations, fixed 7 flip charts on the wall with the title of each subject under review, and distributed different colour sheets for each language. After working in their groups and fixing their highlights on the corresponding chart, each coordinator presented their progress to the rest of participants. Some of the highlights follow:

- The Hindko language group had a meeting with some teachers and other people of the community about the MLE program, and most of the people agreed that mother tongue-based education is very important for their children.
- The Indus Kohistani group said that most of the people in their community are not educated, therefore most of them wanted to educate their children, but did not consider good to involve women in education. They held a writers' workshop with some community people and revised a cultural calendar focused on the four seasons with different activities. The cultural calendar has been approved by the community people.
- The Khowar language group shared that they had shown the UNESCO video to some people at their homes and had a community meeting about the importance of MLE program. They are planning to arrange a separate MLE committee for women.
- The Shina language group shared that through SLCPS and MTB MLE committee, two seminars on MTB MLE program were conducted in two different areas: Basin and Danyoor. Now the people from these two areas have a sense of ownership for the success of MLE program in Gilgit. SLCPS had developed and published a cultural calendar based on research work, with . They gave us a copy and ugh it is a good initiative we will comment in the evaluation and published with cultural months name and the cultural events date. The language group said that it will be very helpful for them to make cultural calendar and themes for MLE curriculum and instructional materials.

From their presentation, we noticed that most groups had fulfilled their plans according to their strategic planning, but there are still some areas where they need to improve.

LMD-1 Workshop Photos



Fig. 1- Naseem gives some advice to the Shina participants during their group work time.



Fig. 2- Highlights from some language groups on awareness raising and mobilization.



Fig. 3- Indus Kohistani coordinator speaking about language attitudes in their community



Fig. 4- Khowar group members writing down their expectations.



Fig. 5- Indus Kohistani cultural calendar approved by the community.



Fig. 6- Classroom setting

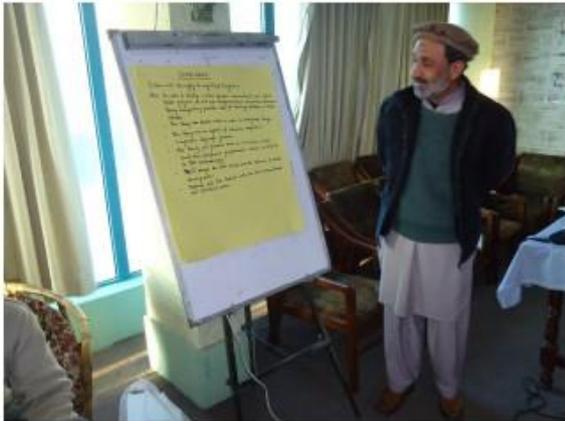


Fig. 7- Shina team member speaks about learning theories and application onto their project.



Fig. 8- Hindko group giving a retrospective look into traditional schooling in their community.



Fig. 9- A panoramic view of the classroom and Zaman (left) giving some guidelines to one of the language groups.