

FLI

MTB MLE Committee Training II Report

Mansehra (Aashiyana Hotel), 27 September - 1 October 2011

Objectives

- Follow-up on LCT-1 workshop's sequel of tasks to complete by participants at their communities (i.e., role and responsibilities of identified people, LNA progress, strategic planning feedback from CBO/community members, raising awareness & mobilization)
- Language groups need to define what is the status of their literacy needs assessment and orthography, and make plans to get to the minimum required level before they can move ahead with subsequent efforts, e.g., adjustments to strategic planning, decisions on the type and scope of their programmes, development of curriculum and instructional materials, organization of writers' workshops, etc. They also need to review RBM terminology and purposes, in order to improve or enhance their planning skills.
- Language groups need a supporting tool that helps them tabulate and analyze their LNA surveys results to make decisions.
- Committee members need to deepen their knowledge of the components of strong MLE programmes; moving from a theoretical notion to a more practical understanding of their individual importance and interconnection.
- They need an overview of the MTB MLE approach and methodology towards community-centered programmes that enable multilingual, multiliterate, and multicultural students.
- Participants need to fully understand the key role of cultural context in curriculum development and production of instructional materials.
- Language groups need feedback and recommendations to their initial strategic planning, and be challenged to involve women from their communities in the process.
- Committees need encouragement, to pursue their vision, address their community needs regarding education, and work well as a team, both with insiders and outsiders. They will have the opportunity to get a glimpse of existing and successful MLE programmes.

Facilitators from FLI

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

Participants

A total of 25 people from four language groups participated in this workshop:

Hindko [hno] 8 people	Indus Kohistani [mvy] 5 people	Khowar [khw] 3 people	Shina [scl] 9 people
Ajmal Nazir	Fazal Haq	Akbar Ali Atif	Amjad Iqbal
Bilal Ahmed	Kifayat ullah	Farid Ahmad Raza (C)	Imdad Hussain
Iftikhar Ahmed	Mutabar Shah Rashid	Gul Muhammad Shami	Muhammad Naeem
Muhammad Latif	Noor-ul-Haq		Mujeeb-Ullah
Nasir Bukhtiar Khan	Talib Jan (C)		Raza Abbas
Raja Asim			Sajid-ur-Rehman
Raja Tasawar (C)			Salman Ali
Raja Wasal Ahmed			Zafar Iqbal
			Zain-ul-Abideen

TOPICS IN DETAIL

Identification of team members

In the previous workshop, all groups agreed to discuss this need with their language organization and community people so they could identify their team members. In this session they completed the list, including roles and responsibilities.

Language group	Coordinator	Writers	illustrators	Editors
Indus Kohistani	✓	4	1	1
Hindko	✓	4	1	1
Khowar	✓	3		
Shina	✓	4	1	1

Literacy Needs Assessment (LNA)

This topic is about their collection of baseline data and people's needs and attitudes towards MTB MLE. This information will help decide where to start their programme. In the last LCT-1 workshop they did not have any data ready, but this time almost all teams had made some progress. They brought LNA survey questionnaires from a small *muhalla* (hamlet) from at least two villages:

Language group	Village name	Total households	Households Interviewed
Hindko	Dhodhial (Mansehra)	700	75
	Nawan Shehr (Abbottabad)	60	50
Indus Kohistani	Bazaar Colony Ranolia	50	42
	Bar Killi Ranolia	133	42
	Chakai Bankad	83	32
Khowar	Booni Mulgram	100	80
	Chinar Mastuj		
Shina	Danyore	500	30
	Baseen	510	35

LCT-2 Workshop Photos

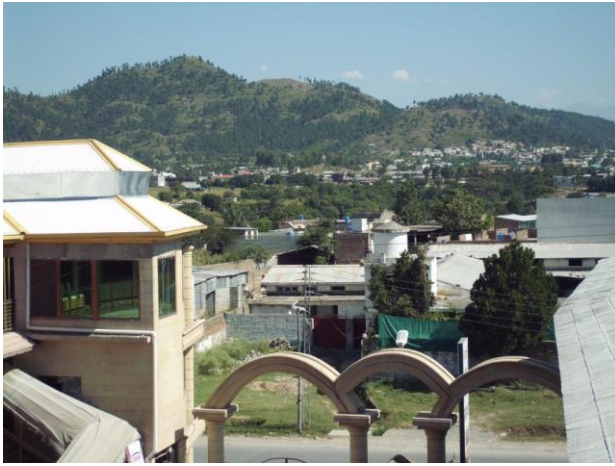


Fig. 5- Participants watching with great interest

Fig. 6- Raia Wisal from Hindko presenting roles

